FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013 AMI-YES (5052)

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: AMI –Yes	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	

<i>2</i> 01 <i>2</i> -2	U13 School Improvem	ent Pian Juveniie Justice Ed	aucation Prog	rams	
					70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2008-09 67% of students enrolled in Youth Services programs make academic gains in reading QA: 2009,-2010: (AP)67% of Youth Services programs receiving a QA review, recognized as exemplary by DOE / JJEEP 67% of students enrolled in Youth Services programs make academic gains in reading
Lead Educator (A.P.)	Dean Byers	M.S., Educational Leadership Educational Leadership; Elementary Education (1-6); ESOL Endorsement; Gifted Endorsement	14	10	2011-2012 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. 2010-11 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2008-09 67% of students enrolled in Youth Services programs make academic gains in reading QA: 2009,-2010: (AP)67% of Youth Services programs receiving a QA review, recognized as exemplary by DOE / JJEEP 67% of students enrolled in Youth Services programs make academic gains in reading

Instructional Coaches

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

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

Effective and Highly Effective Teachers

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Social Studies, PCS	Julie Compton	Degrees: Bachelors Certification: Social Science 6-12	1	4	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, Careers	D'Lon Palmer	Degrees: Bachelors Certification: Social Sciences 5-9	1	3	2011-2012 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. 2010-11 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math.

					2011 2012
English/Lang uage Arts, Reading	Lauren Taylor	Degrees: Bachelors Certification: Social Sciences 5-9	2	2	2011-2012 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. 2010-11 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. 2009-10 70% of students enrolled in Youth Services programs make academic
		Degrees:	10	14	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
ESE	Patricia Klakamp	Bachelors Org. Leadership MA VE Certification: Social Sciences 5-9 ESOL Endorsement VE			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.
					70% of students enrolled in Youth Services gains in reading.

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	

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4. Subject Area Meetings	Assistant Principal	Ongoing	
, ,	· ·		
5. Mentor Program	Assistant Principal	Ongoing	
or moner regions	/ toolotaint / mio.pai	Origonia	
6. Site-Based PLC's	Assistant Principal	Ongoing	
0. One Bacca i 20 0	7 toolotant i inioipai	Origoning	
7. Site-Based Meetings	Assistant Principal	Ongoing	
7. One Based Weetings	7 toolotant i inioipai	Origonia	
8. Teacher Incentives	Principal	Ongoing	
O. Teacher micentives	Fillicipal	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
0	

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 First-Year	% of Teachers	% of Teachers	% of Teachers	% of Teachers	% Highly	% Reading	% National	%
of Instructional	Teachers	with 1-5 Years of	with 6-14 Years of	with 15+ Years of	with Advanced	Effective	Endorsed	Board Certified	ESOL Endorsed
Staff		Experience	Experience	Experience	Degrees	Teachers	Teachers	Teachers	Teachers
4	0%	75% (3)	25% (1)	0% (0)	25% (1)	100% (4)	25% (1)	0% (0)	25% (1)

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

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

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

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

*High Schools Only

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful to their future?

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

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Guiding Questions to Inform the Problem-Solving Process

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains?
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- * When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

READING 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
initaunie.	3	23	···	1.1. Data Analysis with School-wide	1.1.
8		enrolled in a Youth Services program with a FCAT level	i iiicipai	and Site-Based PLC's.	FAIR Springboard Embedded Assessments

2012-2013 School Imp	2012-2013 School Improvement Plan Juvenile Justice Education Programs							
	2012 Current	2013 Expected	court-ordered residential	1 or 2 will be enrolled in a	Reading Coach	The DJJ Common Assessment	Mid-Term Exams	
	Level of	Level of	placement and are	150 minute block of	Mock QATeam	will be administered to all	Semester Exams	
The percentage of Youth	Performance:*	Performance:*	therefore significantly	Intensive Reading and	Subject Area Leaders	residential and day treatment	Teacher Made Tests	
Services students who	77% of	73% of	below grade level in	Language Arts.		students within 10 days of		
increase their reading post-	students	students	reading.		How	entry to the programs.		
test scores on the CA		increase their		Action Steps	Classroom Walk-			
Reading test will increase		CA Reading			throughs	The DJJ Common Assessment		
		_		The core program is		will be administered to all		
2013	Reading	posttest.		classroom based instruction	First Nine Week	residential and day treatment		
2013	posttest.			on the essential standards. It	Check Check	students within 30 days of exit		
				involves a viable core	Classroom Walk -	or at least annually.		
				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		
				such as researched based	Reading coaches will	system, FAIR		
				instructional strategies,	be documented in			
				flexible grouping for	"Classroom	Mid-Term Exams		
				differentiated instruction and	Observation			
				frequent progress monitoring		Second Nine Week Check		
				to maximize student	Mock QA Team, Lead	Semester exams and teacher		
				learning. 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		Third Nine Week Check		
				techniques in our core		Students will participate in the		
				program:		state's progress monitoring		
				 Use of Reinforcement 	also be used as a tool	system, FAIR		
				Instructional Calendars,				
				Mini-Lessons and	strength and needs	Mid-Term Exams		
				Mini-Assessments	throughout the school			
				 School-wide academic 		Students enrolled during the		
				recognition programs		2013 FCAT 2.0 Reading		
				every nine weeks		administration will participate		
				 Marzano's Research- 		in all tests.		
				Based Strategies for	See Above			
				Increasing Student		Fourth Nine Weeks:		
				Achievement. These	Third Nine Week	Semester exams and teacher		
				strategies include the	<u>Check</u>	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		
				·	Check	student progress during their		

