# FLORIDA DEPARTMENT OF EDUCATION



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

2012–2013 Columbus Juvenile Residential Facility (5062)

#### 2012 – 2013 SCHOOL IMPROVEMENT PLAN

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

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

## **Student Achievement Data:**

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

#### **Administrators**

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

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

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					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
					guins 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.
English, Reading, PCSD, Social Sciences	Karla Hart	Degrees: B.A – Social Work  Certification: English 5-9 Reading Endorsement	11	11	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.
Math, Science, Social Sciences	Ricardo Neblett	Degrees: B.S. – Business  Certification: Business 6-12, Social Science 6-12, MGIC 5-9, Earth Science 6-12	7	9	2011-2012 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. 2010-11 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in reading.

Culinary Arts	James Wood	District Certification: Culinary Arts 6-12	8	8	2011-2012 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. 2010-11 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic
ESE	Delores Sullivan	Degrees:  B.A. – Special Education  B.A. – Psychology	5	23	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.  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.
		Certification: ESE K-12 Reading (endorsement) Elementary Education K- 6, Mentally Handicapped k-12			<ul> <li>2010-11</li> <li>71% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>62% of students enrolled in Youth Services programs make academic gains in math.</li> <li>2009-10</li> <li>70% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>62% of students enrolled in Youth Services programs make academic gains in math.</li> </ul>

# **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	
2. Performance Pay	General Director of Federal Programs	July 2013	
3. Facility Orientations	Assistant Principals	August 2012	
4. Subject Area Meetings	Assistant Principal	Ongoing	

5. Mentor Program	Assistant Principal	Ongoing	
6. Site-Based PLC's	Assistant Principal	Ongoing	
7. Site-Based Meetings	Assistant Principal	Ongoing	
8. Teacher Incentives	Principal	Ongoing	

#### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.

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

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Subject area support, District training 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
4	0%	0% (0)	75% (3)	25% (1)	0% (0)	75% (3)	50% (2)	0% (0)	25% (1)

# **Teacher Mentoring Program**

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

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

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

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

Our students are immersed in written language in all curriculum areas. Every content area teacher is expected to provide direct reading instruction. Embedded in each curriculum, reading is taught as a process. We ensure this practice through our 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 7th grade students participate in the career education component through either their M/J Civics or PCSD course.

#### Postsecondary Transition

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

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 7<sup>th</sup> 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	G 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 in reading.  Reading Goal #1:	. Percentage of students making learning gains n reading.			Strategy: All students enrolled in a Youth Services program with a FCAT level	Who Data Analysis with School-wide and Site-Based PLC's.  Asst. Principal The DIJ Common Assessment	1.1. FAIR Springboard Embedded Assessments		
The percentage of Youth Services students who	Level of Performance:* 77% of	Performance:*	court-ordered residential placement and are therefore significantly below grade level in reading.	150 minute block of	Subject Area Leaders	residential and day treatment	Mid-Term Exams Semester Exams Teacher Made Tests	
test scores on the CA	students increase their STAR	students increase their CA Reading		The core program is	Classroom Walk- throughs First Nine Week	The DJJ Common Assessment will be administered to all residential and day treatment		

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from 71% to 73% by May Ro	eading po	osttest.		on the essential standards. It	<u>Check</u>	students within 30 days of exit	
2013 pc	osttest.			involves a viable core	Classroom Walk -	or at least annually.	
L.				curriculum that embeds	throughs		
				monitoring for all students.	Reading Checks	First Nine Week Check	
				Within the core program,	conducted by	Students will participate in the	
				teachers use interventions	Principal, AP, and	state's progress monitoring	
						system, FAIR	
				instructional strategies,	be documented in		
				flexible grouping for	"Classroom	Mid-Term Exams	
				differentiated instruction and	Observation		
				frequent progress monitoring	Notebooks".	Second Nine Week Check	
				to maximize student	Mock QA Team, Lead	Semester exams and teacher	
				earning. These	teachers, and Subject	made tests.	
				interventions are in addition	Area leaders will use	Students will participate in the	
			}	to classroom learning, not in	content-area	state's progress monitoring	
					classroom	system, FAIR	
				This year our school is	instruments.		
				focusing on the following	Information will be		
				strategies, materials and	used to provide	Third Nine Week Check	
				techniques in our core	assistance in	Students will participate in the	
				program:		state's progress monitoring	
						system, FAIR	
				Instructional Calendars,			
				Mini-Lessons and	strength and needs	Mid-Term Exams	
				Mini-Assessments	throughout the school		
				<ul> <li>School-wide academic</li> </ul>		Students enrolled during the	
				recognition programs		2013 FCAT 2.0 Reading	
				every nine weeks		administration will participate	
				<ul> <li>Marzano's Research-</li> </ul>		in all tests.	
				Based Strategies for	See Above		
				Increasing Student		Fourth Nine Weeks:	
						Semester exams and teacher	
				strategres merade are	Check Check	made tests.	
				following:	~		
				identifying similarities		Data from all of the	
				and Differences		instruments identified above	
				1. Summarizing and Note	Fourth Nine week	will be used to determine	
				Taking		student progress during their	
				2. Reinforcing Effort and		enrollment at a Youth Services	
				Troviania recognition		school site. PLC's will analyze	
				3. Practice		data and identify areas of	
				4. Nonlinguistic		strength and need to better	
				Representations		augment student learning	
				5. Cooperative Learning		gains <u>.</u>	
				6. Setting Objectives and			
				Providing Feedback			

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			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			
			<ul> <li>Cornell Notes</li> </ul>			
			<ul> <li>Teacher-Student Data</li> </ul>			
			Chats every nine weeks			
			<ul> <li>Differentiated</li> </ul>			
			Instructional Strategies			
			Mid-Term progress			
			reports			
			1			
		1.2.	1.2.	1.2.	1.2.	1.2.

