FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013 Les Peters Halfway House (5048)

2012 - 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Les Peters Halfway House	District Name: Hillsborough
Principal: Greg Harkins	Superintendent: Mary Ellen Elia
SAC Chair: Alicia Newcomb	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

2012-2	ors behoof improveme.	iit i iaii juveiille justice E	aucunon i rog	Lamb	
					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.)	Carole Fernandez	M.S Educational Leadership B.S Elementary Education Certifications: Educational Leadership; Emotionally Handicapped (K-12); ESOL Endorsement	3	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.

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.	
Reading	Amy Acquino	Bachelor's in English Education	4	4	2011-2012 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.
	2009-10
	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	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	along with the associated school year.
				Teacher	
English, Reading, PCSD, Social Sciences	Dr. Keva Mitchell	Degrees: B.S. – Criminology B.S. – Political Science M.S. – Social Studies Education PhD – Curriculum/Instruction Reading and Administration Certification: English 6-12 Reading K-12 Social Sciences 6-12 Ed. Leadership K-12	12	14	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.

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Math,	Scott Wilkes	Degrees:			2011-2012
Science, PSD		B.A. – Social Sciences			77% of students enrolled in Youth Services programs make academic
					gains in reading.
		Certification:			76% of students enrolled in Youth Services programs make academic
		English 6-12, Math 5-9,	3	3	gains in math.
		Social Science 6-12	, and the second		2010-11
		Social Science of 12			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
A 4 D 1	T 1 N/L 1	D: 1 : 1 C (10° 11			gains in math.
Auto Body	Jack Morales	<u>District Certification:</u>			2011-2012 77% of students enrolled in Youth Services programs make academic
		Autobody 6-12			gains in reading.
		Carpentry 6-12			76% of students enrolled in Youth Services programs make academic
					gains in math.
			9	9	2010-11
					71% of students enrolled in Youth Services programs make academic
					gains in reading.
					62% of students enrolled in Youth Services programs make academic
					gains in math.
					2009-10
					70% of students enrolled in Youth Services programs make academic
					gains in reading.
					62% of students enrolled in Youth Services programs make academic
					gains in math.
ESE	Beverly Burnett	Degrees:			2011-2012
		B.S. – Education			77% of students enrolled in Youth Services programs make academic
		M.S. – Physical Education			gains in reading.
		1.1.5. Triy sical Education	2	4	76% of students enrolled in Youth Services programs make academic
		Certification:	4	7	gains in math.
		ESE K-12			2010-11
		ESE K-12			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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
			(If not, please explain why)
Teacher Interview Day	Administrative Team	June 2013	
2. Performance Pay	General Director of Federal Programs	July 2013	
3. Facility Orientations	Assistant Principals	August 2012	
4. Subject Area Meetings	Assistant Principal	Ongoing	
5. Mentor Program	Assistant Principal	Ongoing	
6. Site-Based PLC's	Assistant Principal	Ongoing	
7. Site-Based Meetings	Assistant Principal	Ongoing	
8. Teacher Incentives	Principal	Ongoing	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
4	0%	50% (2)	50% (2)	0% (0)	50% (2)	100% (4)	50% (2)	0% (0)	25% (1)