2012-2013 School Improvement	ent Plan Juvenil	e Justice Education	Programs			
2012-2013 School Improvement	ent Plan Juvenil		Taking 2. Reinforcing Effort and Providing Recognition 3. Practice 4. Nonlinguistic Representations 5. Cooperative Learning 6. Setting Objectives and Providing Feedback 7. Generating and Testing Hypotheses 8. Cues, Questions and Advance Organizers • Building effective lesson plans with the following components: Teacher explicit instruction 1. Teacher modeled example 2. Guided practice 3. Check for understanding Higher order questioning (Read and Think Deeply) CRISS strategies • Cornell Notes		enrollment at a Youth Services school site. PLC's will analyze data and identify areas of strength and need to better augment student learning gains.	
			understanding Higher order questioning (Read and Think Deeply) CRISS strategies			
						1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Reading Professional Development

Professi	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.										
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring					
AMI-Tampa Site-Based PLC	6-12	Vincent Smiley	AMI-Tamp Teachers	Tuesdays, bi-monthly 45 minutes during common planning period	Collaborative Planning (weekly) Student Exit Data Analysis	Greg Harkins, Principal Carole Fernandez, Assist Principal					
Youth Services PLC Leadership Team (Problem Solving Team)	6-12	Alicia Newcomb	YS PLC Leaders	At least 1x Quarterly, Early Release Day, 45 minutes	STAR Mid-Year Report STAR EOY Report	Greg Harkins, Principal Carole Fernandez, Assistant Principal					
English / Language Arts (MS and HS)		Sylvia Albritton	YS English, Language Arts, and Reading Teachers	3 rd Tuesday of the month 45 minutes during common planning period	STAR Mid-Year Report STAR EOY Report	Greg Harkins, Principal Carole Fernandez, Assistant Principal					
Youth Services School Wide PLC	6-12	Greg Harkins	YS Faculty and Staff	1 st Friday of the month, 3 hours	Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal					

Reading Budget (Insert rows as needed)

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

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

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

Subtotal: \$0

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
A+ Training: SIC will provide hands-on training on the ALS CAI curriculum	Training provided by Youth Services Personnel to Youth Services teachers	A+ Training: SIC will provide hands-on training on the ALS CAI curriculum	\$0
Read 180 Training	District Paid Training	Read 180 Training for Reading Teachers	\$0
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
2012 Drop Out Prevetion Conference: Administration, SAL's, Mock QA Team, Instructional Presenters attend training to gain knowledge on best practices and changes impacting DJJ educational programs.	Grant provided by the Director of Non- Traditional Programs Internal School Fund	Grant	\$0
Differentiated Instruction	Teachers will participate in ongoing school wide trainings to help them learn to implement DI strategies in all classrooms.	NA	\$0
Gardener's Multiple Intelligence	District Paid Training	HCPS	\$0
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mock QA Reviews: Mock QA Team will provide on-site reviews, classroom walk-throughs, and technical assistance to all JJEEP reviewable programs at least once per year	No funds available	NA	\$0
·		·	Grand Total: \$0

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?

- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student a "Guiding Questions", identif	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	
who increase their math post-test scores on the CA Math post-test will increase from 62% to 64% by May 2012.	2012 Current Level of Performance:* 76% of students maintain or increase their STAR Math	2013 Expected	attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE, STAR, Springboard, and Florida Achieves lessons. Students will participate in curriculum with math instruction embedded across all content areas. 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,	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	and Site-Based PLC's.	1.1. Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests	

2012-2013 School Improvement Plan Juvenile Justice Education			
		QCA, mini-lessons,	
	instructional strategies,	and mini-assessments	Semester exams and teacher
	flexible grouping for		made tests.
	differentiated instruction and	PLC Leadership	
	frequent progress monitoring	Team/Problem	Third Nine Week Check
	to maximize student	Solving Team will	Students will participate in
	learning. These	meet quarterly to	district Formative Assessments.
	interventions are in addition	review data collection	Teachers will monitor student
	to classroom learning, not in	and problems	progress and proficiency with
	place of classroom learning.	encountered and work	the Florida Achieves lessons
	This year our school is	to identify possible	and assessments. Data
	focusing on the following	solutions.	collected will drive content
	strategies, materials and		area PLC's.
	techniques in our core	First Nine Week	
	program:	<u>Check</u>	Mid-Term Exams
	 Use of Reinforcement 	See Above	
	Instructional Calendars,		Students enrolled in grades 6-8
	Mini-Lessons and	Second Nine Week	during the 2013 FCAT 2.0
	Mini-Assessments	Check Check	Math administration will
	 School-wide academic 	See Above	participate in all tests.
	recognition programs		
			Students taking Algebra I, IB
	Trial Earlo 5 Teobearen		or Geometry will participate in
	Based Strategies for	See Above	their respective EOC
	Increasing Student		administrations.
	Achievement. These		
	strategies include the		Fourth Nine Weeks:
	following:		Semester exams and teacher
	Identifying Similarities		made tests.
	and Differences		
	 Summarizing and 		Data from all of the
	Note		instruments identified above
	Taking		will be used to determine
	Reinforcing Effort		student progress during their
	and Providing		enrollment at a Youth Services
	Recognition		school site. PLC's will analyze
	3. Practice		data and identify areas of
	4. Nonlinguistic		strength and need to better
	Representations		augment student learning
	5. Cooperative		gains <u>.</u>
	Learning Catting Objectives		
	6. Setting Objectives		
	and Providing		
	Feedback		
	7. Generating and		
	Testing Hypotheses		

	1.3.	1.3.	1.3.	1.3.	1.3.
	1.2.	1.2.	1.2.	1.2.	1.2.
		reports			
		Mid-Term progress			
		 Differentiated Instructional Strategies 			
		Chats every nine weeks			
		• Teacher-Student Data			
		• Cornell Notes			
		(Read and Think Deeply) CRISS strategies			
		Higher order questioning			
		4. Check for understanding			
		3. Guided practice4. Check for			
		example			
		2. Teacher modeled			
		Teacher explicit instruction			
		following components:			
		lesson plans with the			
		Building effective			
		Advance Organizers			
		8. Cues, Questions and			

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 Achievement Level 3 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Imp	rovement F	<u>lan Juvenne J</u>	iusuce Education	i Programs			
Algebra Goal #1:		2013 Expected Level		All students enrolled in a	Who	Data Analysis with School-wide	Florida Achieves Assessments
	<u>Level of</u>	of Performance:*	Many students have	Youth Services program	Principal	and Site-Based PLC's.	Formative Assessments
	Performance:*		not attended school on		PLC Leadership Team		Springboard Embedded
The percentage of students	0% (0/3) of our	20% of our students	a regular basis prior to	round" school. Students	Subject Area Leaders		Assessments
scoring Level 3on the	students scored		court-ordered		School Improvement		Mid-Term Exams
Florida Algebra I EOC will		higher on the Florida	residential placement	school calendar that	Coordinator	administered to all residential	Teacher Made Tests
_		Algebra I EOC during the 2012-13 school	and are therefore	includes 240 instructional		and day treatment students	Teacher Made Tests
	Florida Algebra I EOC.	vear.	significantly below	days. Students will receive	How	within 10 days of entry to the	
by May 2012.	200.	y cus.	grade level in math.	3	PLC Leaders will	programs.	
				1 1	conduct bi-monthly site-		
					based PLC meetings to	The Djj Common	
				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		within 30 days of exit or at	
				will receive remedial	Subject Area Leaders	least annually.	
					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.	
					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	
					meetings to review data		
					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	
					Team will meet quarterly	the Florida Achieves lessons	
				instructional strategies,	to review data collection	and assessments. Data	
					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	DOTATIONS.	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	
				Tins year our sellour is	SCORU TAIRE WEEK		

