# FLORIDA DEPARTMENT OF EDUCATION



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

2012–2013 Detention West (5044)

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## 2012 – 2013 SCHOOL IMPROVEMENT PLAN

## **PART I: SCHOOL INFORMATION**

School Name: Falkenburg 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

					<ul> <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> <li>2008-09</li> <li>67% of students enrolled in Youth Services programs make academic gains in reading</li> <li>QA:</li> <li>2009,-2010: (AP)67% of Youth Services programs receiving a QA review, recognized as exemplary by DOE / JJEEP</li> <li>67% of students enrolled in Youth Services programs make academic gains in reading</li> </ul>
Lead Educator (A.P.)	Dean Byers	Degree: BA Elementary Education MS Educational Leadership Certification: Elementary Education 1-6 Educational Leadership K- 12 ESOL Endorsement Gifted Endorsement	7	5	<ul> <li>2011-2012</li> <li>77% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>76% of students enrolled in Youth Services programs make academic gains in math.</li> <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> <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> <li>2008-09</li> <li>67% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>QA:</li> <li>2009,-2010: (AP)67% of Youth Services programs make academic gains in reading.</li> <li>67% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>67% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>67% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>67% of students enrolled in Youth Services programs receiving a QA review, recognized as exemplary by DOE / JJEEP</li> <li>67% of students enrolled in Youth Services programs make academic gains in reading.</li> </ul>

### **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.
Language Arts	Alfonso, Roland	Degrees: BA Elementary Education Certification: English 6-12	34	36	<ul> <li>2011-2012</li> <li>77% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>76% of students enrolled in Youth Services programs make academic gains in math.</li> <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 reading.</li> <li>62% 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 reading.</li> </ul>
Language Arts/ English	Murray, Linda	Degrees: BA Sociology <u>Certification:</u> Biology 6-12 Earth Space Science 6-12 English 6-12 Business 6-12 Marketing 6-12	2	2	<ul> <li>2011-2012</li> <li>77% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>76% of students enrolled in Youth Services programs make academic gains in math.</li> <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>

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Math	Hodge, Sarah	Degree: BS Mathematics Certification M G Math 5-9	12	12	<ul> <li>2011-2012</li> <li>77% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>76% of students enrolled in Youth Services programs make academic gains in math.</li> <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> <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>
Math	Hills, Franklin	Degrees: BA African Studies MA Religious Studies MS Educational Leadership Certification: English 5-9 HOUSSE Math 6-12	15	15	<ul> <li>2011-2012</li> <li>77% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>76% of students enrolled in Youth Services programs make academic gains in math.</li> <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> <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 reading.</li> </ul>
Reading	Heyser, Dorothy	Degrees: BS Elementary EducationMA Gifted EducationCertification: PE K-12 ESE K-12 Elementary Ed 1-6 Social Sciences 6-12 Reading Endorsement ESOL Endorsement	10	38	<ul> <li>2011-2012</li> <li>77% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>76% of students enrolled in Youth Services programs make academic gains in math.</li> <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>

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ESE	Johnson, Larry	Degrees: AA Law BS Business Admin SCLA (Senior Claims Law Associate) Certification: Business Ed 6-12 VE	5	13	<ul> <li>2011-2012</li> <li>77% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>76% of students enrolled in Youth Services programs make academic gains in math.</li> <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> <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>
ESE	Badolato, James	Degrees: BA Psychology MA VE <u>Certification:</u> ESE K-12	10	15	<ul> <li>2011-2012</li> <li>77% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>76% of students enrolled in Youth Services programs make academic gains in math.</li> <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 reading.</li> <li>62% 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 reading.</li> <li>62% of students enrolled in Youth Services programs make academic gains in math.</li> </ul>
PSC	Aucoin, Theresa	Degrees: BA Elementary Education MA Educational Leadership <u>Certification:</u> Admin-Supervision K-12 Elementary Education 1-6 EH ESOL Certification	2	30	<ul> <li>2011-2012</li> <li>77% of students enrolled in Youth Services programs make academic gains in reading.</li> <li>76% of students enrolled in Youth Services programs make academic gains in math.</li> <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)
1. Teacher Interview Day	Administrative Team	June 2013	
2. Performance Pay	General Director of Federal Programs	July 2013	
3. Facility Orientations	Assistant Principals	August 2012	
4. Subject Area Meetings	Assistant Principal	Ongoing	
5. Mentor Program	Assistant Principal	Ongoing	
6. Site-Based PLC's	Assistant Principal	Ongoing	
7. Site-Based Meetings	Assistant Principal	Ongoing	
8. Teacher Incentives	Principal	Ongoing	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective. \*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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 Instructiona Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
8	0%	12.5% (1)	25% (2)	62.5% (5)	50% (4)	100% (8)	12.5% (1)	0% (0)	25% (2)

### **Teacher Mentoring Program**

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
David Giberson	All Teachers at Falkenburg Juvenile Residential Treatment Facility	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**

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?

