

# **Florida Department of Education**



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

2012–2013

## 2012 – 2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Hastings Youth Academy	District Name: St Johns County School District
Principal: Dr. Paul Vivian	Superintendent: Dr. Joseph Joyner
SAC Chair: Ms. Michelle Montgomery	Date of School Board Approval: 11/13/2012

### **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

May 2012

Rule 6A-1.099811

Revised May 25, 2012

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Dr. Paul Vivian	Ed.D. Educational Leadership	4 years	35 years	Dr. Vivian has been in school administration for over 35 years and has served at all administrative levels from principal to superintendent as well as experience at the higher education level.
Lead Educator					

## 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 Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
	HYA does not have any instructional coaches other than Dr. Vivian who serves as the chief administrator as well as the instructional coach.	Ed.D. School Leadership	4	35	Strong success in past school districts in increasing student achievement. Success in increasing the graduation rate here at HYA.

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

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### 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.
Social Science	Ryan Montgomery	BA / Social Science (5-9) ESE (k-12)	4	4	Part of the instructional team efforts
ESE	Chandra Knighten	BA /ESE (k-12)	4	4	Integral part of the instructional team particularly for ESE students
Science	John Thomas	BA / PE(k-12) and Science(5-9)	4	4	Part of the instructional team effort

### 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. Utilization of district PACTS program	Principal	Upon posting	
2. Regular Meetings With New Teachers	Principal	On-going	
3.			
4.			

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

### *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
21% (3)	G4S, the parent company of HYA, provides funding to teachers to obtain any needed courses or tests they may need to take to achieve full certification.

### *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
7	14% (1)	86% (6)	None	None	None	81% (5)	0%	0%	43% (3)

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

### *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
The SJSD provides mentoring assistance to teachers at HYA	TBA	Subject Area Specialty	Based on SJSD Calendar

***\*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.

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***\*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?

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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Student course selection encompasses all core courses that integrate reading and real life application and relevance of each other. The school also offers students career courses in business technology. These courses focus on job skills and students also have the opportunity to complete work experience courses in culinary arts and general maintenance.

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?

The school offers students career courses in business technology. This course focuses on job skills and students have the opportunity to complete work experience courses in culinary arts and general maintenance.

### *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.

NA

## 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

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

- 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						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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:							



## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Percentage of students making learning gains in reading. <u>Reading Goal #1:</u>	1.1. The influx of students in and out of the program makes it difficult to take full advantage of the reading program	1.1. Utilize strategies provided by a Reading partnership with the University of Florida (Project Liberate)	1.1. Reading Teachers	1.1. Tracking of assessment results	1.1 WIN, FAIR, and FCAT.		
Students will be expected to make gains in reading skills during their residence at HYA which typically lasts 8 to 10 months.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	71% of students made learning gains in reading during the 2011-2012 school year. The average gain was .7 grade levels	73% of students will make learning gains in reading during the 2012-2013 school year.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target							
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  <u>60%</u>	<b>71%</b>					
<u>Reading Goal #2:</u>  <i>Enter narrative for the goal in this box.</i>							

## Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Reading progress measured by Read 180 vs. New Century Learning	6-12	PD is provided by UF staff	Reading Instructors	Monthly	Results are monitored and measured as part of a federal grant supervised by the University of Florida	Dr. Vivian

### Reading 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
Library books and other reading materials	High interest reading materials for library and student use	School budget	\$500.00
<b>Subtotal \$500:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Focus on needed areas of improvement, such as reading comprehension, inference, and vocabulary.	New Century Education Reading and Scholastic's Read 180 and System 44 software.	Title 1 and Project Liberate Grant funding through the University of Florida.	\$10,000.00
<b>Subtotal: \$10,000</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Enroll teachers in Reading courses	State and District reading classes	PD budget	\$6,000.00

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal: \$6,000			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:\$16,500			

*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							
<ul style="list-style-type: none"> <li>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.</li> <li>What percentage of students made learning gains?</li> <li>What was the percent increase or decrease of students making learning gains?</li> <li>What are the anticipated barriers to increasing the percentage of students making learning gains?</li> <li>What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>							

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

	Problem-Solving Process to						
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>MATHEMATICS GOALS</b>	<b>Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Percentage of students making learning gains in mathematics.</b> <u>Mathematics Goal #1:</u>	1.1. The student length of stay as well as the ongoing entrance and exits of students creates a barrier.	1.1. The school uses New Century Technology to monitor the student progress.	1.1. Math instructor	1.1. Tracking of assessment results	1.1. FCAT and EOC exams		
<i>Students will be expected to make gains in mathematics during their residence at HYA which typically lasts from 8 to 10 months. We hope to help students make gains so they are either on grade level or near grade level in math.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