1.3.

1.3.

1.3.

# **Reading Professional Development**

1.3.

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	PD Facilitator and/or	PD Participants (e.g., PLC, subject, grade level, or	Target Dates and Schedules (e.g., Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for		
und/of 1 Le 1 oeus	Level/Subject	PLC Leader	school-wide)	Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Monitoring		

1.3.

				meetings)		
Columbus JRF Site-Based PLC	6-12	Kara Hart	Columbus JRF faculty and staff	Tuesdays, bi-monthly 45 minutes during common planning period	<u> </u>	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)	6-12	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.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CRISS Training	District paid training	HCPS	\$0
Kagan Training	District Paid Training	HPS	\$0
Reading Endorsement Courses	District paid training	HCPS	\$0
School Improvement Coordinator (SIC): SIC will provide staff development training to YS PLC's	No funds available, volunteer position elected by the SAC to assist the administrative team with the implementation of the FCIM.	Volunteer Position	\$0

Subtotal: \$0

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
A+ Training: SIC will provide hands-on training on the ALS CAI curriculum	Training provided by Youth Services Personnel to Youth Services teachers	A+ Training: SIC will provide hands-on training on the ALS CAI curriculum	\$0
Read 180 Training	District Paid Training	Read 180 Training for Reading Teachers	\$0
			Subtotal: \$0

Subtotal: \$0

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
2012 Drop Out Prevetion Conference: Administration, SAL's, Mock QA Team, Instructional Presenters attend training to gain knowledge on best practices and changes impacting DJJ educational programs.	Grant provided by the Director of Non- Traditional Programs Internal School Fund	Grant	\$0
Differentiated Instruction	Teachers will participate in ongoing school wide trainings to help them learn to implement DI strategies in all classrooms.	NA	\$0
Gardener's Multiple Intelligence	District Paid Training	HCPS	\$0
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mock QA Reviews: Mock QA Team will provide on-site reviews, classroom walk-throughs, and technical assistance to all JJEEP reviewable programs at least once per year	No funds available	NA	\$0
<u> </u>			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
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Based on the analysis of student a			Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
"Guiding Questions", identify					Responsible for	Effectiveness of	
improvement for the			1.1		Monitoring	Strategy	1 1
1. Percentage of students n	naking learni	ng gains in	1.1. Many students have not		1.1. <u>Who</u>	1.1. Data Analysis with School-wide	1.1. Florida Achieves
mathematics.				Youth Services program will		and Site-Based PLC's.	Assessments
					PLC Leadership Team		Formative Assessments
Mathematics Goal #1:			C I	school. Students will adhere	•	The DJJ Common Assessment	Springboard Embedded
	2012 Current	2013 Expected	placement and are		School Improvement	will be administered to all	Assessments
TTI	Level of	Level of Performance:*	therefore significantly		Coordinator	residential and day treatment	Mid-Term Exams Semester Exams
The percentage of students		remormance.		instructional days. Students		students within 10 days of	Teacher Made Tests
who increase their math	76% of	64% of		will receive prescriptive	<u>How</u>	entry to the programs.	
post-test scores on the CA	students	students			PLC Leaders will	F. D.: C	
Math post-test will increase	maintain or	maintain or		Academic Plans (IAP) that	conduct bi-monthly	The Djj Common Assessment	
from 62% to 64% by May	increase their	increase their		are reviewed at least monthly		will be administered to all residential and day treatment	
2012.	STAR Math	CA Math		by all teachers. Students will		students within 30 days of exit	
	post-test	post-test.			data collected on	or at least annually.	
		•		1 0 1	QCA, mini-lessons,	of at least aimuaity.	
					and mini-assessments.	First Nine Week Check	
				instruction and strategies	Cubicat Amas I asdams	Students will participate in	
					Subject Area Leaders will conduct monthly	district Formative Assessments.	
				*	content area PLC	Teachers will monitor student	
					meetings to review	progress and proficiency with	
					data collected on	the Florida Achieves lessons	
					Florida Achieves, and	and assessments. Data	
					district formative	collected will drive content	
				instruction embedded across	assessments,	area PLC's.	
					Springboard embedded	Mid-Term Exams	
				A -4: C4			
				The core program is	teacher made tests and	Second Nine Week Check	
				classroom based instruction	exams.	Students will participate in	
				on the essential standards. It		district Formative Assessments.	
				involves a viable core	Administration will	Teachers will monitor student	
				curriculum that embeds	facilitate monthly	progress and proficiency with	
				monitoring for all students.	school-wide PLC	the Florida Achieves lessons	
				1 6	meetings to review	and assessments. Data	
					data collected on	collected will drive content	
					QCA, mini-lessons,	area PLC's.	
					and mini-assessments	Semester exams and teacher	
				flexible grouping for		made tests.	
				differentiated instruction and		made tests.	
				frequent progress monitoring		Third Nine Week Check	
					Solving Team will	Students will participate in	
				C	meet quarterly to	district Formative Assessments.	
				interventions are in addition	review data collection	Total of the first terms	