Teacher Mentoring Program

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

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

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

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

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

*High Schools Only

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

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

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

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

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

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

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

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

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

Postsecondary Transition

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	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
"Guiding Questions", identify and define areas in need of improvement for the following group:			Responsible for Monitoring	Effectiveness of Strategy	
1. Percentage of students making learning gains	1.1.	1.1.	1.1.	1.1.	1.1.
in reading.			Who	Data Analysis with School-wide	EAID
			Principal	and Site-Based PLC's.	FAIR Springboard Embedded
Reading Goal #1:	regular basis prior to court-ordered residential		Asst. Principal Reading Coach	The DJJ Common Assessment	Assessments
2012 Current 2013 Expected	placement and are		Mock QATeam	will be administered to all	Mid-Term Exams
<u>Level of</u> <u>Level of</u>	1		Subject Area Leaders	residential and day treatment	Semester Exams Teacher Made Tests
The percentage of Found	below grade level in	Language Arts.	J	students within 10 days of	reaction whate resus
7770 01	reading.		How 	entry to the programs.	
l ci			Classroom Walk-	The DJJ Common Assessment	
merease then		The core program is	throughs	will be administered to all	
C 710/ 1 700/ 1 34			First Nine Week	residential and day treatment	
2013 Reading posttest.		on the essential standards. It		students within 30 days of exit	
positest.		involves a viable core	Classroom Walk -	or at least annually.	
			throughs	First Nine Week Check	
			Reading Checks	Students will participate in the	
			conducted by Principal, AP, and	state's progress monitoring	
			Reading coaches will	system, FAIR	
			be documented in		
		flexible grouping for	"Classroom	Mid-Term Exams	
		differentiated instruction and		Casand Nina Wash Chash	
		frequent progress monitoring		Second Nine Week Check Semester exams and teacher	
			Mock QA Team, Lead	made tests.	
		Č	teachers, and Subject Area leaders will use	Students will participate in the	
			content-area	state's progress monitoring	
		<u>U</u> ,	classroom	system, FAIR	
		3	instruments.		
			Information will be	Third Nine Week Check	
			used to provide	Students will participate in the	
		1	assistance in classrooms. It will	state's progress monitoring	
		1 0	also be used as a tool	system, FAIR	
		Instructional Calendars,			
			strength and needs	Mid-Term Exams	
		Mini-Assessments	throughout the school	Ctudente envelled during the	
		School-wide academic	G 137 W	Students enrolled during the 2013 FCAT 2.0 Reading	
		0 1 0	Second Nine Week Check	administration will participate	
			CHECK	in all tests.	
		 Marzano's Research- Based Strategies for 	See Above		
		Increasing Student		Fourth Nine Weeks:	

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						Semester exams and teacher	
					<u>Check</u>	made tests.	
				following:			
						Data from all of the	
				and Differences		instruments identified above	
				 Summarizing and Note 		will be used to determine	
					Check Check	student progress during their	
				2. Reinforcing Effort and		enrollment at a Youth Services	
				Providing Recognition	See Above	school site. PLC's will analyze	
				3. Practice		data and identify areas of	
				4. Nonlinguistic		strength and need to better	
				Representations		augment student learning	
				Cooperative Learning		gains <u>.</u>	
				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			
				Teacher-Student Data Chatagorius and a secondary			
				Chats every nine weeks			
				 Differentiated 			
				Instructional Strategies			
				 Mid-Term progress 			
				reports			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.2	1.2	1.2	1.2	1.2
			1.3.	1.3.	1.3.	1.3.	1.3.
						l .	

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	
Les Peters Halfway House Site-Based PLC	6-12	Beverly Burnett	LPHH faculty and staff	Tuesdays, bi-monthly 45 minutes during common planning period	Collaborative Planning (weekly) Student Exit Data Analysis	Greg Harkins, Principal Carole Fernandez, Assistant Principal	
Youth Services PLC Leadership Team (Problem Solving Team)	6-12	Alicia Newcomb	YS PLC Leaders	At least 1x Quarterly, Early Release Day, 45 minutes	STAR Mid-Year Report STAR EOY Report	Greg Harkins, Principal Carole Fernandez, Assistant Principal	
English / Language Arts (MS and HS)	6-12	Sylvia Albritton	YS English, Language Arts, and Reading Teachers	3 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):	No funds available, volunteer position	Volunteer Position	\$0		

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

SIC will provide staff development	elected by the SAC to assist the		
training to YS PLC's	administrative team with the		
	implementation of the FCIM.		
			Subtotal: \$0
Technology			Subtotat: 40
Strategy	Description of Resources	Funding Source	Available Amount
A+ Training: SIC will provide hands-on	Training provided by Youth Services	A+ Training: SIC will provide hands-on	\$0
training on the ALS CAI curriculum	Personnel to Youth Services teachers	training on the ALS CAI curriculum	
Read 180 Training	District Paid Training	Read 180 Training for Reading Teachers	\$0
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
2012 Drop Out Prevetion Conference:	Grant provided by the Director of Non-	Grant	\$0
Administration, SAL's, Mock QA Team,	Traditional Programs		
Instructional Presenters attend training to	Internal School Fund		
gain knowledge on best practices and			
changes impacting DJJ educational			
programs.		271	40
Differentiated Instruction	Teachers will participate in ongoing school	NA	\$0
	wide trainings to help them learn to		
C 1 2 M 1: 1 T : 11'	implement DI strategies in all classrooms.	HCDG	00
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	No funds available	NA	\$0
will provide on-site reviews, classroom			
walk-throughs, and technical assistance			
to all JJEEP reviewable programs at least			
once per year			
			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)).