	77% of the students tested made a learning gain based on performance on New Century mathematics pre-test and post-test gains comparisons. Average gain was 1.0 grade level.	79% of students will make a learning gain based on performance on a common assessment mathematics pre and post (gains) comparison.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	<b>77%</b>					
<b>Mathematics Goal #2:</b>							
<i>Enter narrative for the goal in this box.</i>							

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

### Algebra End-of-Course (EOC) Goals

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

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>	1.1. The students who are eligible and required to take the EOC Algebra 1 course are often not prepared due to having been out of school before we receive them. Many of our students opt to take the GED and thus there is little motivation to pass an EOC.	1.1. The math instructor will focus on teaching skills that will help students who must take the Algebra EOC to be successful using resources provided by the district and the state.	1.1. Math Instructor	1.1. Evaluation of student scores on the EOC Algebra 1 exam.	1.1. Algebra 1 EOC exam.		

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>Algebra Goal #1:</b> <i>50% of the students enrolled in Algebra 1 will pass the End of Course Assessment in order to earn a credit in Algebra.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<i>3% of the students who took the Algebra 1 EOC passed.</i>	<i>50 % of the students taking the Algebra 1 EOC will pass</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>	2.1. The length of stay and ongoing entrance and exit of students presents a barrier. Also, currently HYA does not have a fully certified teacher for Algebra 2.	2.1. Provide access to Algebra 2 through Virtual School access	2.1. Math Instructor	2.1. Tracking assessment results from EOC	2.1. FCAT and EOC for Algebra		



## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>Algebra Goal #2:</b>  <i>Students who have achieved levels 4 and 5 in Algebra will have access to upper level Algebra courses via Virtual School classes if they have completed Algebra 1 prior to their arrival at HYA and have passed the Algebra 1 EOC exam they will be enrolled in Algebra 2 via virtual school access.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	No data at this time	99% of Achievement Level 4 and 5 students will have passed the Algebra 1 EOC.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  <u>N/A Not Tested</u>	<b>N/A Not Tested</b>					
<b>Algebra Goal #3:</b>  <i>Enter narrative for the goal in this box.</i>							

*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)).

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1. Few students enter our program with the their school attendance up to date.	1.1. Provide the Math instructor with staff development and resources to provide Geometry instruction to help student become successful when taking the Geometry EOC.	1.1. Principal	1.1. Teacher enrolled in PD and becoming fully certified in Math 6-12.	1.1. EOC results in Geometry.		

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>Geometry Goal #1:</b>  <i>50 % of Students enrolled in Geometry will pass the EOC in Geometry.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	25% passed the Geometry EOC exam.	50%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>	2.1.  N/A	2.1.  N/A	2.1.  N/A	2.1.  N/A	2.1.  N/A		
<b>Geometry Goal #2:</b>  <i>Provide accelerated learning in Geometry for students who have achieved level 4 and 5 in geometry. Currently, we do not have any students in this category</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<i>No Data</i>	<i>No data</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	Baseline data 2010-2011 <u>N/A no data available</u>	N/A no data available					
<u>Geometry Goal #3:</u>  <i>Enter narrative for the goal in this box.</i>							

## Mathematics Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or						
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating small group and individualized computer-based mathematic s instruction	6-12	Math Instructor	Math Instructors	Early Release dates each month for teacher planning	Review the teacher reports on student data assessment for each trimester.	Principal
District and state standards in Math	6-12	Math Instructor	Academic Teachers of Math	Monthly Meetings	Classroom Observations	Principal

*End of Geometry EOC Goals*

## Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase high interest math materials	Scholastic Math	General Education Budget	\$250
Purchase Algebra 1 EOC resource materials	State/district approved materials	Instructional Materials	\$500

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>Subtotal:\$750</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Focus on each student's weakness in mathematics and provide opportunities for them to improve their math knowledge and skills.	New Century Education mathematics	Title 1	\$3,000
<b>Subtotal:\$3,000</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District in-service/courses for teachers to improve their understanding of and ability to teach higher level math courses	Fund teacher participation	PD	\$500
<b>Subtotal:\$500</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:\$4,250</b>			