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

2012 2013 School Imp		2. Teacher modeled example 3. Guided practice 4. Check for understanding • Higher order questioning (Read and Think Deeply) CRISS strategies • Cornell Notes • Teacher-Student Data Chats every nine weeks • Differentiated Instructional Strategies • Mid-Term progress reports			
	1.2.			1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

# Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals				Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Acl	hievement Le	vel 3 in Algebra.	2.1.	2.1.	2.1.		2.1.
The percentage of students scoring Level 3on the Florida Algebra I EOC will increase from 0% to 20%	Level of Performance:*  0% (0/3) of our students scored Level 3(299 SS) on the 2012 of the	20% of our students will score Level 3 or higher on the Florida Algebra I EOC during the 2012-13 school	not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	Individual Academic Plans		The DJJ Common Assessment will be administered to all residential	Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2013 School Improvement Fian Juvenne Justice Education Frogr			
least mo	nthly by all re	eview data collected on	Assessment will be
teachers.	. Students will C	QCA, mini-lessons, and	administered to all residential
follow the	he HCPS pupil n	nini-assessments.	and day treatment students
progress	sion plan. Students		within 30 days of exit or at
	-		least annually.
		vill conduct monthly	
	•		First Nine Week Check
			Students will participate in
			district Formative
			Assessments.
I fortua z			Teachers will monitor student
Students			
			progress and proficiency with
			the Florida Achieves lessons
	on embedded across n		and assessments. Data
all conte			collected will drive content
			area PLC's.
Action S		acilitate monthly	
	1 0		Mid-Term Exams
		neetings to review data	
on the es	ssential standards. c		Second Nine Week Check
It involv	es a viable core		Students will participate in
curricult	um that embeds a	ssessments	district Formative
monitori	ing for all students.		Assessments.
Within the	he core program, P	PLC Leadership	Teachers will monitor student
teachers	use interventions T	Feam/Problem Solving	progress and proficiency with
such as r	researched based T		the Florida Achieves lessons
instruction	onal strategies, to	o review data collection	and assessments. Data
		nd problems	collected will drive content
		ncountered and work to	
		dentify possible	
		• •	Semester exams and teacher
	learning. These		made tests.
		First Nine Week Check	made testis.
	oom learning, not in S		Third Nine Week Check
	classroom learning.	F	Students will participate in
			district Formative
			Assessments.
			Teachers will monitor student
	ies in our core		progress and proficiency with
		•	the Florida Achieves lessons
program	e of Reinforcement S		and assessments. Data
			collected will drive content
	structional		area PLC's.
	lendars, Mini-		area PLC S.
	ssons and Mini-		MILT. F
	sessments		Mid-Term Exams
	hool-wide academic		0. 1
rec	cognition programs		Students enrolled in grades 6-
N. 2012			17

2012-2013 School Improvement Plan Juvenile Justice Education Programs 8 during the 2013 FCAT 2.0 every nine weeks Math administration will · Marzano's Research-Based Strategies for participate in all tests. **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 Summarizing and Note Fourth Nine Weeks: Semester exams and teacher Taking Reinforcing Effort and made tests. Providing Recognition Data from all of the Practice instruments identified above Nonlinguistic Representations will be used to determine student progress during their Cooperative Learning Setting Objectives and enrollment at a Youth Providing Feedback Services school site. PLC's will analyze data and identify Generating and Testing areas of strength and need to Hypotheses better augment student Cues, Questions and Advance Organizers learning gains<u>.</u> 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