MATHEMA				Problem-Solving Pro	cess 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	
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 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 all content areas.	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. 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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	on the essential standards. It		Teachers will monitor student
	involves a viable core	Administration will	progress and proficiency with
	curriculum that embeds	facilitate monthly	the Florida Achieves lessons
	monitoring for all students.	school-wide PLC	and assessments. Data
	Within the core program,	meetings to review	collected will drive content
	teachers use interventions	data collected on	area PLC's.
	such as researched based	QCA, mini-lessons,	
	instructional strategies,	and mini-assessments	Semester exams and teacher
	flexible grouping for		made tests.
	differentiated instruction and	PLC Leadership	
	frequent progress monitoring	Team/Problem	Third Nine Week Check
		Solving Team will	Students will participate in
		meet quarterly to	district Formative Assessments.
	interventions are in addition	review data collection	Teachers will monitor student
	to classroom learning, not in		progress and proficiency with
			the Florida Achieves lessons
		to identify possible	and assessments. Data
		solutions.	collected will drive content
	strategies, materials and		area PLC's.
		First Nine Week	
	program:	Check	Mid-Term Exams
	Use of Reinforcement	See Above	
	Instructional Calendars,		Students enrolled in grades 6-8
	Mini-Lessons and	Second Nine Week	during the 2013 FCAT 2.0
	Mini-Assessments	Check	Math administration will
		See Above	participate in all tests.
	recognition programs		
	every nine weeks	Third Nine Week	Students taking Algebra I, IB
	 Marzano's Research- 	Check	or Geometry will participate in
		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>
	T		<u> </u>

2012-2013 School Improvement Plan Juvenile Justice Education Programs 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

Algebra End-of-Course (EOC) Goals

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

1.2.

1.3.

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement

• Mid-Term progress

1.2.

1.3.

1.2.

1.3.

reports

.2.

1.3.

1.2.

1.3.

2012-2013 School Imp					n n ::		
Based on the analysis of studer "Guiding Questions", identify an			Anticipated Barrier	Strategy	Person or Position	Process Used to Determine Effectiveness of	Evaluation Tool
	d define areas in I llowing group:	need of improvement			Responsible for Monitoring	Strategy	
		12: 41 1	n 1	D 1	0.1	2.1.	0.1
1. Students scoring at Ac	nievement Le	vel 3 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.
				All students enrolled in a	Who	Data Analysis with School-wide	Florida Achieves Assessments
Algebra Goal #1:	2012 Current	2013 Expected Level	Many students have			and Site-Based PLC's.	Formative Assessments
	Level of	of Performance:*			PLC Leadership Team		Springboard Embedded
	Performance:*				Subject Area Leaders	The DJJ Common	Assessments
The percentage of students		20% of our students	court-ordered		School Improvement	Assessment will be	Mid-Term Exams
scoring Level 3on the	students scored Level 3(299 SS)	will score Level 3 or higher on the Florida	residential placement	school calendar that	Coordinator	administered to all residential	Semester Exams Teacher Made Tests
Florida Algebra I EOC will		Algebra I EOC during	and are therefore	includes 240 instructional		and day treatment students	reaction whate rests
increase from 0% to 20%	Florida Algebra I	the 2012-13 school	significantly below	days. Students will receive	110W	within 10 days of entry to the	
by May 2012.	EOC.	year.	grade level in math.	prescriptive written plans,	PLC Leaders will	programs.	
				Individual Academic Plans	conduct bi-monthly site-		
					based PLC meetings to	The Djj Common	
					review data confected on	Assessment will be	
				teachers. Students will	QCA, mini-lessons, and	administered to all residential and day treatment students	
				follow the HCPS pupil		within 30 days of exit or at	
				progression plan. Students		least annually.	
					Subject Area Leaders	reast anniquity.	
				C	will conduct monthly	First Nine Week Check	
				based on their needs as	content area i LC	Students will participate in	
					meetings to review data collected on Florida	district Formative	
				Florida Achieves lessons.	Achieves, and district	Assessments.	
				l fortua 7 terrie ves fessoris.	formative assessments,	Teachers will monitor student	
				Students will participate in	Springboard embedded	progress and proficiency with	
					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		
					school-wide FLC	Mid-Term Exams	
					meetings to review data	Second Nine Week Cheek	
					collected on QCA, mini-	Second Nine Week Check Students will participate in	
				It involves a viable core	icssons, and mini-	district Formative	
					assessments	Assessments.	
				monitoring for all students.		Teachers will monitor student	
					i LC Leadership	progress and proficiency with	
				teachers use interventions such as researched based		the Florida Achieves lessons	
					to review data collection	and assessments. Data	
					and problems	collected will drive content	
					encountered and work to	area PLC's.	
					identify possible		
					solutions.	Semester exams and teacher	
	1		<u>I</u>	monitoring to maximize	sorutions.		