# **2012-2013 School Improvement Plan Juvenile Justice Education Programs** \* 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		
improvement for t 1. Percentage of students in reading. Reading Goal #1: The percentage of Youth Services students who increase their reading post- test scores on the CA Reading test will increase from 71% to 73% by May 2013	2012 Current Level of Performance:* 77% of students increase their		1.1. Many students have not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in reading.	enrolled in a Youth Services program with a FCAT level 1 or 2 will be enrolled in a 150 minute block of Intensive Reading and Language Arts. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. Within the core program, teachers use interventions such as researched based instructional strategies, flexible grouping for differentiated instruction and frequent progress monitoring to maximize student learning. These interventions are in addition to classroom learning, not in place of classroom learning. This year our school is focusing on the following strategies, materials and techniques in our core program: • Use of Reinforcement Instructional Calendars,	1.1.         Who         Principal         Asst. Principal         Reading Coach         Mock QATeam         Subject Area Leaders         How         Classroom Walk-         throughs         First Nine Week         Check         Classroom Walk -         throughs         Reading Checks         conducted by         Principal, AP, and         Reading coaches will         be documented in         "Classroom         Observation         Notebooks".         Mock QA Team, Lead         teachers, and Subject         Area leaders will use         content-area         classroom         instruments.         Information will be         used to provide         assistance in         classrooms. It will         also be used as a tool         to identify areas of	1.1.         Data Analysis with School-wide and Site-Based PLC's.         The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs.         The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs.         The DJJ Common Assessment will be administered to all residential and day treatment students within 30 days of exit or at least annually. <u>First Nine Week Check</u> Students will participate in the state's progress monitoring system, FAIR         Mid-Term Exams         Second Nine Week Check	1.1. FAIR Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests	
				<ul> <li>strategies, materials and techniques in our core program:</li> <li>Use of Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments</li> <li>School-wide academic</li> </ul>	used to provide assistance in classrooms. It will also be used as a tool	Students will participate in the state's progress monitoring system, FAIR		

2012-2013 School Improvement F	ian suvenine sustice Education	i i logi allis			
		every nine weeks	<u>Check</u>	in all tests.	
		<ul> <li>Marzano's Research-</li> </ul>			
		Based Strategies for	See Above	Fourth Nine Weeks:	
		Increasing Student		Semester exams and teacher	
				made tests.	
		strategies include the	Check		
		following:		Data from all of the	
				instruments identified above	
		and Differences		will be used to determine	
		1. Summarizing and Note		student progress during their	
		Taking		enrollment at a Youth Services	
		2. Reinforcing Effort and		school site. PLC's will analyze	
				data and identify areas of	
		3. Practice		strength and need to better	
		4. Nonlinguistic		augment student learning	
		Representations		gains <u>.</u>	
		5. Cooperative Learning			
		6. Setting Objectives and			
		Providing Feedback			
		7. Generating and Testing			
		Hypotheses			
		8. Cues, Questions and			
		Advance Organizers			
		<ul> <li>Building effective</li> </ul>			
		lesson plans with the			
		following components:			
		Teacher explicit instruction			
		1. Teacher modeled			
		example			
		2. Guided practice			
		3. Check for			
		understanding			
		Higher order questioning			
		(Read and Think Deeply)			
		CRISS strategies			
		• Cornell Notes			
		<ul> <li>Teacher-Student Data</li> </ul>			
		Chats every nine weeks			
		Differentiated			
		<ul> <li>Instructional Strategies</li> </ul>			
		-			
		• Mid-Term progress			
		reports			

	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

## **Reading Professional Development**

Professi	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.											
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring						
Hillsborough Academy Site-Based PLC	6-12	Alicia Newcomb	Hillsborough Academy faculty and staff	Tuesdays, bi-monthly 45 minutes during common planning period	Ê	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	<ol> <li>STAR Mid-Year Report</li> <li>STAR EOY Report</li> </ol>	Greg Harkins, Principal Carole Fernandez, Assistant Principal						
English / Language Arts (MS and HS)		Sylvia Albritton	YS English, Language Arts, and Reading Teachers	3 <sup>rd</sup> Tuesday of the month 45 minutes during common planning period	<ol> <li>STAR Mid-Year Report</li> <li>STAR EOY Report</li> </ol>	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
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>2012 Drop Out Prevetion Conference:</b> 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
For Jour	1	1	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 GOAI	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	
The percentage of students who increase their math post-test scores on the CA Math post-test will increase from 62% to 64% by May 2012.	2013 Expected Level of Performance:* 64% of students maintain or	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	PLC Leadership Team Subject Area Leaders School Improvement Coordinator PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on Florida Achieves, and district formative	and Site-Based PLC's. The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of	1.1. Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests	