2012-2013 School Improvement Plan Juvenile Justice Education Programs								
Based on the analysis of student achievement data, and reference to	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool			
"Guiding Questions", identify and define areas in need of improveme	ıt		Responsible for Monitoring					
for the following group:				Strategy				
2. Students scoring at or above Achievement Levels 4	2.1.	2.1.	2.1.	2.1.	2.1.			
and 5 in Algebra.		A 11	33.71	Data Amalysis with Sahaal wide	Elouido Achieves Assessments			
	Many atudanta haya	All students enrolled in a	Who	Data Analysis with School-wide and Site-Based PLC's.	Formative Assessments			
Algebra Goal #2: 2012 Current 2013 Expected Le	Many students have not attended school on	Youth Services program	Principal	and Site-Dased I Let s.	Springboard Embedded			
Level of of Performance:*	a regular basis prior to		PLC Leadership Team	The DJJ Common	Assessments			
The percentage of students Performance:*	account and and	round senson stadents	Subject Area Leaders	Assessment will be	Mid-Term Exams			
scoring Level 4 and 5 on 0% (0/3) of our 20% of our student		will adhere to a modified	School Improvement	administered to all residential	Semester Exams			
the Florida Algebra I EOC students scored higher on the Florida	•	school calendar that	Coordinator	and day treatment students	Teacher Made Tests			
will increase from 0% to on the 2012 of the Algebra I EOC du		includes 240 instructional	II	within 10 days of entry to the				
5% by May 2012. Florida Algebra I the 2012-13 school	grade level in math.	days. Students will receive	How	programs.				
EOC year.	grade ievei ili iliatii.	prescriptive written plans, Individual Academic Plans	PLC Leaders will					
			conduct bi-monthly site- based PLC meetings to	The Djj Common				
		(IAP) that are reviewed at least monthly by all	review data collected on	Assessment will be				
		teachers. Students will	QCA, mini-lessons, and	administered to all residential				
		follow the HCPS pupil	mini-assessments.	and day treatment students				
		progression plan. Students	mini-assessments.	within 30 days of exit or at				
		will receive remedial	Subject Area Leaders	least annually.				
		instruction and strategies	will conduct monthly	_				
		based on their needs as	content area PLC	First Nine Week Check				
		identified on the TABE,	meetings to review data	Students will participate in				
		STAR, Springboard, and	collected on Florida	district Formative				
		Florida Achieves lessons.	Achieves, and district	Assessments.				
		i ionida i ionid i es iossonsi	formative assessments,	Teachers will monitor student				
		Students will participate in	Springboard embedded	progress and proficiency with				
		curriculum with math	assessments and teacher	the Florida Achieves lessons				
		instruction embedded across		and assessments. Data				
		all content areas.		collected will drive content				
			Administration will	area PLC's.				
		Action Steps	facilitate monthly					
		The core program is	school-wide PLC	Mid-Term Exams				
		classroom based instruction	meetings to review data					
		on the essential standards.	collected on QCA, mini-	Second Nine Week Check				
		It involves a viable core	lessons, and mini-	Students will participate in				
		curriculum that embeds	assessments	district Formative				
		monitoring for all students.		Assessments.				
		Within the core program,	PLC Leadership	Teachers will monitor student				
		teachers use interventions	Team/Problem Solving	progress and proficiency with				
		such as researched based	Team will meet quarterly	the Florida Achieves lessons				
		instructional strategies,	to review data collection	and assessments. Data				
		flexible grouping for	and problems	collected will drive content				
		differentiated instruction	cheodificied and work to	area PLC's.				
		and frequent progress	identify possible	Competer avams and tassi				
		monitoring to maximize	solutions.	Semester exams and teacher				

2012-2013 School Improvement Plan Juvenile Justice Education	n Programs		
	student learning. These		made tests.
	interventions are in addition		
	to classroom learning, not in	See Above	Third Nine Week Check
	place of classroom learning.		Students will participate in
		Second Nine Week	district Formative
	Č Č	<u>Check</u>	Assessments.
	C ,	See Above	Teachers will monitor student
	techniques in our core		progress and proficiency with
		-	the Florida Achieves lessons
	ose of Heimoreement	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		Students taking Algebra I, IB
	Achievement. These		or Geometry will participate
	strategies include the		in their respective EOC
	following:		administrations.
	Identifying Similarities and Differences		administrations.
	Summarizing and Note		Fourth Nine Weeks:
	Taking		Semester exams and teacher
	Reinforcing Effort and		made tests.
	Providing Recognition		
	Practice Practice		Data from all of the
	Nonlinguistic		instruments identified above
	Representations		will be used to determine
	Cooperative Learning		student progress during their
	Setting Objectives and		enrollment at a Youth
	Providing Feedback		Services school site. PLC's
	Generating and Testing		will analyze data and identify
	Hypotheses		areas of strength and need to
	Cues, Questions and		better augment student
	Advance Organizers		learning gains <u>.</u>
	Building effective lesson		
	plans with the following		
	components:		
	Teacher explicit instruction		
	Teacher modeled example		
	Guided practice		
	<u>.</u>		

•		Check for understanding Higher order questioning (Read and Think Deeply) CRISS strategies  Cornell Notes  Teacher-Student Data Chats every nine weeks  Differentiated Instructional Strategies		
		Instructional Strategies		
		<ul> <li>Mid-Term progress reports</li> </ul>		

End of Algebra EOC Goals

# **Geometry End-of-Course Goals**

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
"Guiding Questions", identify an	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Geometry.	· ·		1.1.  Many students have	1.1. All students enrolled in a Youth Services program	1.1. <u>Who</u> Principal	Data Analysis with School-wide	1.1. Florida Achieves Assessments Formative Assessments
Geometry Goal #1:  In 2011-12, 0% (0/1) of students passed the 2012 Florida Geometry EOC assessments.	2012 Current Level of Performance:*	or remormance.	not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	will participate in "year- round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE,	PLC Leadership Team Subject Area Leaders School Improvement Coordinator	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	Teacher Made Tests