2012-2013 School Improvement I lan	Juvenile Justice Education Programs		
	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 academ	С	
	recognition programs		Students enrolled in grades 6-
	every nine weeks		8 during the 2013 FCAT 2.0
	Marzano's Research-		Math administration will
	Based Strategies for		participate in all tests.
	Increasing Student		
	Achievement. These		Students taking Algebra I, IB
	strategies include the		or Geometry will participate
	following:		in their respective EOC
	Identifying Similarities an	1	administrations.
	Differences		
	Summarizing and Note		Fourth Nine Weeks:
	Taking		Semester exams and teacher
	Reinforcing Effort and		made tests.
	Providing Recognition		
	Practice		Data from all of the
	Nonlinguistic		instruments identified above
	Representations		will be used to determine
	Cooperative Learning		student progress during their
	Setting Objectives and		enrollment at a Youth
	Providing Feedback		Services school site. PLC's
	Generating and Testing		will analyze data and identify
	Hypotheses		areas of strength and need to
	Cues, Questions and		better augment student
	Advance Organizers		learning gains <u>.</u>
	Building effective lesson		
	plans with the following		
	components:		
	Teacher explicit instruction	1	
	Teacher modeled example		
	Guided practice		
	Check for understanding		
	Higher order questioning		
	(Read and Think Deeply)		
	CRISS strategies		
	Cornell Notes		
			<u> </u>

2012-2013 School Imp	rovement F	'lan Juvenile J	lustice Education	Programs			
				 Teacher-Student Data Chats every nine weeks Differentiated Instructional Strategies Mid-Term progress reports 			
Based on the analysis of studen	it achievement dat	a, and reference to	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
"Guiding Questions", identify an for the fo	d define areas in n llowing group:	need of improvement			Responsible for Monitoring	Effectiveness of Strategy	
2. Students scoring at or and 5 in Algebra.	above Achievo	ement Levels 4	2.1.	2.1. All students enrolled in a	2.1. <u>Who</u>		2.1. Florida Achieves Assessments
Algebra Goal #2: The percentage of students scoring Level 4 and 5 on the Florida Algebra I EOC will increase from 0% to 5% by May 2012.	on the 2012 of the		court-ordered residential placement and are therefore significantly below grade level in math.	Youth Services program will participate in "yearround" 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	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	and Site-Based PLC's. The DJJ Common Assessment will be	Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2013 School Improvement	rian Juvenne Justice Education	i Frograms		
		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	encountered and work to	area PLC's.
		and frequent progress	identify possible	
		monitoring to maximize	solutions.	Semester exams and teacher
		student learning. These		made tests.
		interventions are in addition	First Nine Week Check	
		to classroom learning, not in	See Above	Third Nine Week Check
		place of classroom learning.		Students will participate in
		This year our school is	Second Nine Week	district Formative
		focusing on the following	Check	Assessments.
		strategies, materials and	See Above	Teachers will monitor student
		techniques in our core		progress and proficiency with
		program:	Third Nine Week Check	the Florida Achieves lessons
			See Above	and assessments. Data
		Instructional		collected will drive content
		Calendars, Mini-		area PLC's.
		Lessons and Mini-		
		Assessments		Mid-Term Exams
		School-wide academic		
		recognition programs		Students enrolled in grades 6-
		every nine weeks		8 during the 2013 FCAT 2.0
		Marzano's Research-		Math administration will
		Based Strategies for		participate in all tests.
		Increasing Student		
		Achievement. These		Students taking Algebra I, IB
		strategies include the		or Geometry will participate
		following:		in their respective EOC
		Identifying Similarities and		administrations.
		Differences		
		Summarizing and Note		Fourth Nine Weeks:
		Taking		Semester exams and teacher
		Reinforcing Effort and		made tests.
		Providing Recognition		
		Practice 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
		Constanting and Tosting		areas of strength and need to
	•	•	•	20

	Hypotheses Cues, Questions and Advance Organizers Building effective lesson plans with the following components: Teacher explicit instruction Teacher modeled example Guided practice	better augment student learning gains <u>.</u>	
	(Read and Think Deeply) CRISS strategies • Cornell Notes • Teacher-Student Data Chats every nine weeks • Differentiated Instructional Strategies • Mid-Term progress reports		