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs 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 Based on the analysis of student achievement data, and reference to Anticipated Barrier Person or Position Process Used to Determine **Evaluation Tool** Strategy "Guiding Questions", identify and define areas in need of improvement Responsible for Monitoring Effectiveness of for the following group: Strategy 2. Students scoring at or above Achievement Levels 4 2.1. 2.1. 2.1. 2.1. and 5 in Algebra. All students enrolled in a Who Data Analysis with School-wide Florida Achieves Assessments Many students have and Site-Based PLC's. Formative Assessments Youth Services program Principal Algebra Goal #2: 2012 Current 2013 Expected Level Springboard Embedded not attended school on will participate in "year-PLC Leadership Team evel of of Performance:* The DJJ Common Assessments a regular basis prior to Subject Area Leaders round" school. Students Performance:* The percentage of students Mid-Term Exams Assessment will be court-ordered will adhere to a modified School Improvement scoring Level 4 and 5 on % (0/3) of our 0% of our students Semester Exams administered to all residential residential placement school calendar that Coordinator tudents scored vill score Level 3 or Feacher Made Tests the Florida Algebra I EOC and day treatment students and are therefore evel 3(299 SS) higher on the Florida includes 240 instructional will increase from 0% to within 10 days of entry to the on the 2012 of the Algebra I EOC during significantly below days. Students will receive How 5% by May 2012. Florida Algebra I the 2012-13 school programs. grade level in math. PLC Leaders will prescriptive written plans. EOC.. vear. Individual Academic Plans conduct bi-monthly site-The Djj Common (IAP) that are reviewed at based PLC meetings to Assessment will be least monthly by all review data collected on administered to all residential teachers. Students will QCA, mini-lessons, and and day treatment students follow the HCPS pupil mini-assessments. within 30 days of exit or at progression plan. Students least annually. will receive remedial Subject Area Leaders instruction and strategies will conduct monthly First Nine Week Check based on their needs as content area PLC Students will participate in identified on the TABE, meetings to review data district Formative STAR, Springboard, and collected on Florida Assessments. Florida Achieves lessons. Achieves, and district Teachers will monitor studen formative assessments, progress and proficiency with Students will participate in Springboard embedded the Florida Achieves lessons curriculum with math assessments and teacher and assessments. Data instruction embedded across made tests and exams.

all content areas.

collected will drive content

area PLC's.

2012-2013 School Improvement Plan Juvenile Justice Education	Programs		
		Administration will	
	Action Steps	facilitate monthly	Mid-Term Exams
	The core program is	school-wide PLC	
	classroom based instruction	meetings to review data	Second Nine Week Check
	on the essential standards.	collected on QCA, mini-	Students will participate in
	It involves a viable core	lessons, and mini-	district Formative
	curriculum that embeds	assessments	Assessments.
	monitoring for all students.		Teachers will monitor student
	Within the core program,	PLC Leadership	progress and proficiency with
	teachers use interventions	Team/Problem Solving	the Florida Achieves lessons
	such as researched based	Team will meet quarterly	
	instructional strategies,		collected will drive content
	flexible grouping for	and problems	area PLC's.
	differentiated instruction	encountered and work to	
	and frequent progress	identify possible	Semester exams and teacher
	monitoring to maximize	solutions.	made tests.
	student learning. These	Jordin Jordan	
	interventions are in addition	First Nine Week Check	Third Nine Week Check
	to classroom learning, not in		Students will participate in
	place of classroom learning.		district Formative
	This year our school is	Second Nine Week	Assessments.
	focusing on the following	Check	Teachers will monitor student
	strategies, materials and	See Above	progress and proficiency with
	techniques in our core	See Above	the Florida Achieves lessons
	program:	Third Nine Week Check	and assessments. Data
	Use of Reinforcement		collected will drive content
	Instructional	See Above	area PLC's.
	Calendars, Mini-		area i Le s.
	Lessons and Mini-		Mid-Term Exams
	Assessments		Witt-Term Exams
	School-wide academic		Students enrolled in grades 6-
			8 during the 2013 FCAT 2.0
	recognition programs every nine weeks		Math administration will
	3		participate in all tests.
	Marzano's Research-		participate in an tests.
	Based Strategies for		Students taking Algebra I, IB
	Increasing Student		or Geometry will participate
	Achievement. These		in their respective EOC
	strategies include the		administrations.
	following:		administrations.
	Identifying Similarities and		Fourth Nine Weeks:
	Differences		Semester exams and teacher
	Summarizing and Note		made tests.
	Taking		made tests.
	Reinforcing Effort and		Data from all of the
	Providing Recognition		Data from all of the instruments identified above
	Practice		will be used to determine
	L	<u>I</u>	will be used to determine