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	STAR, Springboard, and	Florida Achieves, and	district Formative
	Florida Achieves lessons.	district formative	Assessments.
		assessments, Springboard	Teachers will monitor student
	Students will participate in	embedded assessments	progress and proficiency with
	curriculum with math	and teacher made tests	the Florida Achieves lessons
	instruction embedded across	and exams.	and assessments. Data
	all content areas.		collected will drive content
		Administration will	area PLC's.
	Action Steps	facilitate monthly	
	The core program is	school-wide PLC	Mid-Term Exams
	classroom based instruction	meetings to review data	
	on the essential standards.	collected on QCA, mini-	Second Nine Week Check
	It involves a viable core	lessons, and mini-	Students will participate in
	curriculum that embeds	assessments	district Formative
	monitoring for all students.		Assessments.
	Within the core program,	PLC Leadership	Teachers will monitor student
		Team/Problem Solving	progress and proficiency with
			the Florida Achieves lessons
	instructional strategies,	to review data collection	and assessments. Data
	flexible grouping for	and problems	collected will drive content
		encountered and work to	area PLC's.
	and frequent progress	identify possible	
	monitoring to maximize	solutions.	Semester exams and teacher
	student learning. These		made tests.
	interventions are in addition	First Nine Week Check	
	to classroom learning, not in		Third Nine Week Check
	place of classroom learning.		Students will participate in
	This year our school is	Second Nine Week	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
			administrations.
· · · · · · · · · · · · · · · · · · ·			

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		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		instruments identified above	
		Nonlinguistic		will be used to determine	
		Representations		student progress during their	
		Cooperative Learning		enrollment at a Youth	
		Setting Objectives and		Services school site. PLC's	
		Providing Feedback		will analyze data and identify	
		Generating and Testing		areas of strength and need to	
	1	Hypotheses		better augment student	
		Cues, Questions and		learning gains <u>.</u>	
		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			
		<ul> <li>Differentiated</li> </ul>			
		Instructional Strategies			
	1	<ul> <li>Mid-Term progress</li> </ul>			
		reports			
Based on the analysis of student achievement data, and reference to	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
"Guiding Questions", identify and define areas in need of improvement	1		Responsible for Monitoring	Effectiveness of	
for the following group:				Strategy	
2. Students scoring at or above Achievement Levels 4	2.1.	2.1.	2.1.	2.1.	2.1.
and 5 in Compature					

Based on the analysis of student achievement data, and reference to	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
"Guiding Questions", identify and define areas in need of improvement			Responsible for Monitoring	Effectiveness of	
for the following group:				Strategy	
2. Students scoring at or above Achievement Levels 4	2.1.	2.1.	2.1.	2.1.	2.1.
and 5 in Geometry.		All students enrolled in a	Who	Data Analysis with School-wide	Florida Achieves Assessments

2012-2013 School Imp				i Programs			
Geometry Goal #2:	2012 Current	2013 Expected Level	Many students have	Youth Services program	Principal	and Site-Based PLC's.	Formative Assessments
	Level of	of Performance:*	not attended school on	will participate in "year-	PLC Leadership Team		Springboard Embedded
In 2011-12, 0% (0/1) students	Performance:*		a regular basis prior to	round" school. Students	Subject Area Leaders	The DJJ Common	Assessments
participated in the 2012 Florida			court-ordered	will adhere to a modified	School Improvement	Assessment will be	Mid-Term Exams
Geometry EOC assessments.	0%	5%	residential placement	school calendar that	Coordinator	administered to all residential	Semester Exams Teacher Made Tests
	0 7 0	0,0	and are therefore	includes 240 instructional		and day treatment students	reactier wade rests
			significantly below		<u>How</u>	within 10 days of entry to the	
			grade level in math.	prescriptive written plans,	PLC Leaders will conduct	programs.	
				Individual Academic Plans	bi-monthly site-based		
				(IAP) that are reviewed at	PLC meetings to review	The Djj Common	
					data collected on QCA,	Assessment will be	
					mini-lessons, and mini-	administered to all residential	
				follow the HCPS pupil	assessments.	and day treatment students	
				progression plan. Students		within 30 days of exit or at	
				will receive remedial	Subject Area Leaders will	least annually.	
				instruction and strategies	conduct monthly content	L	
				based on their needs as	area PLC meetings to	First Nine Week Check	
				identified on the TABE,	review data collected on	Students will participate in	
				STAR, Springboard, and	Florida Achieves, and	district Formative	
				Florida Achieves lessons.	district formative	Assessments.	
					assessments, Springboard	Teachers will monitor student	
				1 1	omic cada a abbebbinents	progress and proficiency with	
				curriculum with math	and teacher made tests	the Florida Achieves lessons	
				instruction embedded across	and exams.	and assessments. Data	
				all content areas.		collected will drive content	
					Administration will	area PLC's.	
				Action Steps	facilitate monthly	M: 1 T F	
				The core program is	school-wide PLC	Mid-Term Exams	
					meetings to review data	Second Nine Week Cheek	
				on the essential standards.	collected on QCA, mini-	Second Nine Week Check Students will participate in	
				It involves a viable core	lessons, and mini-	district Formative	
				curriculum that embeds	assessments	Assessments.	
				monitoring for all students.	DI CI I II	Teachers will monitor student	
				Within the core program,	PLC Leadership	progress and proficiency with	
					Team/Problem Solving	the Florida Achieves lessons	
					Team will meet quarterly	and assessments. Data	
					to review data collection	collected will drive content	
					and problems	area PLC's.	
					checountered and work to	area i De S.	
					identify possible	Semester exams and teacher	
				monitoring to maximize	solutions.	made tests.	
				student learning. These	First Nine W1- Cl 1		
				interventions are in addition		Third Nine Week Check	
				to classroom learning, not in	See Above	Students will participate in	
				place of classroom learning.	Cocond Nine W1-	district Formative	
					Second Nine Week	Assessments.	
				focusing on the following	<u>Check</u>	2 155C55IIICIII.5.	