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry	EOC Goa	ls	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Geometry Gour #1.	2012 Current	2013 Expected Level of Performance:*	not attended school on a regular basis prior to court-ordered residential placement and are therefore	round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive	Who Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator	Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the	1.1. Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2013 School Improvement Plan Juvenile Justice Education			
		bi-monthly site-based	
	(IAP) that are reviewed at	PLC meetings to review	The DJJ Common
	least monthly by all	data collected on QCA,	Assessment will be
	teachers. Students will	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	
		conduct monthly content	
	based on their needs as	area PLC meetings to	First Nine Week Check
	identified on the TABE,		Students will participate in
	STAR, Springboard, and	Florida Achieves, and	district Formative
	Florida Achieves lessons.	district formative	Assessments.
			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 assessments. Data
	all content areas.	and chamb,	collected will drive content
	an content areas.	Administration will	area PLC's.
	Action Steps	facilitate monthly	arou 1 20 b.
	The core program is	school-wide PLC	Mid-Term Exams
	classroom based instruction		IVIII DAIN DAINS
		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	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		the Florida Achieves lessons
	instructional strategies,	to review data collection	and assessments. Data
	flexible grouping for	and problems	collected will drive content
	differentiated instruction	encountered and work to	area PLC's.
	and frequent progress	identify possible	arou 1 20 b.
	monitoring to maximize	solutions.	Semester exams and teacher
	student learning. These	sorumons.	made tests.
	interventions are in addition	First Nine Week Check	inade tests.
	to classroom learning, not in		Third Nine Week Check
	place of classroom learning.	Sec 1180ve	Students will participate in
	This year our school is	Second Nine Week	district Formative
		Check	Assessments.
	strategies, materials and	See Above	Teachers will monitor student
	techniques in our core	DCC 1100 VC	progress and proficiency with
	program:	Third Nine Week Check	the Florida Achieves lessons
	Use of Reinforcement		and assessments. Data
	Instructional	DIC ADDVE	collected will drive content
			area PLC's.
	Calendars, Mini-		area i Le s.
	Lessons and Mini-		Mid-Term Exams
	Assessments		IVIIG- I OIIII EAGIIIS

2012-2013 School Imp	rovement Plan Juvenile J	ustice Education Programs	
2012-2013 School Imp	rovement Plan Juvenile J	School-wide academic recognition programs every nine weeks Marzano's Research-Based Strategies for Increasing Student Achievement. These strategies include the following: Identifying Similarities and Differences Summarizing and Note Taking Reinforcing Effort and Providing Recognition Practice Nonlinguistic Representations Cooperative Learning Setting Objectives and Providing Feedback Generating and Testing Hypotheses Cues, Questions and Advance Organizers 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	Students enrolled in grades 6-8 during the 2013 FCAT 2.0 Math administration will participate in all tests. Students taking Algebra I, IB or Geometry will participate in their respective EOC administrations. Fourth Nine Weeks: Semester exams and teacher made tests. Data from all of the instruments identified above will be used to determine student progress during their enrollment at a Youth Services school site. PLC's will analyze data and identify areas of strength and need to better augment student learning gains.
		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)	areas of strength and need to better augment student
		 Teacher-Student Data Chats every nine weeks Differentiated Instructional Strategies Mid-Term progress reports 	

_				_			
Based on the analysis of studer "Guiding Questions", identify an	d define areas in r		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
	llowing group:					Strategy	
2. Students scoring at or	above Achiev	ement Levels 4	2.1.	2.1.	2.1.	2.1.	2.1.
and 5 in Geometry.				All students ennelled in a	W/h o	Data Analysis with School-wide	Florida Achiavas Assassments
			Many students have	All students enrolled in a Youth Services program	<u>Who</u> Principal	and Site-Based PLC's.	Formative Assessments
Geometry Goal #2:	2012 Current	2013 Expected Level		will participate in "year-	PLC Leadership Team	and She Based 120 s.	Springboard Embedded
	<u>Level of</u> Performance:*			round" school. Students	Subject Area Leaders	The DJJ Common	Assessments
In 2011-12, 0% (0/1) students participated in the 2012 Florida	i errormance.		court-ordered		School Improvement	Assessment will be	Mid-Term Exams
Geometry EOC assessments.	0.07	= 0/	residential placement	school calendar that	Coordinator	administered to all residential	Semester Exams
Geometry Loc assessments.	0%		and are therefore	includes 240 instructional	Coordinator	and day treatment students	Teacher Made Tests
			significantly below		How	within 10 days of entry to the	
			grade level in math.		PLC Leaders will conduct	programs.	
					bi-monthly site-based		
					PLC meetings to review	The Djj Common	
				least monthly by all	data collected on QCA,	Assessment will be	
				teachers. Students will	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		
				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	
					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	Mid-Term Exams	
				The core program is	school-wide PLC	Mid-Term Exams	
				classroom based instruction		Second Nine Week Cheek	
					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.	L	Assessments. Teachers will monitor student	
					PLC Leadership	progress and proficiency with	
				teachers use interventions	Team/Problem Solving	the Florida Achieves lessons	
				such as researched based	Team will meet quarterly	and assessments. Data	
				instructional strategies,	to review data collection	collected will drive content	
				flexible grouping for	and problems	area PLC's.	
				differentiated instruction	encountered and work to	arca LLC 3.	
				and frequent progress	identify possible		