*End of Mathematics Goals*

## Biology End-of-Course (EOC) Goals

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

## 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)).

<b>Biology EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Biology.</b>	1.1. Lack of laboratory facilities and length of stay are barriers.	1.1. Use of Ignite Learning as a remediation tool for students.	1.1. Science instructor	1.1. Assessment Data	1.1. FCAT and EOC for Biology		
<b>Biology Goal #1:</b>  <i>50 % of the students who will take the Biology EOC exam will pass the test and earn a credit in Biology.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

	33% of the students who took the Biology EOC passed.	50% of all students who are eligible to take the Biology EOC will pass and receive credit in Biology.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>	2.1. Length of student stay as well as lack of lab equipment are barriers.	2.1. To use technology such as Ignite Learning to help with remediation efforts.	2.1. Science instructor	2.1. Assessment Data	2.1. FCAT and Biology EOC		
<b>Biology Goal #2:</b> <i>99% of student in level 4 and 4 who take the Biology EOC will pass. We currently have very few students who would fall in to the level 4 and 5 category.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No Data Available	99% of students who take the Biology EOC exam will pass.					



## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

## Science Professional Development

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
District PD on Biology curriculum/standards for EOC	9-12	District PD Coordinator	Science instructor	Early release dates monthly.	Classroom observations	Principal

## Science Budget (Insert rows as needed) NA

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	Amount
Biology Materials	State/district approved materials	Instructional Materials	\$400
<b>Subtotal: \$400</b>			

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Technology			
Strategy	Description of Resources	Funding Source	Amount
Biology Software	Software that can enhance the learning of Biology to pass the EOC	General Education Budget	\$200
<b>Subtotal:\$200</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District/State Meetings on Biology Curriculum and EOC	District Professional Development Meetings	PD	\$150
<b>Subtotal:\$150</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:\$750</b>			

### *End of Science Goals*

### **Civics End-of-Course (EOC) Goals** *(required in year 2014-2015)*

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

<b>Civics EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1. Length of student stay and ongoing entrances and exits are barriers.	1.1. Ignite Learning is used as a remediation tool and civic instruction is also addressed through the Reading/LA curriculum.	1.1. Civic Instructor	1.1. Assessment Data	1.1. FCAT and Civic EOC		
<u>Civics Goal #1:</u>  <i>Currently HYA does not have anyone enrolled in Civics. Should we get a level 3 civics student, our goal would be that they pass the EOC exam by the required timeframe.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data available	99% of the students who are required to take the Civics EOC will do so with a passing score.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student 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		

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2.1. Texts and Materials may not be available	2.1. Assure state approved texts and materials are available	2.1. Social Science Instructor	2.1. Successful completion of the Civics course.	2.1. Civics EOC		
<b>Civics Goal #2:</b>  <i>Currently no one at level 4 or 5 is enrolled in Civics. In the event we have level 4 and 5 students taking Civics, our goal will be for them to successfully pass the Civics EOC exam.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data available	99% of level 4 and 5 students will pass the Civics EOC exam					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

## Civics Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community</b>						
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>(PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District PD on Civics EOC	9-12	District SS PD member	Social Science Instructor	In-service Day	Classroom Observations	Principal

### Civics 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	Amount
Make texts and materials available	District provided	Instructional Materials	\$150
<b>Subtotal:\$150</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
EOC software packet	Internet based	Instructional Materials	\$200
<b>Subtotal:\$200</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide Social Science instructor with district provided Civics EOC training	District PD	Professional Development	\$200
<b>Subtotal:\$200</b>			
Other			

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:\$550</b>			

*End of Civics Goals*

### U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History 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		
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>	1.1. The length of stay and ongoing entrance and exit of students is a barrier.	1.1. Ignite Learning is used for remediation purposes.	1.1. U.S. History Instructor	1.1. Assessment Data	1. FCAT and EOC exam1.		

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>U.S. History Goal</b> <i>70% of Achievement Level 3 students will pass the US History EOC exam.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data available	70%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Civics Goal #2:</b> <i>99% of the level 4 and 5 students taking the US History EOC will pass.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data available	99% will obtain a passing score.					