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				embedded	Mid-Term Exams
			Action Steps	assessments and	
			The core program is	teacher made tests and	Second Nine Week Check
				exams.	Students will participate in
			on the essential standards. It	CAdillo.	district Formative Assessments.
				A . I	
			involves a viable core	Administration will	Teachers will monitor student
				facilitate monthly	progress and proficiency with
					the Florida Achieves lessons
			Within the core program,	meetings to review	and assessments. Data
			teachers use interventions	data collected on	collected will drive content
			such as researched based	OCA, mini-lessons,	area PLC's.
			instructional strategies,	and mini-assessments	
			flexible grouping for	and minin assessments	Semester exams and teacher
				DI C I andorshim	
			differentiated instruction and		made tests.
			frequent progress monitoring		
					Third Nine Week Check
				meet quarterly to	Students will participate in
			interventions are in addition	review data collection	district Formative Assessments.
			to classroom learning, not in	and problems	Teachers will monitor student
			place of classroom learning.	encountered and work	progress and proficiency with
					the Florida Achieves lessons
			-	solutions.	and assessments. Data
			strategies, materials and	solutions.	collected will drive content
				First Nine Week	area PLC's.
			-		alea FLC S.
			program:	Check	
				See Above	Mid-Term Exams
			Instructional Calendars,		
			Mini-Lessons and	Second Nine Week	Students enrolled in grades 6-8
			Mini-Assessments	Check	during the 2013 FCAT 2.0
			School-wide academic	See Above	Math administration will
			recognition programs		participate in all tests.
				Third Nine Week	
				Check	Students taking Algebra I, IB
			inter Burro B itesetaren	See Above	or Geometry will participate in
			Dused Buddegles 101		their respective EOC
			Increasing Student		administrations.
			Achievement. These		dummistrations.
			strategies include the		Denseth Nime Western
			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
			Recognition		school site. PLC's will analyze
			1	I	sensor site. The s will analyze

2012-2015 School Impi ovement I fan Suvenn	e sustice Education	0			
		3. Practice		data and identify areas of	
		4. Nonlinguistic		strength and need to better	
		Representations		augment student learning	
		5. Cooperative		gains <u>.</u>	
		Learning			
		6. Setting Objectives			
		and Providing			
		Feedback			
		7. Generating and			
		Testing Hypotheses			
		8. Cues, Questions and			
		Advance Organizers			
		• Building effective			
		lesson plans with the			
		following components:			
		1. Teacher explicit			
		instruction			
		2. Teacher modeled			
		example			
		3. Guided practice			
		4. Check for			
		understanding			
		• Higher order questioning			
		(Read and Think Deeply)			
		CRISS strategies			
		Cornell Notes			
		• Teacher-Student Data			
		Chats every nine weeks			
		• Differentiated			
		Instructional Strategies			
		<ul> <li>Mid-Term progress</li> </ul>			
		reports			
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

# Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement					
"Guiding Questions", identify an for the fo	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 Ac	hievement Lev	vel 3 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.	
Algebra Goal #1: The percentage of students scoring Level 3on the Florida Algebra I EOC will increase from 0% to 20% by May 2012.	2012 Current Level of Performance:* 0% (0/3) of our students scored Level 3(299 SS) on the 2012 of the	2013 Expected Level of Performance:* 20% of our students will score Level 3 or higher on the Florida Algebra I EOC during the 2012-13 school	Many students have not attended school on a regular basis prior to court-ordered residential placement	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. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students.	Who         Principal         PLC Leadership Team         Subject Area Leaders         School Improvement         Coordinator <u>How</u> PLC Leaders will         conduct bi-monthly site-         based PLC meetings to         review data collected on         QCA, mini-lessons, and         mini-assessments.         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	Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment will be	Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests	

2012-2015 School Implovement I					
			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	
				district Formative	
			Check	Assessments.	
				Teachers will monitor student	
		techniques in our core		progress and proficiency with	
				the Florida Achieves lessons	
	1		See Above	and assessments. Data	
		<ul> <li>Use of Kenhorcement Instructional</li> </ul>	See Above	collected will drive content	
				area PLC's.	
		Calendars, Mini-			
		Lessons and Mini-		Mid-Term Exams	
		Assessments		whu-refill 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	
		Cues, Questions and		better augment student	
		Advance Organizers		learning gains.	
		a suvance Organizers		<u> </u>	
		Building effective lesson			
		plans with the following			
		components:			
		Teacher explicit instruction			