2012-2013 School Improvement Plan Juvenile J	istice Education Programs	
	monitoring to maximize solutions.	Semester exams and teacher
	student learning. These	made tests.
	interventions are in addition First Nine Week Chec	<u>k</u>
	to classroom learning, not in See Above	Third Nine Week Check
	place of classroom learning.	Students will participate in
	This year our school is Second Nine Week	district Formative
	focusing on the following Check	Assessments.
	strategies, materials and See Above	Teachers will monitor student
	techniques in our core	progress and proficiency with
	program: Third Nine Week Che	ck the Florida Achieves lessons
	Use of Reinforcement See Above	and assessments. Data
	Instructional	collected will drive content
	Calendars, Mini-	area PLC's.
	Lessons and Mini-	
	Assessments	Mid-Term Exams
	School-wide academic	
	recognition programs	Students enrolled in grades 6-
	every nine weeks	8 during the 2013 FCAT 2.0
	Marzano's Research-	Math administration will
	Based Strategies for	participate in all tests.
	Increasing Student	
	Achievement. These	Students taking Algebra I, IB
	strategies include the	or Geometry will participate
	following:	in their respective EOC
	Identifying Similarities and	administrations.
	Differences	E 41 NY 1
	Summarizing and Note	Fourth Nine Weeks:
	Taking	Semester exams and teacher
	Reinforcing Effort and	made tests.
	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 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>
	Advance Organizers	
	Building effective lesson	
	plans with the following	
	components:	
	Teacher explicit instruction	
	Teacher modeled example	
	reaction modeled example	

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

Mathematics Professional Development

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

End of Geometry EOC Goals

Mathematics Budget

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

,	ties/materials and exclude district funded act	ivities /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	
			Subto	tal: \$
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	
			Subto	tal: \$
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	
			Subto	tal: \$
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	
<u>*</u> *			Grand To	tal: \$

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

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

Biology E	OC 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 Achi	ievement Lev	el 3 in	1.1.	1.1.	1.1.	1.1.	1.1.
Biology.	2012 Current Level of Performance:* 38%	2013 Expected Level of Performance:*	Many students have not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	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, teachers use interventions	Who Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator How PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on Florida Achieves, and district formative assessments, Springboard embedded assessments and teacher made tests and exams. Administration will facilitate monthly school-wide PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments	Data Analysis with School-wide and Site-Based PLC's.	1.1. Biology FCIM Lessons Formative Assessments Mid-Term Exams Semester Exams Teacher Made Tests

2012-2013 School Improvement I	Pian Juvenne Jusuce Educano	n Programs			
		frequent progress monitoring	Team/Problem	Third Nine Week Check	
		to maximize student		Students will participate in	
		learning. These		district Formative Assessments.	
				Teachers will monitor student	
		to classroom learning, not in		progress and proficiency with	
			encountered and work		
		This year our school is		assessments. Data collected	
		focusing on the following	solutions.	will drive content area PLC's.	
		strategies, materials and			
		techniques in our core	First Nine Week	Mid-Term Exams	
		program:	Check		
		Use of Reinforcement	See Above		
		Instructional Calendars,			
		Mini-Lessons and	Second Nine Week	Fourth Nine Weeks:	
		Mini-Assessments	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 <u>.</u>	
		Taking		_	
		Reinforcing Effort and			
		Providing Recognition			
		Practice			
		Nonlinguistic			
		Representations			
		Cooperative Learning			
		Setting Objectives and			
		Providing Feedback			
		Generating and Testing			
		Hypotheses			
		Cues, Questions and			
		Advance Organizers			
		l ~			
		Building effective lesson			
		plans with the following			
		components:			
		Teacher explicit instruction			
		Teacher modeled example			
				. L	

1.2.	Guided practice Check for understanding Higher order questioning (Read and Think Deeply) CRISS strategies Cornell Notes Teacher-Student Data Chats every nine weeks Differentiated Instructional Strategies Mid-Term progress reports 1.2.	1.2.	1.2. 1.3.	1.2.
1.3.				
			1.3.	1.3.
nd reference to n need of Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
See Biology Goal See Biology Goal #1 See Biology	2.1. See Biology Goal #1	2.1. See Biology Goal #1	2.1. See Biology Goal #1	2.1. See Biology Goal #1
erfo	SExpected #1 el of ormance:* See Biology	See #1 See Brotogy Gott #1 See Brotogy Gott #1 See Brotogy Gott #1	SEXPECTED #1 Goal #1 See Biology	See Biology See Biology Goal #1 Goal #1