zorz zore senoor imp	Tovement I am gavenne g	usuce Education Programs	
		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	
		D 1111 00 1 1	
		Building effective lesson	
		plans with the following	
		components:	
		Teacher explicit instruction	
		Teacher modeled example	
		Guided practice	
		Check for understanding	
		Higher order questioning	
		(Read and Think Deeply)	
		CRISS strategies	
		 Cornell Notes 	
		Teacher-Student Data	
		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 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 Geometry.		1.1. All students enrolled in a	1.1. <u>Who</u>	1.1. Data Analysis with School-wide	1.1. Florida Achieves Assessments

2012-2013 School Imp				C	L		.
Geometry Goal #1:	2012 Current			Youth Services program	Principal	and Site-Based PLC's.	Formative Assessments
	Level of Performance:*				PLC Leadership Team	The DILCens	Springboard Embedded
In 2011-12, 0% (0/1) of students	Performance:*		a regular basis prior to	round" school. Students	Subject Area Leaders	The DJJ Common	Assessments Mid-Term Exams
passed the 2012 Florida			court-ordered	will adhere to a modified	School Improvement	Assessment will be	
Geometry EOC assessments.	0.0/	<i>50/</i>	residential placement	school calendar that	Coordinator	administered to all residential	Teacher Made Tests
	0%	5%	and are therefore	includes 240 instructional		and day treatment students	reaction whate rests
			significantly below			within 10 days of entry to the	
			grade level in math.	prescriptive written plans,	PLC Leaders will conduct	programs.	
					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	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	
				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.		collected will drive content	
					Administration will	area PLC's.	
				Action Steps	facilitate monthly		
				The core program is	school-wide PLC	Mid-Term Exams	
				classroom based instruction			
				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.	
					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	BOTULIOIIS.	made tests.	
				interventions are in addition	First Nine Week Check		
				to classroom learning, not in		Third Nine Week Check	
				place of classroom learning.	DUC AUUVE	Students will participate in	
					Second Nine Week	district Formative	
				This year our school is	Second Nine Week	Assessments.	
	l			focusing on the following	<u>Check</u>	1 155005illelito.	

2012-2013 School Improvement Plan Juvenile Justice	<u>U</u>		
	<i>U</i>		Teachers will monitor student
	techniques in our core		progress and proficiency with
	program: <u>Thi</u>	ird Nine Week Check	the Florida Achieves lessons
	Use of Reinforcement See	e 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		D . C . H . C .I
	Practice		Data from all of the
	Nonlinguistic		instruments identified above
	Representations		will be used to determine
	Cooperative Learning		student progress during their
	Setting Objectives and		enrollment at a Youth
	Providing Feedback		Services school site. PLC's
	Generating and Testing		will analyze data and identify
	Hypotheses		areas of strength and need to better augment student
	Cues, Questions and		learning gains <u>.</u>
	Advance Organizers		ieuming gums <u>.</u>
	D '11' CC .: 1		
	Building effective lesson		
	plans with the following		
	components: Teacher explicit instruction		
	Teacher modeled example		
	Guided practice		
	Check for understanding		
	Higher order questioning		
	(Read and Think Deeply)		
	CRISS strategies		
	_		
	Cornell Notes		
	◆ Teacher-Student Data		

			ustice Education				
				Chats every nine weeks			
				 Differentiated 			
				Instructional Strategies			
				 Mid-Term progress 			
				reports			
				reports			
Based on the analysis of studer "Guiding Questions", identify an			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or	00 1	oment Levels 4	2.1.	2.1.	2.1.		2.1.
	above Acinev	ement Levels 4	2.1.	2.1.	2.1.	2.1.	2.1.
and 5 in Geometry.				All students enrolled in a	Who	Data Analysis with School-wide	Florida Achieves Assessments
Geometry Goal #2:	2012 Current	2013 Expected Level	Many students have	Youth Services program	Principal	and Site-Based PLC's.	Formative Assessments
Geomeny Goal #2.	Level of	of Performance:*	not attended school on	will participate in "year-	PLC Leadership Team		Springboard Embedded
In 2011-12, 0% (0/1) students	Performance:*	<u> </u>	a regular basis prior to		Subject Area Leaders	The DJJ Common	Assessments
participated in the 2012 Florida	_		court-ordered		School Improvement	Assessment will be	Mid-Term Exams Semester Exams
Geometry EOC assessments.	0%	5%	residential placement	school calendar that	Coordinator	administered to an residential	Teacher Made Tests
	0%	3 70	and are therefore	includes 240 instructional		and day treatment students	reaction whate rests
			significantly below	days. Students will receive		within 10 days of entry to the	
				prescriptive written plans,	PLC Leaders will conduct	programs.	
					bi-monthly site-based		
				(IAP) that are reviewed at	PLC meetings to review	The Djj Common	
					data collected on QCA,	Assessment will be	
				teachers. Students will	mini-lessons, and mini-	administered to all residential	
				follow the HCPS pupil		and day treatment students	
				progression plan. Students		within 30 days of exit or at	
					Subject Area Leaders will	least annually.	
					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	
				Students will participate in	embedded assessments	progress and proficiency with	
				curriculum with math	and teacher made tests	the Florida Achieves lessons	
				instruction embedded across	and exams.	and assessments. Data	
				all content areas.		collected will drive content	
					Administration will	area PLC's.	
				Action Steps	facilitate monthly	M:1 E	
					school-wide PLC	Mid-Term Exams	
				classroom based instruction	meetings to review data	G 137 W 1 2 2 2	
				on the essential standards.	concetta 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	