2012-2013 School Imp	i ovement i	lan suvenne s		0			
				Teacher modeled example Guided practice Check for understanding Higher order questioning (Read and Think Deeply) CRISS strategies • Cornell Notes • Teacher-Student Data Chats every nine weeks • Differentiated Instructional Strategies • Mid-Term progress reports			
	d define areas in n llowing group:	eed of improvement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or a	above Achieve	ement Levels 4	2.1.	2.1.	2.1.	2.1.	2.1.
and 5 in Algebra.							
			Managa atau dan ta 1aa		Who .	Data Analysis with School-wide	Florida Achieves Assessments
Algebra Goal #2:		2013 Expected Level			Principal	and Site-Based PLC's.	Formative Assessments Springboard Embedded
	Level of	of Performance:*	not attended school on	will participate in "year-	PLC Leadership Team	The DJJ Common	Assessments
The percentage of students	Performance:*		a regular basis prior to court-ordered		Subject Area Leaders	Assessment will be	Mid-Term Exams
scoring Level 4 and 5 on	0% (0/3) of our	20% of our students			School Improvement	administered to all residential	Semester Exams
the Florida Algebra I EOC	students scored Level 3(299 SS)	will score Level 3 or higher on the Florida		school calendar that includes 240 instructional	Coordinator	and day treatment students	Teacher Made Tests
will increase from 0% to	on the 2012 of the	aigner on the riorlad Algebra I EOC during		days. Students will receive	How	within 10 days of entry to the	
5% by May 2012.	Florida Algebra I				PLC Leaders will	programs.	
	EOC	year.	Stude level in muth.	Individual Academic Plans	conduct bi-monthly site-		
				(IAP) that are reviewed at	based PLC meetings to	The Djj Common	
					review data collected on	Assessment will be	
					QCA, mini-lessons, and	administered to all residential	
					mini-assessments.	and day treatment students	
				progression plan. Students		within 30 days of exit or at	
					Subject Area Leaders	least annually.	
					will conduct monthly		
				based on their needs as	content area PLC	First Nine Week Check	
					meetings to review data	Students will participate in	
				STAR, Springboard, and	collected on Florida	district Formative	
					Achieves, and district	Assessments. Teachers will monitor student	
					formative assessments,	progress and proficiency with	
				1 1	Springboard embedded	the Florida Achieves lessons	
				curriculum with math	assessments and teacher	and assessments. Data	
						and assessments. Duti	

2012-2015 School Improvement I	0		
	instruction embedded across	made tests and exams.	collected will drive content
	all content areas.		area PLC's.
	un content areas.	A desinistantion will	
		Administration will	
	Action Steps	facilitate monthly	Mid-Term Exams
	The core program is	school-wide PLC	
		meetings to review data	Second Nine Week Check
			Students will participate in
		collected on QCA, mini-	
	It involves a viable core	lessons, and mini-	district Formative
	curriculum that embeds	assessments	Assessments.
	monitoring for all students.		Teachers will monitor student
	Within the core program,	PLC Leadership	progress and proficiency with
	1 8	1	
		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
		and problems	area PLC's.
		encountered and work to	
		identify possible	Semester exams and teacher
	monitoring to maximize	solutions.	made tests.
	student learning. These		
	interventions are in addition	First Nine Week Check	Third Nine Week Check
		C A1	
	to classroom learning, not in		Students will participate in
	place of classroom learning.		district Formative
	This year our school is	Second Nine Week	Assessments.
	focusing on the following	Check	Teachers will monitor student
		See Above	progress and proficiency with
		see Above	
	techniques in our core		the Florida Achieves lessons
	program:	Third Nine Week Check	and assessments. Data
	<ul> <li>Use of Reinforcement</li> </ul>	See Above	collected will drive content
	Instructional		area PLC's.
	Calendars, Mini-		
	Lessons and Mini-		Mid-Term Exams
	Assessments		
	School-wide academic		Students enrolled in grades 6-
	recognition programs		8 during the 2013 FCAT 2.0
	e i e		Math administration will
	every nine weeks		
	<ul> <li>Marzano's Research-</li> </ul>		participate in all tests.
	Based Strategies for		
	Increasing Student		Students taking Algebra I, IB
			or Geometry will participate
	Achievement. These		in their respective EOC
	strategies include the		-
	following:		administrations.
	Identifying Similarities and		
	Differences		Fourth Nine Weeks:
			Semester exams and teacher
	Summarizing and Note		
	Taking		made tests.
	Reinforcing Effort and		
	Ŭ		Data from all of the

	Providing Recognition	instruments identified above
	Practice	will be used to determine
	Nonlinguistic	student progress during their
	Representations	enrollment at a Youth
	Cooperative Learning	Services school site. PLC's
	Setting Objectives and	will analyze data and identify
	Providing Feedback	areas of strength and need to
	Generating and Testing	better augment student
	Hypotheses	learning gains <u>.</u>
	Cues, Questions and	
	Advance Organizers	
	Building effective lesson	
	plans with the following	
	components:	
	Teacher explicit instruction	
	Teacher modeled example	
	Guided practice	
	Check for understanding	
	Higher order questioning	
	(Read and Think Deeply)	
	CRISS strategies	
	Cornell Notes	
	• Teacher-Student Data Chats every nine weeks	
	Differentiated     Instructional Strategies	
	Mid-Term progress	
	reports	