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

## U.S. History Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
US History course standards and EOC exam	9-12	District personnel	Social Science Instructor	Fall In-service Date	Meeting with Principal for follow-up	Principal

## U.S. History 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	Amount
Not applicable yet			



## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PD for the SS teacher about course standards and the EOC exam.	District PD	PD	\$200
<b>Subtotal: \$200</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$200</b>			

### *End of U.S. History 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
<ul style="list-style-type: none"> <li>• What career type does the program offer?</li> <li>• How does the program provide career exploration for all students?</li> <li>• What hands-on technical training does the program provide (type 3 programs)?</li> <li>■ For type 3 programs what industry certifications are offered?</li> <li>■ How many students earned industry certifications?</li> <li>■ Is the program a Career and Professional Education (CAPE) Academy?</li> </ul>

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

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

CAREER EDUCATION GOAL(S)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Career Education Goal</b>	1.1. Students sometimes do not remain in a career class long enough to obtain a career certification	1.1. Provide outside employment role models to assist	1.1. Transition Specialist	1.1. Evaluating the student completion of career courses	1.1. Percentage of students who earn industry certification		
<i>HYA is a type 2 career program with technical training in office occupations and career education.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>25% of our students obtained industry certification</i>	<i>50% of the students will earn industry certifications</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

### Career Education Professional Development

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
Webinar on WIN curriculum which will be used to increase the number of students who achieve industry certification	9-12	Ms. Montgomery	Career Instructor and Para's	August 31, 2012	Monitor the use of WIN software	Principal

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

Include only school-based funded activities/materials and exclude district funded activities /materials.	
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Evidence-based Program(s)/Materials(s)	
Strategy	Descr
Implement Information Technology	Imple
	<b>Subtotal: \$52,000</b>
Technology	
Strategy	Descr
MIS software	Need
	<b>Subtotal:</b>
Professional Development	
Strategy	Descr
Training on MIS	MIS S
	<b>Subtotal: \$2,500</b>
Other	
Strategy	Descr
	<b>Grand Total: \$54,500</b>

*End of Career Education Goal(s)*

### **Transition Goal(s)**

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

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> <li>How does the program deal with transition planning (entry and exit transition)?</li> <li>How many students successfully transition (e.g., return to school, find employment)?</li> </ul>

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

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

TRANSITION GOAL(S)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Transition Goal</b>	1.1. We have always had a transition plan in place; however we now try to make the plan much more specific to the needs of the student leaving.	1.1. Continue to provide a more systematic plan that provides specific and detailed reentry plan for school and or work.	1.1. Transition Specialist	1.1. Evaluation of the Transition Plan	1.1. Transition Plans: Report on student's successful reentry into their home community.		
<i>All students are expected to have a transition plan in place prior to exiting the HYA program. The plan identifies next school and or work placement and long term goals.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

	100 % of the students completing the HYA program have a transition plan in place.	100% of students who exit the HYA program will have a transition plan in place.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

## Transition Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Transition	9-12	Dr. Vivian	Ms. Montgomery	Fall In-service meeting	Review of Transition Plans for 2012-2013 students	Dr. Vivian

## Transition 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	Descr
None needed	

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

<b>Subtotal:</b>	
Technology	
Strategy	Descr
Utilize the internet to access ADAPT exam	Deskt
<b>Subtotal: \$0</b>	
Professional Development	
Strategy	Descr
Transition Specialist attends district meetings	Distri
<b>Subtotal: \$100</b>	
Other	
Strategy	Descr
<b>Grand Total: \$100</b>	

*End of Transition Goal(s)*

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

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

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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

- What was the attendance rate for 2011-2012?
- How many students had excessive absences (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?
- How many students had excessive tardiness (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardiness?
- What strategies and interventions will be utilized to decrease the number students with excessive tardiness for 2012-2013?

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

ATTENDANCE GOAL(S)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Attendance Goal # 1</b>	1.1.						
HYA is a residential DJJ program	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					



## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

## Attendance Professional Development

<div>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</div> <div>Please note that each Strategy does not require a professional development or PLC activity.</div>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

## Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Attendance Goals*

## Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	
	<b>Total: \$16,500</b>
<b>Mathematics Budget</b>	
	<b>Total: \$4,250</b>
<b>Science Budget</b>	
	<b>Total: \$ 750</b>
<b>Civics Budget</b>	
	<b>Total: \$550</b>

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Budget	
	Total: \$200
Career Budget	
	Total:\$54,500
Transition Budget	
	Total: \$100
Attendance Budget	
	Total:\$0
	Grand Total: \$76,850

## School Advisory Council

### *School Advisory Council (SAC) Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

☒ Yes

☐ No

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Describe projected use of SAC funds.	Amount
HYA does not receive SAC funds	

Describe the activities of the School Advisory Council for the upcoming year.
The SAC will meet monthly for updates and to advise the school leadership team on learning needs of the students.