Hillsborough County Public Schools

Falkenburg Road Jail

2021-22 Ungraded Schoolwide Improvement Plan

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Falkenburg Road Jail

520 N FALKENBURG RD, Tampa, FL 33619

[no web address on file]

Demographics

Principal: Cornelius Bobo   Start Date for this Principal: 8/30/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

• Prevention and Intervention: 0%-50%

• Nonsecure Programs: 0%-59%

• Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

As an educational entity we will provide each student with the necessary tools to become productive and responsible citizens.

Provide the school's vision statement.

Our students will become academically, socially, and behaviorally proficient as we prepare them to transition back to traditional educational settings.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

100% of the student body consist of males and females ages 13 - 17 in grades 6th - 12th residing full-time in a Department of Juvenile Justice Residential Facility. The students present from all school districts in the state of Florida.
Greater than 95% of the student body arrive at our facility performing below grade level with significant gaps in school attendance. For many of our students their enrollment at the facility represents their greatest period of academic success given mandatory school attendance and intensive Tier 2 and Tier 3 academic and behavioral supports.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bobo, Cornelius	Principal	The Principal, directs and coordinates educational, administrative, and counseling activities of a public High School site. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards. Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerning educational and behavioral problems in school. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and attendance reports. Walks about school building and property to monitor safety and security. Plans and monitors school budget. Plans for and directs building maintenance.
Pettingill, Kelly	Assistant Principal	The Assistant Principal will assist with the provision of instructional, administrative, and operational leadership of a high school. Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely. Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.
Brabham, Joanne	School Counselor	Developing, implementing and managing school guidance programs. Working with students in individual, small group and classroom settings. Assisting

Name	Position Title	Job Duties and Responsibilities
		students with creating an academic plan for their education. Conduct individual and group counseling sessions to advise and assist students with academic and vocational development. Evaluate students' attributes and assist them in realizing their objectives. Academic Advisement ? Academic Interventions/Accommodations ? Awards and Recognitions ? Child Study Team (CST) ? College Planning ? Programming, Student Scheduling ? Student Records/Transcripts ? Student Success Skills ? Testing: Use and Interpretation
Marcet, Henry	Other	Provides support and services to students with disabilities (SWD) who are eligible for special education services. Assists the Exceptional Student Education (ESE) in the provision of services to students with disabilities, their families, and school and district staff, to ensure that district processes, procedures and policies align with all federal laws and regulations, Florida Statutes and State Board of Education Rules.
Harris, DeVonnie	Other	Administer Assessments, Meet with Administrators, Provide academic support to teachers, students Assist students, Oversees the ESE department: teachers, paperwork, student instructional needs, IEPs.
Judge, Lynette	Attendance/ Social Work	Provide a variety of professional services which foster students' physical, social, emotional, and academic growth. They promote and support the educational process by meeting the individual needs of students and families within the community. These services include providing crisis intervention and counseling, strengthening and supporting parent and family involvement, planning and developing school-based interventions with educators, engaging community resources, and assessing the need for special services. School social workers are often involved in helping students and their families with learning, behavior, and/or attendance concerns while strengthening home, school, and community partnerships.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Hillsborough County Public Schools

Demographic Information

Principal start date

Monday 8/30/2021, Cornelius Bobo

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

2

Total number of students enrolled at the school.

38

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	1	3	12	4	7	27
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	3	1	1	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	0	1	1	4
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	1	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	2	0	4	0	6

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	2	12	3	7	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/26/2021

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	1	2	11	10	10	4	38
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	3	1	1	6
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	0	1	1	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	1	0	0	4

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	2	11	9	10	4	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					56%	56%		54%	56%
ELA Learning Gains					54%	51%		53%	53%
ELA Lowest 25th Percentile					41%	42%		43%	44%
Math Achievement					49%	51%		48%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					48%	48%		49%	48%
Math Lowest 25th Percentile					45%	45%		45%	45%
Science Achievement					69%	68%		65%	67%
Social Studies Achievement					75%	73%		73%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	55%	-55%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	67%	-67%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	73%	-73%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	57%	-57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Ongoing Progress Monitoring (Teacher, District, and State Assessments) in conjunction with individualized Tier 2 and Tier 3 interventions were in place to address low performing ESSA subgroups needs.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Data based on Ongoing Progress Monitoring denotes ELA as the area with the greatest amount of improvement.