2012-2013 School Improvement Flan Juvenne Justice Education Frogram	
monitoring fo	or all students. Assessments.
Within the co	ore program, PLC Leadership Teachers will monitor student
teachers use i	interventions Team/Problem Solving progress and proficiency with
such as resea	· · · · · · · · · · · · · · · · · · ·
instructional	strategies, to review data collection and assessments. Data
flexible grou	
differentiated	
and frequent	
monitoring to	
student learni	
	are in addition First Nine Week Check
	learning, not in See Above Third Nine Week Check
	sroom learning. Students will participate in
This year our	
focusing on t	he following Check Assessments.
strategies, ma	
techniques in	
program:	Third Nine Week Check the Florida Achieves lessons
	Reinforcement See Above and assessments. Data
Instruct	
	ars, Mini- area PLC's.
Lessons	s and Mini-
Assessr	ments Mid-Term Exams
• School-	wide academic
recogni	tion programs Students enrolled in grades 6-
every n	ine weeks 8 during the 2013 FCAT 2.0
• Marzan	o's Research- Math administration will
Based S	Strategies for participate in all tests.
	ing Student
	ement. These Students taking Algebra I, IB
	es include the or Geometry will participate
following	
	imilarities and administrations.
Differences	
Summarizing	Fourth Nine Weeks:
Taking	Semester exams and teacher
Reinforcing I	
Providing Re	Effort and
Practice	Data from all of the
	1
Nonlinguistic	·
Representation	7113
Cooperative 1	
Setting Objection 1	our os und
Providing Fe	caback
Generating at	nd Testing will analyze data and identify
Hypotheses	areas of strength and need to
	better augment student

2012-2013 School Hilp	i ovement i ian juvenne j	usuce Education Programs		
		Cues, Questions and	learning gains <u>.</u>	1
		Advance Organizers		1
				1
		Building effective lesson		
		plans with the following		
		components:		
		Teacher explicit instruction		
		Teacher modeled example		
		Guided practice		
		Check for understanding		
		Higher order questioning		
		(Read and Think Deeply)		
		CRISS strategies		
		• Cornell Notes		
		Teacher-Student Data		1
		Chats every nine weeks		
		Differentiated		
		Instructional Strategies		
		• Mid-Term progress		
		reports		
		Тороги		
	<u>'</u>	<u>, </u>	l l	
1				

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	PD Facilitator PD Participants Target Dates and Schedules					Person or Position Responsible for Monitoring			
Springboard Content and Strategy Training		Alicia All YS Math teachers and		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	YS Math Teachers 3rd Tuesday of the month 45 minutes during common planning period Formative Assessmer Florida Achieves Min Lesson and assessmer (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	1st Friday of the month, 3 hours	See Above	Greg Harkins, Principal

End of Geometry EOC Goals

Mathematics Budget

Mathematics Budget				
Include only school-based funded activity	ties/materials and exclude district funded acti	vities /materials.		
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Available Amount	
School Improvement Coordinator (SIC): SIC will provide staff development training to YS PLC's	No funds available	None	\$0	
Springboard Curriculum and Strategy Training	District paid training	HCPS	\$0	
Kagan Training	District paid training	HCPS	\$0	
		•	Sub	ototal: \$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	
			Sub	ototal: \$0
Professional Development				
Strategy	Description of Resources	Funding Source	Available Amount	
Springboard Curriculum and Strategy Training	District paid training	HCPS	\$0	
Common Core Curriculum Training	District paid training	HCPS	\$0	
			Sub	ototal: \$0
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	