# End of Algebra EOC Goals

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

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

Geometry EOC Goals		Problem-Solving I	Process to Increase	Student Achievemen	t
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 Geometry.	1.1.	1.1. All students enrolled in a		<ol> <li>1.1.</li> <li>Data Analysis with School-wide</li> </ol>	1.1. Florida Achieves Assessments

Coorrecting Cool #1:					Dringing	and Site-Based PLC's.	Formative Assessments
	vel of				Principal	and She-Dased FLC S.	Springboard Embedded
D	rformance:*	or r errormance.			PLC Leadership Team	The DJJ Common	Assessments
In 2011-12, 0% (0/1) of students passed the 2012 Florida	<u>Inormanee.</u>		U 1		Subject Area Leaders	Assessment will be	Mid-Term Exams
Geometry EOC assessments.			court-ordered		School Improvement	administered to all residential	Semester Exams
fomeny Loc assessments.	0%	5%	1	school calendar that	Coordinator	and day treatment students	Teacher Made Tests
	070	070	and are therefore	includes 240 instructional	**	within 10 days of entry to the	
			significantly below	days. Students will receive	How DLGL 1 111 1		
			grade level in math.	prescriptive written plans,	PLC Leaders will conduct	programs.	
					bi-monthly site-based	The DJJ Common	
					PLC meetings to review	Assessment will be	
				least monthly by all	data collected on QCA,	administered to all residential	
				teachers. Students will	mini-lessons, and mini-	and day treatment students	
				follow the HCPS pupil	assessments.	within 30 days of exit or at	
				progression plan. Students		-	
					Subject Area Leaders will	least annuany.	
				instruction and strategies	conduct monthly content	First Nine Weels Cheels	
				based on their needs as	area PLC meetings to	First Nine Week Check Students will participate in	
				identified on the TABE,	review data collected on	district Formative	
					Florida Achieves, and	Assessments.	
				Florida Achieves lessons.	district formative		
					assessments, Springboard	Teachers will monitor student	
					embedded assessments	progress and proficiency with	1
				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 area PLC's.	
					Administration will	area PLC s.	
				Action Steps	facilitate monthly	Mid Town Frances	
				The core program is	school-wide PLC	Mid-Term Exams	
					meetings to review data	Constant Mine Wester Charle	
				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.	
				1 0	PLC Leadership	Teachers will monitor student	
				teachers use interventions	Team/Problem Solving	progress and proficiency with	1
				such as researched based	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		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	
			1		C I Min . W/ 1-	district Formative	
				This year our school is	Second Nine Week	Assessments.	

2012-2013 Senoor Improvement I fan Suvenne Sustee E		
	strategies, materials and See Above	Teachers will monitor student
	techniques in our core	progress and proficiency with
	program: Third Nine Week Chec	
	• 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	Students enrolled in grades 6-
	recognition programs	8 during the 2013 FCAT 2.0
	every nine weeks	Math administration will
	<ul> <li>Marzano's Research-</li> </ul>	
	Based Strategies for	participate in all tests.
	Increasing Student	Steadarts taking Alashing L D
	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
	Cues, Questions and	better augment student
	Advance Organizers	learning gains.
	Building effective lesson	
	plans with the following	
	components:	
	Teacher explicit instruction	
	Teacher modeled example	
	Guided practice	
	Check for understanding	
	Higher order questioning	
	(Read and Think Deeply)	
	CRISS strategies	
	Cornell Notes	
	<ul> <li>Teacher-Student Data</li> </ul>	

				<ul> <li>Chats every nine weeks</li> <li>Differentiated Instructional Strategies</li> <li>Mid-Term progress reports</li> </ul>			
Based on the analysis of stude "Guiding Questions", identify an for the fo			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or and 5 in Geometry.			2.1. Many students have	2.1. All students enrolled in a	2.1. <u>Who</u>	2.1. Data Analysis with School-wide	2.1. Florida Achieves Assessments Formative Assessments
Geometry Goal #2: In 2011-12, 0% (0/1) students participated in the 2012 Florida Geometry EOC assessments.	2012 Current Level of Performance:* 0%	2013 Expected Level of Performance:* 5%	not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	Youth Services program will participate in "year- round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE, STAR, Springboard, and Florida Achieves lessons. Students will participate in curriculum with math instruction embedded across all content areas. <u>Action Steps</u> The core program is	Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini- assessments. 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.	and Site-Based PLC's. The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs. The Djj Common Assessment will be administered to all residential and day treatment students within 30 days of exit or at least annually. <u>First Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Mid-Term Exams <u>Second Nine Week Check</u> Students will participate in district Formative	