2012-2013 School Improvement Plan Juvenile Justice	<u> </u>	
	strategies, materials and See Ab	
	techniques in our core	progress and proficiency with
	program: <u>Third N</u>	Nine Week Check the Florida Achieves lessons
	Use of Reinforcement See Ab	bove 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
	<ul> <li>Marzano's Research-</li> </ul>	Math administration will
	Based Strategies for	participate in all tests.
	Increasing Student	
	Achievement. These	Students taking Algebra I, IB
	strategies include the	or Geometry will participate
	following:	in their respective EOC
	Identifying Similarities and	administrations.
	Differences	
	Summarizing and Note	Fourth Nine Weeks:
	Taking	Semester exams and teacher
	Reinforcing Effort and	made tests.
	Providing Recognition	
	Practice	Data from all of the
	Nonlinguistic	instruments identified above
	Representations	will be used to determine
	Cooperative Learning	student progress during their
	Setting Objectives and	enrollment at a Youth
	Providing Feedback	Services school site. PLC's
	Generating and Testing	will analyze data and identify
	Hypotheses	areas of strength and need to better augment student
	Cues, Questions and	learning gains <u>.</u>
	Advance Organizers	iearning gains <u>.</u>
	D '11' CC 4' 1	
	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	

		0		
		Chats every nine weeks		
		<ul> <li>Differentiated Instructional Strategies</li> <li>Mid-Term progress reports</li> </ul>		

**Mathematics Professional Development** 

viatiematics i foressional Development												
Profession	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity											
	Please note that each Strategy does not require a professional development or PLC activity.											
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring						
Springboard Content and Strategy Training	6-12	Alicia Newcomb	All YS Math teachers and Support Facilitators	October 2012	Discussion and data analysis of all YS programs during monthly subject area PLC's	Greg Harkins, Principal Carole Fernandez, Asst. Principal						
Math (MS and HS)	6-12	Alicia 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	1 <sup>st</sup> Friday of the month, 3 hours	See Above	Greg Harkins, 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						
School Improvement Coordinator (SIC):  SIC will provide staff development  None  \$0									

training to YS PLC's	lan Juvenne Jusuce Education Frog.		
Springboard Curriculum and Strategy Training	District paid training	HCPS	\$0
Kagan Training	District paid training	HCPS	\$0
	1	1	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
		1	Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Springboard Curriculum and Strategy Training	District paid training	HCPS	\$0
Common Core Curriculum Training	District paid training	HCPS	\$0
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mock QA Reviews: Mock QA Team will provide on-site reviews, classroom walk-through, and technical assistance to all JJEEP reviewable programs at least once per year	No funds available	NA	\$0
			Grand Total: \$0

# End of Mathematics Goals

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

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

Biology EOC Goals  Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1. Students scoring at Ach			1.1.	1.1.	1.1.	1.1.	1.1.
						L	L.,
	2012 Current	2013 Expected	Many students have not	Youth Services program will	Principal	Data Analysis with School-wide and Site-Based PLC's.	Formative Assessments
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.	2012 Current Level of Performance:*  38%	2013 Expected Level of Performance:*  40 %.		All students enrolled in a Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all 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. Within the core program,	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 Analysis with School-wide	Biology FCIM Lessons Formative Assessments Mid-Term Exams Semester Exams Teacher Made Tests
				teachers use interventions such as researched based instructional strategies, flexible grouping for	data collected on QCA, mini-lessons, and mini-assessments	area PLC's.  Semester exams and teacher made tests.	
				learning. These interventions are in addition	Team/Problem Solving Team will meet quarterly to review data collection	Third Nine Week Check Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with	
				to classroom learning, not in place of classroom learning.		the FCIM lessons and	

2012-2013 School Improvement P	ian Juvenne Justice Education				
		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		
			See Above		
		Instructional Calendars,			
		Mini-Lessons and	Second Nine Week	Fourth Nine Weeks:	
		Mini-Assessments	Check	Semester exams and teacher	
			See Above	made tests.	
		recognition programs			
		every nine weeks	Third Nine Week	Data from all of the	
		Marzano's Research-	Check	instruments identified above	
		Based Strategies for	See Above	will be used to determine	
		Increasing Student		student progress during their	
		Achievement. These		enrollment at a Youth Services	
		strategies include the		school site. PLC's will analyze	
		following:		data and identify areas of	
		Identifying Similarities and		strength and need to better	
		Differences		augment student learning	
		Summarizing and Note		gains.	
		Taking		ľ	
		Reinforcing Effort and			
		Providing Recognition			
		Practice Practice			
		Nonlinguistic			
		Representations			
		Cooperative Learning			
		Setting Objectives and			
		Providing Feedback			
		Generating and Testing			
		Hypotheses			
		Cues, Questions and			
		Advance Organizers			
		Building effective lesson			
		plans with the following			
		components:			
		Teacher explicit instruction			
		Teacher modeled example			
		Guided practice			
		Check for understanding			
		Higher order questioning			
		(Read and Think Deeply)			
		CRISS strategies			
		• Cornell Notes			
		2011101111000	ı	1	