Data based on Ongoing Progress Monitoring denotes ELA as the area with the greatest amount of improvement. While FSA ELA data denotes 85.7% of the tested population scored below Level 3, 28.6% of the tested population scored a Level 2. Teacher and Computer Based instruction focused on remediating math skills, Tier 2 and Tier 3 intensive math instruction and interventions.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

A review of our 2020-2021 FSA data denotes a significant decrease in Math Level 3 proficiency. 100% of FSA tested students scored below Level 3 proficiency.

What trends emerge across grade levels, subgroups and core content areas?

Improved Math proficiency is the trend that emerged across grade levels, subgroups and core content areas.

With the increased utilization of Computer Based instructional delivery teachers will be able to identify and remediate specific areas of academic deficiencies. Specific academic lessons will be created to address students' specific needs.

What strategies need to be implemented in order to accelerate learning?

Edgenuity training along with subject area professional development will be available for teachers through Department, District and State professional learning communities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Classroom teachers will participate in Department, District, State, and other Professional Learning Communities to improve instructional practices.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Teachers will utilize "Differentiated Instruction" to increase student achievement on Common Assessments. Teachers will administer computer based applications to ascertain baseline scores, identify areas of academic proficiency and deficiency, develop individualized academic improvement plans, conduct on-going progress monitoring and track academic progress.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All students administered Common and State-wide Assessments will increase their scores in Math and Reading by 3% over the course of a school year. All students not achieving Level 3 or higher on statewide assessments will receive a minimum of Tier 2 academic instructional interventions in an effort to increase academic performance by one bucket level over the course of a school year. On-going Progress Monitoring will track student's response to intervention and additional academic supports will be added as needed. Black/African American students not achieving level 3 or higher on statewide assessments will receive Tier 2 and Tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	On-going weekly progress monitoring will be conducted by the classroom teacher; On-going bi-weekly progress monitoring will be conducted by members of the Instructional Leadership Team. Progress Monitoring Plans will be reviewed and updated every semester.
Person responsible for monitoring outcome:	DeVonnie Harris (devonnie.harris@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Incorporation of "Differentiated Instruction" via computer based applications and direct instruction are the evidence based strategies being implemented.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Students attending present at various academic levels of proficiency, Differentiated Instruction allows teachers to meet students at their level of academic proficiency in an effort to mitigate/ improve those academic deficiencies. HCPS offers this research based strategy as in-service to aid in professional development for teachers throughout the school year.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Common Assessment will be administered to all students upon enrollment into the program. Data will drive differentiated instruction as specific Computer Based Tier II and Tier III interventions will be developed and implemented to address areas of deficiency.

Person Responsible	DeVonnie Harris (devonnie.harris@hcps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Black/African American students not achieving level 3 or higher on statewide assessments will receive Tier 2 and Tier 3 academic instructional interventions increasing academic performance by one bucket level over the course of a school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Youth Services will conduct monthly Professional Learning Community meetings to promote positive school culture and environment. Positive behavior Systems will be utilized in the classrooms to promote positive school culture and environment amongst the student body.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All Site and Youth Services staff is tasked with promoting a positive school environment either through direct student contact, instructional support or student support (academic and/or behavior). A positive culture and environment is vital in maintaining a peaceful and productive learning environment for student, given students spend 24 hours per day, 7 days per week for extended periods of time together.

Given the unique needs of our students and their learning environment, classroom can provide some normalcy to their day thus the classroom teacher has the primary responsibility for creating a positive school culture and environment for their students. Everyone thrives in a positive culture and environment as students are more focused on academic success.