2012-2015 School Implovement I fan Suverine S		
	monitoring for all students.	Assessments.
	Within the core program, PLC	Leadership Teachers will monitor student
		n/Problem Solving progress and proficiency with
		m will meet quarterly the Florida Achieves lessons
	instructional strategies, to rev	view data collection and assessments. Data
	flexible grouping for and p	problems collected will drive content
		buntered and work to area PLC's.
		tify possible
	U	tions. Semester exams and teacher
	student learning. These	made tests.
	interventions are in addition First	Nine Week Check
	to classroom learning, not in See A	
	place of classroom learning.	Students will participate in
		ond Nine Week district Formative
	focusing on the following Chec	
	strategies, materials and See A	Above Teachers will monitor student
	techniques in our core	progress and proficiency with
		d Nine Week Check the Florida Achieves lessons
	1 8	
	• Use of Reinforcement See A	
	Instructional	collected will drive content
	Calendars, Mini-	area PLC's.
	Lessons and Mini-	
	Assessments	Mid-Term Exams
	School-wide academic	
		Students enrolled in grades 6-
	recognition programs	
	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
		or Geometry will participate
	strategies include the	in their respective EOC
	following:	
	Identifying Similarities and	administrations.
	Differences	
	Summarizing and Note	Fourth Nine Weeks:
	Taking	Semester exams and teacher
	Reinforcing Effort and	made tests.
	Providing Recognition	Data from all of the
	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
		Services school site. PLC's
	Providing Feedback	
	Generating and Testing	will analyze data and identify
	Hypotheses	areas of strength and need to
		better augment student

			1	· · · · · · · · · · · · · · · · · · ·
		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		
		• Differentiated		
		Instructional Strategies		
		<ul> <li>Mid-Term progress</li> </ul>		
		reports		
		I T T		1
F F	•	•		

# Mathematics Professional Development

Professio	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.									
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring				
Springboard Content and Strategy Training		Alicia Newcomb	All YS Math teachers and Support Facilitators		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	5-12	Alicia Newcomb	YS PLC Leaders	At least 1x Quarterly, Early Release Day, 45 minutes	See Above	Greg Harkins, Principal				

Team)						
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 activi	ties/materials and exclude district funded act	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: \$
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: \$
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: \$
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mock QA Reviews: Mock QA Team will provide on-site reviews, classroom	No funds available	NA	\$0

walk-through, and technical assistance to all JJEEP reviewable programs at least		
once per year		
		Grand Total: \$0

End of Mathematics Goals

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

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
"Guiding Questions", identi	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	he following grou	ıp:	regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	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,	Monitoring           1.1.           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	Strategy 1.1. Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment	1.1. Biology FCIM Lessons Formative Assessments Mid-Term Exams Semester Exams Teacher Made Tests
				STAR, Springboard, and Florida Achieves lessons. Students will participate in curriculum with math instruction embedded across all content areas. <u>Action Steps</u> The core program is classroom based instruction	content area PLC meetings to review data collected on Florida Achieves, and district formative assessments, Springboard embedded assessments and teacher made tests and exams.	Teachers will monitor student progress and proficiency with the FCIM lessons and assessments. Data collected will drive content area PLC's. Mid-Term Exams <u>Second Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student	

2012-2015 School Improvement	i iun ou chine oustice Buucution	110grums			
		on the essential standards. It		progress and proficiency with	
		involves a viable core	Administration will	the Florida Achieves lessons	
		curriculum that embeds	facilitate monthly	and assessments. Data	
		monitoring for all students.	school-wide PLC	collected will drive content	
			meetings to review	area PLC's.	
			data collected on		
		such as researched based	QCA, mini-lessons,	Semester exams and teacher	
		instructional strategies,	and mini-assessments		
		flexible grouping for			
		differentiated instruction and	PLC Leadership	Third Nine Week Check	
		frequent progress monitoring		Students will participate in	
				district Formative Assessments.	
			meet quarterly to	Teachers will monitor student	
		interventions are in addition		progress and proficiency with	
		to classroom learning, not in		the FCIM lessons and	
				assessments. Data collected	
		This year our school is	to identify possible	will drive content area PLC's.	
				will drive content area FLC s.	
			solutions.	Mid-Term Exams	
		strategies, materials and	First Nine Week	MIG-Term Exams	
		-			
		program:	Check		
			See Above	Essenth Nin - Wester	
		Instructional Calendars,		Fourth Nine Weeks:	
			Second Nine Week	Semester exams and teacher	
		Mini-Assessments	Check	made tests.	
			See Above		
		recognition programs		Data from all of the	
		every nine weeks		instruments identified above	
		<ul> <li>Marzano's Research-</li> </ul>	Check	will be used to determine	
		Dused Strategies for	See Above	student progress during their	
		Increasing Student		enrollment at a Youth Services	
		Achievement. These		school site. PLC's will analyze	
		strategies include the		data and identify areas of	
		following:		strength and need to better	
		Identifying Similarities and		augment student learning	
		Differences		gains <u>.</u>	
		Summarizing and Note			
		Taking			
		Reinforcing Effort and			
		Providing Recognition			
		Practice			
		Nonlinguistic			
		Representations			
		Cooperative Learning			
		Setting Objectives and			
		Providing Feedback			
	· · ·		•		