2012-2013 School 1mp	or overheine i	lan Juvenn	c sustice Education	i i i ogi amb			
				• Teacher-Student Data Chats every nine weeks			
				Differentiated     Instructional Strategies			
				Mid-Term progress reports			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student "Guiding Questions", identi improvement for t	ify and define area	is in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<ol><li>Students scoring at or 4 and 5 in Biology.</li></ol>	above Achiev		2.1. See Biology Goal		Can Dialam		2.1. See Biology Goal #1
Biology Goal #2: See Biology Goal #1	Level of	2013 Expected Level of Performance:*	#1	See Biology Goul #1	Goal #1	See Divivgy Gout #1	See Biology Com #1
Data Analysis not yet available due to collection of baseline information.	See Biology	See					
	Goal #1	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	5-12	Alicia Newcomb	YS PLC Leaders	At least 1x Quarterly, Early Release Day, 46 minutes	See Above	Greg Harkins, Principal					

Team)						
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 activity	ties/materials and exclude district funded acti	vities /materials.	
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School Improvement Coordinator (SIC): SIC will provide staff development training to YS PLC's	No funds available	None	\$0
Springboard Curriculum and Strategy Training	District paid training	HCPS	\$0
Kagan Training	District paid training	HCPS	\$0
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Gizmo Training	District provided training	HCPS	\$0
A+ Training: SIC will provide hands-on training on the ALS CAI curriculum	No funds available	NA	\$0
Springboard Online Assessment	District provided training to assist teachers with the implementation of online assessments through College Board.	HCPS	\$0
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Springboard Curriculum and Strategy Training	District paid training	HCPS	\$0
Common Core Curriculum Training	District paid training	HCPS	\$0
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mock QA Reviews: Mock QA Team will provide on-site reviews, classroom walk-through, and technical assistance to	No funds available	NA	\$0

all JJEEP reviewable programs at least		
once per year		
		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	
	Level :*	Level :*	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, math, science and social studies.	Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that	I.1.  Who Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator  How PLC Leaders will conduct bi-monthly	I.1. Data Analysis with School-wide and Site-Based PLC's. The DJJ CA Reading and Math will be administered to all students within 10 days of entry to the programs. The DJJ CA will be administered to all residential	1.1.	
	12/0	7 7 7 70		progression plan. Students		and day treatment students within 30 days of exit or at least annually.  Students will complete the Workplace Readiness Pre-Test, CHOICES, and Career Interest		

2012-2013 School Improvement Plan Juvenile Justice Education Programs based on their needs as Subject Area Leaders Inventory. They will also identified on the STAR will conduct monthly complete a Career Goal Reading, Math, and Choices content area PLC Interview at entry. Planner. meetings to review data collected on First Nine Week Check Students will participate in STAR, district Students will participate in all curriculum with reading, formative district and state progress math, science and social assessments, monitoring assessments. Data science instruction embedded Springboard collected will be used to drive across all content areas. embedded classroom instruction. assessments and Action Steps teacher made tests and Mid-Term Exams The core program is exams. classroom based instruction Second Nine Week Check on the essential standards. It Administration will In addition to above, students involves a viable core facilitate monthly will take course semester curriculum that embeds school-wide PLC exams and teacher made tests. monitoring for all students. meetings to review Third Nine Week Check Within the core program. data collected on teachers use interventions See above OCA, mini-lessons. and mini-assessments such as researched based instructional strategies, Students enrolled during the flexible grouping for PLC Leadership FCAT March 2011 SSS differentiated instruction and Team/Problem Reading administration will frequent progress monitoring Solving Team will participate in all tests. to maximize student learning, meet quarterly to These interventions are in review data collection Fourth Nine Weeks: and problems Students will participate in addition to classroom learning, not in place of encountered and work EOC assessments as classroom learning. to identify possible appropriate. This year our school is solutions. focusing on the following Semester exams and teacher Second Nine Week strategies, materials and made tests.

techniques in our core

Use of Reinforcement

Mini-Lessons and Mini-Assessments

· School-wide academic

every nine weeks

· Marzano's Research-

Based Strategies for

Achievement. These

**Increasing Student** 

recognition programs

program:

Check

Check

Check

See Above

See Above

Instructional Calendars, Third Nine Week

See Above

See Above

Fourth Nine Week

Summer Semester

Data from all of the instruments identified above

will be used to determine

data and identify areas of

strength and need to better

augment student learning

gains.