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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 1	EOC Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student "Guiding Questions", ident improvement for	ify and define are the following gro	as in need of up:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
improvement for 1. Students scoring at Ach Biology. Biology Goal #1: The percent of students with a passing score (T-score of 33 or higher)on the Florida Biology EOC will increase from 38% to 40% in May 2013.		vel 3 in 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.	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	No. 1.1. Who Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator How PLC Leaders will conduct bi-monthly site-based PLC	1.1. 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
				instruction embedded across all content areas. Action Steps The core program is classroom based instruction	assessments, Springboard embedded assessments and teacher made tests and exams.	Mid-Term Exams Second Nine Week Check Students will participate in district Formative Assessments. Teachers will monitor student	

on the essential standards. It progress and proficiency with involves a viable core Administration will the Florida Achieves lessons	
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	
Within the core program, meetings to review area PLC's.	
teachers use interventions data collected on	
such as researched based QCA, mini-lessons, Semester exams and teacher	
instructional strategies, and mini-assessments made tests.	
flexible grouping for	
differentiated instruction and PLC Leadership Third Nine Week Check	
frequent progress monitoring Team/Problem Students will participate in	
to maximize student Solving Team will district Formative Assessments.	
learning. These meet quarterly to Teachers will monitor student	
interventions are in addition review data collection progress and proficiency with	
to classroom learning, not in and problems the FCIM lessons and	
place of classroom learning. encountered and work assessments. Data collected	
This year our school is to identify possible will drive content area PLC's.	
focusing on the following solutions.	
strategies, materials and Mid-Term Exams	
techniques in our core <u>First Nine Week</u>	
program: <u>Check</u>	
Use of Reinforcement See Above	
Instructional Calendars, Fourth Nine Weeks:	
Mini-Lessons and Second Nine Week Semester exams and teacher	
Mini-Assessments Check made tests.	
School-wide academic See Above	
recognition programs Data from all of the	
every nine weeks Third Nine Week instruments identified above	
Marzano's Research—	
Based 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.	
Summarizing and Note	
Taking	
Reinforcing Effort and	
Providing Recognition	
Practice No. 11.	
Nonlinguistic	
Representations	
Cooperative Learning	
Setting Objectives and Providing Foodback	
Providing Feedback	

2012-2013 School Imp	rovement i	rian Juvenn	le Justice Laucation	n Programs			
2012-2013 School Imp	rovement	rian Juvenii	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	fy and define area	as in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or	above Achiev	vement Levels	2.1.	2.1.	2.1.	2.1.	2.1.
4 and 5 in Biology.							
Biology Goal #2: See Biology Goal #1	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Biology Goal #1	See Biology Goal #1	See Biology Goal #1	See Biology Goal #1	See Biology Goal #1
Data Analysis not yet available due to collection of baseline information.	See Biology Goal #1	See Biology Goal #1					

${\bf 2012\text{-}2013\ School\ Improvement\ Plan\ Juvenile\ Justice\ Education\ Programs}$

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 rd 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 st Friday of the month, 3 hours	See Above	Greg Harkins, Principal				

Science Budget (Insert rows as needed)

Include only school-based funded activit	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

			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Springboard Curriculum and Strategy Training	District paid training	HCPS	\$0
Common Core Curriculum Training	District paid training	HCPS	\$0
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mock QA Reviews: Mock QA Team will provide on-site reviews, classroom walk-through, and technical assistance to all JJEEP reviewable programs at least once per year	No funds available	NA	\$0
	1	<u>'</u>	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 Pro	cess 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.