<u>2012-2013 School Imp</u>	ovement i	l lall Juvelli	e Justice Education	li i i ugi anis			
			1.2.	Generating and Testing Hypotheses Cues, Questions and Advance Organizers Building effective lesson plans with the following components: Teacher explicit instruction Teacher modeled example Guided practice Check for understanding Higher order questioning (Read and Think Deeply) CRISS strategies • Cornell Notes • Teacher-Student Data Chats every nine weeks • Differentiated Instructional Strategies • Mid-Term progress reports	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 2. Students scoring at or	fy and define area he following grou	as in need of ip:	Anticipated Barrier	Strategy 2.1.	Person or Position Responsible for Monitoring 2.1.	Process Used to Determine Effectiveness of Strategy 2.1.	Evaluation Tool 2.1.
4 and 5 in Biology.	above Acille	Chiene Levels					
A and 3 in Biology. <u>Biology Goal #2:</u> See Biology Goal #1 Data Analysis not yet available due to collection of baseline information.	2012 Current Level of Performance:* See Biology	2013 Expected Level of Performance:* See Biology	See Biology Goal #1	See Biology Goal #1	See Biology Goal #1	See Biology Goal #1	See Biology Goal #1
	Goal #1	Goal #1					

# Science Professional Development

Profess	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring	
Science (MS and HS)	6-12	Eric Petro	YS Math Teachers	3 <sup>rd</sup> Tuesday of the month 45 minutes during common planning period	Formative Assessments FCIM Mini-Lesson and assessment data (Bi-Weekly)	Greg Harkins, Principal Carole Fernandez, Assistant Principal	
Youth Services PLC Leadership Team (Problem Solving Team)	5-12	Alicia Newcomb	YS PLC Leaders	At least 1x Quarterly, Early Release Day, 46 minutes	See Above	Greg Harkins, Principal	
Youth Services School Wide PLC	6-12	Greg Harkins	YS Faculty and Staff	1 <sup>st</sup> Friday of the month, 3 hours	See Above	Greg Harkins, Principal	

## Science Budget (Insert rows as needed)

Include only school-based funded activity	ies/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

<b>^</b>		8	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
	•	I	Subtotal: \$
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
Shee per year	1		Grand Total: \$

### 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.	1.1.

2012-2013 School Imp							
	2012 Current	2013 Expected	Many students have not			Data Analysis with School-	
The mean terms of a finder to	Level :*	Level ·*	attended school on a	Youth Services program will		wide and Site-Based PLC's.	
The percentage of students			regular basis prior to		PLC Leadership Team		
who maintain or increase			court-ordered residential	school. Students will adhere		The DJJ CA Reading and Math	
their Work Place Readiness			placement and are	to a modified school calendar		will be administered to all	
assessments scores will			therefore significantly	that includes 240	Coordinator	students within 10 days of entry	
increase from <u>72% to 74%.</u>			below grade level in	instructional days. Students		to the programs.	
			reading, math, science and		How		
			social studies.	-	PLC Leaders will	The DJJ CA will be	
					conduct of mondify	administered to all residential	
				are reviewed at least monthly		and day treatment students within 30 days of exit or at	
				by all teachers. Students will		least annually.	
				1 1		least annually.	
				progression plan. Students will receive remedial	mini-lessons, and	Students will complete the	
				instruction and strategies		Workplace Readiness Pre-Test,	
				based on their needs as	Subject Area Leaders	CHOICES, and Career Interest	
					will conduct monthly	Inventory. They will also	
					content area PLC	complete a Career Goal	
						Interview at entry.	
					data collected on		
						First Nine Week Check	
						Students will participate in all	
				math, science and social		district and state progress	
	500/	7.404		science instruction embedded	,	monitoring assessments. Data	
	72%	74%		across all content areas.	embedded	collected will be used to drive	
					assessments and	classroom instruction.	
				Action Steps	teacher made tests and		
				The core program is	exams.	Mid-Term Exams	
				classroom based instruction			
				on the essential standards. It		Second Nine Week Check	
				involves a viable core	activate monthly	In addition to above, students	
						will take course semester	1
					meetings to review	exams and teacher made tests.	1
				1 8 /	data collected on		
					<b>、</b> , , , , , , , , , , , , , , , , , , ,	Third Nine Week Check	
				such as researched based	and mini-assessments	See above	
				instructional strategies,			1
						Students enrolled during the	
				differentiated instruction and		FCAT March 2011 SSS	
				frequent progress monitoring		Reading administration will	1
				to maximize student learning.		participate in all tests.	1
					review data collection	Fourth Nine Washer	
					1	Fourth Nine Weeks: Students will participate in	
						Students will participate in	
					ro raeminy possione	EOC assessments as	
			1	This year our school is	solutions.	appropriate.	<u> </u>