Science Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
	Please note that each Strategy does not require a professional development or PLC activity.								
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring			
	6-12	Eric Petro	YS Math Teachers	3 rd Tuesday of the month	Formative Assessments	Greg Harkins, Principal			

	P_			- 8		
Science (MS and HS)				45 minutes during common planning period	FCIM Mini-Lesson and assessment data (Bi-Weekly)	Carole Fernandez, Assistant Principal
Youth Services PLC Leadership Team (Problem Solving Team)	5-12	Alicia Newcomb	YS PLC Leaders	At least 1x Quarterly, Early Release Day, 46 minutes	See Above	Greg Harkins, Principal
Youth Services School Wide PLC	6-12	Greg Harkins	YS Faculty and Staff	1 st Friday of the month, 3 hours	See Above	Greg Harkins, Principal

$\begin{center} \textbf{Science Budget} & \textbf{(Insert rows as needed)} \end{center}$

Evidence-based Program(s)/Materials(s)	ties/materials and exclude district funded act	, , , , , , , , , , , , , , , , , , , ,	
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: S
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: \$
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: S

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

End of Science Goals

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process

- What career type does the program offer?
- How does the program provide career exploration for all students?
- What hands-on technical training does the program provide (type 3 programs)?
- For type 3 programs what industry certifications are offered?
- How many students earned industry certifications?
- Is the program a Career and Professional Education (CAPE) Academy?

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal			1.1.	1.1.	1.1.		1.1.
The percentage of students	T 1 de	2013 Expected	regular basis prior to	Youth Services program will participate in "year-round"	Principal PLC Leadership Team		
who maintain or increase their Work Place Readiness assessments scores will increase from 72% to 74%.	72%	74%	placement and are therefore significantly	school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive	School Improvement Coordinator	The DJJ CA Reading and Math will be administered to all students within 10 days of entry to the programs.	
				written plans, Individual	PLC Leaders will	The DJJ CA will be administered to all residential	

2012-2013 School Improvement Plan Juvenile Justice Education				
	are reviewed at least monthly		and day treatment students	
	by all teachers. Students will	meetings to review	within 30 days of exit or at	
	follow the HCPS pupil	data collected on	least annually.	
	progression plan. Students	mini-lessons, and	•	
	will receive remedial	mini-assessments.	Students will complete the	
	instruction and strategies		Workplace Readiness Pre-Test,	
	based on their needs as		CHOICES, and Career Interest	
			Inventory. They will also	
		content area PLC	complete a Career Goal	
			Interview at entry.	
		data collected on		
	Students will participate in	STAR, district	First Nine Week Check	
	curriculum with reading,	formative	Students will participate in all	
	math, science and social	assessments,	district and state progress	
	science instruction embedded	,	monitoring assessments. Data	
	across all content areas.	embedded	collected will be used to drive	
	across an content areas.	assessments and	classroom instruction.	
	Action Steps	teacher made tests and	ciassiooni instruction.	
	The core program is	exams.	Mid-Term Exams	
	classroom based instruction	chains.	Total Exams	
	on the essential standards. It	Administration will	Second Nine Week Check	
			In addition to above, students	
		school-wide PLC	will take course semester	
		meetings to review	exams and teacher made tests.	
		data collected on	exams and todener made tosts.	
	teachers use interventions	OCA, mini-lessons,	Third Nine Week Check	
	such as researched based	,	See above	
	instructional strategies,	and min assessments	500 450 70	
	flexible grouping for	PLC Leadership	Students enrolled during the	
	differentiated instruction and		FCAT March 2011 SSS	
	frequent progress monitoring		Reading administration will	
l I I I	to maximize student learning.	<u> </u>	participate in all tests.	
	These interventions are in	review data collection	participate in air tests.	
l I I I	addition to classroom		Fourth Nine Weeks:	
			Students will participate in	
	classroom learning.	to identify possible	EOC assessments as	
	This year our school is	solutions.	appropriate.	
	focusing on the following	oranons.	appropriate.	
		Second Nine Week	Semester exams and teacher	
	techniques in our core	Check	made tests.	
	program:	See Above	inde tests.	
	Use of Reinforcement	555710076	Data from all of the	
	Instructional Calendars,	Third Nine Week	instruments identified above	
	Mini-Lessons and	Check	will be used to determine	
	Mini-Assessments	See Above	student progress during their	
	School-wide academic	555710076	enrollment at a Youth Services	
		Fourth Nine Week	school site. PLC's will analyze	
	recognition programs	Carminine Week	sensor suc. 1 De s wiii unuryze	22