student progress during their

enrollment at a Youth Services school site. PLC's will analyze 2012-2013 School Improvement Plan Juvenile Justice Education Programs strategies include the following: Identifying Similarities and Differences 9. Summarizing and Note Taking 10. Reinforcing Effort and Providing Recognition 11. Practice 12. Nonlinguistic Representations 13. Cooperative Learning 14. Setting Objectives and Providing Feedback 15. Generating and Testing Hypotheses 16. Cues, Questions and Advance Organizers • Building effective lesson plans with the following components: 5. Teacher explicit instruction 6. Teacher modeled example 7. Guided practice 8. Check for understanding • Higher order questioning (Read and Think Deeply) CRISS strategies Cornell Notes • Teacher-Student Data Chats every nine weeks Differentiated Instructional Strategies • Mid-Term progress reports

# **Career Education Professional Development**

Professi	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity  Please note that each Strategy does not require a professional development or PLC activity.											
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring						
Hillsborough Academy Site-Based PLC	5-12	Alicia Newcomb	Hillsborough Academy faculty and staff	Tuesdays, bi-monthly 45 minutes during common planning period	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		Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal						
Social Sciences Subject Area PLC (MS and HS)	6-12	Karla Hart	YS Social Studies and Career Education Teachers		Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal Carole Fernandez, Assistant Principal						
Science Subject Area PLC (MS and HS)	6-12	Eric Petro	YS Science and Career Education Teachers		Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal Carole Fernandez, Assistant Principal						
Youth Services School Wide PLC	5-12	Greg Harkins	YS Faculty and Staff	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)

Carcer Education Goar(s) De				
Include only school-based funded a	activities/materials and exclude district fu	nded activities /materials.		
Evidence-based Program(s)/Material	ls(s)			
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
			Subto	otal: \$0
Technology				
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
	·	•	Subto	otal: \$0

Professional Development	ent I mil du tenne dustice Luucuto	1109141110	
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			
	·	·	Grand Total: \$0

End of Career Education Goal(s)

# **Transition Goal(s)**

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

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

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

\* When using percentages, include the number of students the percentage represents next to the 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. Action Steps	1.1. Who	1.1. Analysis of school enrollment	1.1. Transition Data
		2013 Expected Level :* 69%.	attended school on a regular basis prior to court-ordered residential 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	Principal	data collected during post transition assistance and follow	collection tool
				flexible grouping for differentiated instruction and frequent progress monitoring			

2012-2013 School Improvement Plan Juvenile Justice Education Programs to maximize student learning.data collected on These interventions are in mini-lessons, and addition to classroom mini-assessments. learning, not in place of classroom learning. Subject Area Leaders This year our school is will conduct monthly focusing on the following content area PLC strategies, materials and meetings to review data collected on techniques in our core program: STAR, district • Use of Reinforcement formative Instructional Calendars, assessments, Mini-Lessons and Springboard embedded Mini-Assessments assessments and • School-wide academic teacher made tests and recognition programs every nine weeks exams. • Teacher-Student Data Administration will Chats every nine weeks facilitate monthly Differentiated school-wide PLC Instructional Strategies meetings to review • Mid-Term progress data collected on reports QCA, mini-lessons, and mini-assessments • Participation in Treatment Team PLC Leadership • Participation in Exit Team/Problem Conferences Solving Team will • Development of Exit meet quarterly to plans with students review data collection • Involving receiving and problems district in transition encountered and work planning process. to identify possible solutions. YS Mock QA Team will provide technical

assistance to all sites and conduct annual

Transition monitor will provide assistance with post-secondary placement while in the program. Follow-up

reviews.

2012 2013 School Imp	ovement I lan gave	me sustice Laucatio	n i i ogi amb			
2012-2013 SCHOOLIH		me dustree Educatio		services will be provided to the receiving county for a minimum of 30 days following release.  Second Nine Week Check See Above  Third Nine Week Check See Above  Fourth Nine Week Check See Above  See Above		
				See Above		
	I.	1.2.	1.2.	1.2.	1.2.	1.2.
		1.2.	1			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 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			
Youth Services PLC Leadership Team (Problem Solving Team)	5-12	Alicia Newcomb	YS PLC Leaders	2 3 /	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)

Evidence-based Program(s)/Materials	s(s)			
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
				Subtotal: \$0
Technology				
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
			•	Subtotal: \$0
Professional Development				
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
				Subtotal: \$0
Other				
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
	l	<u> </u>	<u>'</u>	Grand Total: \$0

End of Transition Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: \$0
Mathematics Budget	
	Total: \$0
Science Budget	

2012-2013 School Improvement Plan Juvenile Justice Education I	Programs
	Total:
Career Budget	
	Total:
Transition Budget	
	Total:
	Grand Total:
School Advisory Council School Advisory Council (SAC) Membership Compliance The majority of the SAC members are not employed by the school district. The teachers, education support employees, students (for middle and high school the ethnic, racial, and economic community served by the school. Please very	The SAC is composed of the principal and an appropriately balanced number of lonly), parents, and other business and community citizens who are representative of rify the statement above by selecting "Yes" or "No" below.
X Yes	$\square$ No
If No, describe measures being taken to comply with SAC requirement.	

Describe projected use of SAC funds.	Amount
2 Smart Boards	\$1776.48
Installation	\$66.00
Ancillary Materials for Smart Boards	\$266.22

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

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