2012-2015 School Improvement Flan Juvenne Justice Education Frograms							
	2012 Current	2013 Expected			<u>Who</u>	Data Analysis with School-	
	Level :*	Level :*	attended school on a	Youth Services program will		wide and Site-Based PLC's.	
The percentage of students	LC VCI .	Ecver.			PLC Leadership Team		
who maintain or increase			court-ordered residential	school. Students will adhere	Subject Area Leaders	The DJJ CA Reading and Math	
their Work Place Readiness			placement and are	to a modified school calendar	School Improvement	will be administered to all	
assessments scores will			therefore significantly	that includes 240	Coordinator	students within 10 days of entry	
increase from 72% to 74%.			below grade level in	instructional days. Students		to the programs.	
			reading, math, science and	will receive prescriptive	How		
			social studies.	written plans, Individual	PLC Leaders will	The DJJ CA will be	
				Academic Plans (IAP) that	conduct bi-monthly	administered to all residential	
				are reviewed at least monthly	site-based PLC	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,	
					Subject Area Leaders	CHOICES, and Career Interest	
				identified on the STAR	will conduct monthly	Inventory. They will also	
				Reading, Math, and Choices	content area PLC	complete a Career Goal	
					meetings to review	Interview at entry.	
					data collected on		
					STAR, district	First Nine Week Check	
					formative	Students will participate in all	
				<u> </u>	assessments,	district and state progress	
	= 0.07	= 40.		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		
				•	exams.	Mid-Term Exams	
				classroom based instruction			
				on the essential standards. It	Administration will	Second Nine Week Check	
				involves a viable core	facilitate monthly	In addition to above, students	
					school-wide PLC	will take course semester	
					meetings to review	exams and teacher made tests.	
					data collected on		
				teachers use interventions	OCA, mini-lessons,	Third Nine Week Check	
						See above	
				instructional strategies,			
					PLC Leadership	Students enrolled during the	
				differentiated instruction and		FCAT March 2011 SSS	
				frequent progress monitoring		Reading administration will	
				to maximize student learning.		participate in all tests.	
					review data collection	r	
					and problems	Fourth Nine Weeks:	
					encountered and work	Students will participate in	
					to identify possible	EOC assessments as	
				_	solutions.	appropriate.	
				rino jeur our senooris	ooranons.	TI II	

2012-2013 School Improvement Plan Juvenile Justice Education			
	focusing on the following		
	strategies, materials and	Second Nine Week	Semester exams and teacher
	techniques in our core	Check Check	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 		enrollment at a Youth Services
	recognition programs	Fourth Nine Week	school site. PLC's will analyze
	every nine weeks	Check 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		
	Summarizing and		
	Note		
	Taking		
	Reinforcing Effort		
	and Providing		
	Recognition		
	11. 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:		
	5. Teacher explicit		
	instruction		
	6. Teacher modeled		
	example		
	7. Guided practice		
	8. Check for		

2012-2013 School Imp	Improvement Fian Juvenne Jusuce Education Frograms							
				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						

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	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		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)

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Include only school-based funded ac	ctivities/materials and exclude district fur	nded activities /materials.		
Evidence-based Program(s)/Materials	e(s)			
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
			S	Subtotal: \$0
Technology				
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
			S	Subtotal: \$0
Professional Development				
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
			S	Subtotal: \$0
Other				
Strategy	Description of Resources	Funding Source	Available Amount	
See Reading and Math Budget				
	,	-	Gran	nd 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
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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
I. Transition Goal The percentage of students 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%.	2012 Current Level :*	2013 Expected Level:* 69%.	Many students have not attended school on a regular basis prior to court-ordered residential placement due to poor previous academic performance, disinterest in education, or other external factors.	on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. Within the core program, teachers use interventions such as researched based instructional strategies, flexible grouping for differentiated instruction and frequent progress monitoring to maximize student learning. These interventions are in addition to classroom learning, not in place of classroom learning. This year our school is focusing on the following strategies, materials and techniques in our core program: • Use of Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments • School-wide academic recognition programs every nine weeks • Teacher-Student Data Chats every nine weeks	Monitoring 1.1. Who Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator YS Mock QA Team Transition Monitor How PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on STAR, 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,	Strategy 1.1. Analysis of school enrollment data collected during post transition assistance and follow up.	1.1. Transition Data collection tool
				 Participation in Treatment Team Participation in Exit Conferences 	and mini-assessments PLC Leadership Team/Problem Solving Team will		

2012-2013 School Improvement Plan Juvenile Justice Education Programs						
			Development of Exit plans with students Involving receiving district in transition planning process. 1.2.	meet quarterly to review data collection and problems encountered and work to identify possible solutions. YS Mock QA Team will provide technical assistance to all sites and conduct annual reviews. Transition monitor will provide assistance with post-secondary placement while in the program. Follow-up services will be provided to the receiving county for a minimum of 30 days following release. Second Nine Week Check See Above Third Nine Week Check See Above Fourth Nine Week Check See Above Summer Semester See Above		1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Transition Professional Development

Professi	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Youth Services PLC Leadership Team (Problem Solving Team)	5-12	Alicia Newcomb	YS PLC Leaders	2 37	Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal
Youth Services School Wide PLC	5-12	Greg Harkins	YS Faculty and Staff	1st Friday of the month, 3 hours	Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal

Transition Budget (Insert rows as needed)

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				
				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 Transition Goal(s)

Final Budget (Insert rows as needed)

I mai Dadget (Insert 10 ws 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.