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	every nine weeks	Check	data and identify areas of
	 Marzano's Research- 	See Above	strength and need to better
	Based Strategies for		augment student learning
	Increasing Student	Summer Semester	gains <u>.</u>
	Achievement. These	See Above	
	strategies include the		
	following:		
	Identifying Similarities		
	and Differences		
	9. Summarizing and		
	Note		
	Taking		
	10. Reinforcing Effort		
	and Providing		
	Recognition		
	11. Practice		
	12. Nonlinguistic		
	Representations		
	13. Cooperative Learning		
	14. Setting Objectives	,	
	and Providing		
	Feedback		
	15. Generating and		
	Testing Hypotheses		
	16. Cues, Questions and		
	Advance Organizers		
	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		
	Instructional Strategies		

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				Mid-Term progress reports			

Career Education Professional Development

Professi	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.								
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring			
AMI-Tampa Site-Based PLC	6-12	Vincent Smiley	AMI-Tampa Teachers	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)	6-12	Alicia Newcomb	YS PLC Leaders	At least 1x Quarterly, 45 minutes during common planning period	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	3 rd Tuesday of the month 45 minutes during common planning period	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	3 rd Tuesday of the month 45 minutes during common planning period	Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal Carole Fernandez, Assistant Principal			
Youth Services School Wide PLC	5-12	Greg Harkins	YS Faculty and Staff	1 st Friday of the month, 3 hours	Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal			

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

Career Education Goal(s) 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				
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			
			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	
The percentage of students exiting a Youth Services residential or day treatment program and successfully returning to their community,	2012 Current Level :*	Level :*	Many students have not attended school on a regular basis prior to	The core program is	Principal PLC Leadership Team	data collected during post transition assistance and follow	collection tool
	67%	69%.	court-ordered residential placement due to poor	involves a viable core curriculum that embeds monitoring for all students.	School Improvement Coordinator YS Mock QA Team Transition Monitor	ч р.	

	ovement Flan Juvenne J		C		1	1
demonstrating daily school			teachers use interventions			
attendance will increase from	ext			<u>How</u>		
67% to 69%.		ļi	instructional strategies,	PLC Leaders will		
		j	flexible grouping for	conduct bi-monthly		
			differentiated instruction and	site-based PLC		
			frequent progress monitoring			
			to maximize student learning.			
				mini-lessons, and		
				mini-assessments.		
			learning, not in place of			
				Subject Area Leaders		
				will conduct monthly		
				content area PLC		
				meetings to review		
				data collected on		
				STAR, district		
1]				
				formative		
				assessments,		
				Springboard		
				embedded		
			Sensor wide deddenine	assessments and		
			B	teacher made tests and		
			every nine weeks	exams.		
			 Teacher-Student Data 			
			Chats every nine weeks	Administration will		
			• Differentiated	facilitate monthly		
			Instructional Strategies	school-wide PLC		
			<u> </u>	meetings to review		
				data collected on		
			reports	QCA, mini-lessons,		
			 Participation in 	and mini-assessments		
			Treatment Team			
			 Participation in Exit 	PLC Leadership		
			Conferences	Team/Problem		
				Solving Team will		
			 Development of Exit 	meet quarterly to		
			plans with students	review data collection		
1				and problems		
1			0 0	encountered and work		
				to identify possible		
				solutions.		
1				551415110.		
1				YS Mock QA Team		
1				will provide technical		
1				assistance to all sites		
1				and conduct annual		
				reviews.		

2012 2013 School Imp	2012-2013 School Improvement I lan Juvenne Justice Education I Tograms							
					Transition monitor will provide assistance with post-secondary placement while in the program. Follow-up services will be provided to the receiving county for a minimum of 30 days following release. Second Nine Week Check See Above Third Nine Week Check See Above Fourth Nine Week Check See Above Fourth Nine Week Check See Above Summer Semester See Above			
1			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

Transition Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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)	quire a professional development Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	or PLC activity. Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring		
Youth Services PLC Leadership Team (Problem Solving Team)	5-12	Alicia Newcomb	YS PLC Leaders		Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal		
Youth Services School Wide PLC	5-12	Greg Harkins	YS Faculty and Staff	1 st Friday of the month, 3 hours	Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal		

Transition Budget (Insert rows as needed)

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				
		•	<u>'</u>	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				
	ı	<u>'</u>	Gi	rand 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	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 teachers, education support employees, students (for middle and high school the ethnic, racial, and economic community served by the school. Please very served by the school.	The SAC is composed of the principal and an appropriately balanced number of old only), parents, and other business and community citizens who are representative of verify 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.