2012-2013 School Improvement I fan Suvenne Sustice E	ducation 11051 and
	focusing on the following
	strategies, materials and Second Nine Week Semester exams and teacher
	techniques in our core <u>Check</u> made tests.
	program: See Above
	• Use of Reinforcement 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 <i>enrollment at a Youth Services</i>
	recognition programs Fourth Nine Week school site. PLC's will analyze
	every nine weeks <u>Check</u> 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.
	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
	Auvance organizers
	Building effective
	lesson plans with the
	following components: 5. Teacher explicit
	instruction
	6. Teacher modeled
	example
	7. Guided practice
	8. Check for

l ovement 1	Sustice Education 1 rograms		
	und	derstanding	
	• Higher order or (Read and Thi CRISS strateg	ink Deeply)	
	Cornell Notes		
	• Teacher-Stude Chats every ni		
	• Differentiated Instructional S		
	• Mid-Term pro reports	ogress	

# **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	1 <sup>st</sup> Friday of the month, 3 hours	Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal	

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

Include only school-based funded a	ctivities/materials and exclude district fur	nded activities /materials.		
Evidence-based Program(s)/Materials	s(s)			
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
			Subtota	ıl: \$0
Technology				
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
			Subtota	ıl: \$0
Professional Development				
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
			Subtota	al: \$0
Other				
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
			Grand Tota	ıl: \$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					
٠	How does the program deal with transition planning (entry and exit transition)?					
•	• How many students successfully transition (e.g., return to school, find employment)?					
* 1	When using percentages include the number of students the percentage represents payt to the percentage (e.g. $70\%$ (35))					

<sup>6</sup> When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

|--|

Based on the analysis of sci areas in need	hool data, identify of improvement:	and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal			1.1.	1.1.	1.1.	1.1.	1.1.
The percentage of students	2012 Current Level :*	2013 Expected Level :*	Many students have not attended school on a	The core program is classroom based instruction	Principal PLC Leadership Team	data collected during post transition assistance and follow	Transition Data collection tool
exiting a Youth Services residential or day treatment program and successfully returning to their community, demonstrating daily school attendance will increase from 67% to 69%.	67%	69%.	placement due to poor previous academic performance, disinterest in education, or other external factors.	<ul> <li>involves a viable core</li> <li>curriculum that embeds</li> <li>monitoring for all students.</li> <li>Within the core program,</li> <li>teachers use interventions</li> <li>such as researched based</li> <li>instructional strategies,</li> <li>flexible grouping for</li> <li>differentiated instruction and</li> <li>frequent progress monitoring</li> <li>to maximize student learning.</li> <li>These interventions are in</li> <li>addition to classroom</li> <li>learning, not in place of</li> <li>classroom learning.</li> <li>This year our school is</li> <li>focusing on the following</li> <li>strategies, materials and</li> <li>techniques in our core</li> <li>program: <ul> <li>Use of Reinforcement</li> <li>Instructional Calendars,</li> <li>Mini-Assessments</li> <li>School-wide academic</li> <li>recognition programs</li> <li>every nine weeks</li> </ul> </li> <li>Teacher-Student Data</li> <li>Chats every nine weeks</li> <li>Differentiated</li> <li>Instructional Strategies</li> <li>Mid-Term progress</li> <li>reports</li> <li>Participation in</li> <li>Treatment Team</li> </ul>	School Improvement Coordinator YS Mock QA Team Transition Monitor <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on STAR, district formative	up.	

See Above			ection d work ible 'eam hnical sites nual itor istance dary e in the w-up y for a days se. <u>eek</u> <u>ek</u> <u>ek</u>	
1.2.     1.2.     1.2.     1.2.     1.2.	1.2.		1.2.	
1.3.     1.3.     1.3.     1.3.     1.3.	1.3.	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		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 <sup>st</sup> Friday of the month, 3 hours	Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal	

## **Transition Budget** (Insert rows as needed)

Include only school-based funded a	ctivities/materials and exclude district fur	nded activities /materials.	
Evidence-based Program(s)/Material	s(s)		
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
			Subtotal: \$
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
			Subtotal: \$
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
			Subtotal: \$

Other			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
			Grand Total: \$0

End of Transition Goal(s)

## **Final Budget** (Insert rows as needed)

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

### **School Advisory Council**

School Advisory Council (SAC) Membership Compliance

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

X Yes

No

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

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

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

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