

Hillsborough County Public Schools

# Falkenburg Road Jail



## 2022-23 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: 8/31/2022

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	44%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Improvement Rating History</b>	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
<b>DJJ Accountability Rating</b>	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 11 - 17 in grades 5th - 12th incarcerated at Falkenburg Road Jail, a Hillsborough County Jail. Students may 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 incarceration at the facility represents their greatest period of academic success given mandatory school attendance, intensive Tier 2 and Tier 3 academic and behavioral supports. The teachers provide acceleration and differentiated instruction to ensure students are successful with the curriculum used in all Hillsborough County Schools.

### 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	<p>Oversee academic programs at all DJJ sites:</p> <ul style="list-style-type: none"> <li>• Directs and coordinates the educational, and administrative activities at the school site.</li> <li>• Demonstrates the Florida principal standards, serves as the instructional leader, and develops and evaluate educational programs to ensure conformance to state, national, and School Board standards.</li> <li>• Develops and coordinates educational programs through meetings with staff and site personnel, review of teacher's activities, and issuance of directives.</li> <li>• Confers with teachers, students, and site personnel regarding behavioral concerns in and out of the classroom.</li> <li>• Establish and maintains relationships with community organizations and other schools to coordinate educational services.</li> <li>• Requisitions and allocate supplies equipment and instructional material as needed.</li> <li>• Direct preparation of class schedules, cumulative records, and attendance reports.</li> <li>• Plans and monitors school budget.</li> <li>• Conducts staff evaluations and provides constructive feedback in effort to improve instruction and student performance.</li> </ul>
Pettingill, Kelly	Assistant Principal	<p>The Assistant Principal will:</p> <ul style="list-style-type: none"> <li>• Assist with the provision of instructional, administrative, and operational leadership of the school site.</li> <li>• Makes our shares in the making of decisions in a timely manner, using appropriate levels of involvement so actions may be taken and commitments made by staff and others to ensure a safe and productive learning environment.</li> <li>• Influences the school stakeholders by a variety of means, such as persuasive arguments, set an examples or use an expertise.</li> <li>• Is able to present ideals to others in an open, informative, and non-evaluative manner, is able to write and verbally communicate clearly and concisely.</li> <li>• Uses data to implement and/or adjust curriculum.</li> <li>• Provides instructional supervision gathers, analyzes, and uses data from varied and multiple sources to build relationships.</li> <li>• Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve educational outcomes for students.</li> <li>• Organizes cooperatively with school and site staff and other stakeholders to design and implement ways to</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>reach the goals and mission of the school.</p> <ul style="list-style-type: none"> <li>• Skillfully facilitates others working together effectively and shows concern for diverse perspectives.</li> </ul>
Brabham, Joanne	School Counselor	<p>The School Counselor duties and responsibilities include:</p> <ul style="list-style-type: none"> <li>• Developing, implementing and managing school guidance programs.</li> <li>• Program student scheduling</li> <li>• Advise and assist students with academic development.</li> <li>• Serves as Testing Chair.</li> <li>• Provide academic advisement and academic interventions as needed to ensure student success.</li> <li>• Ensure academic accommodations are implemented.</li> <li>• Serves as Chair of the Child Study Team.</li> </ul>
Franklin, Matthew	Teacher, K-12	<p>Lead teacher</p> <ul style="list-style-type: none"> <li>• Meets with administrators, teachers and site staff to ensure academic integrity.</li> <li>• Provide academic support to students and teachers assists students.</li> <li>• Administer assessments.</li> </ul>
Judge, Lynette	Attendance/Social Work	<p>School Social Worker Provides a variety of professional Services which foster student's social, emotional, and academic growth.</p> <ul style="list-style-type: none"> <li>• Works to maximize coping skills for students in residential settings</li> <li>• Provides classroom support through consultation with teachers, administrators, and site personnel.</li> <li>• Promote and support the educational process by meeting the individual needs of students and families within the educational setting and the community.</li> <li>• Provides services including crisis intervention, individual counseling, and parent engagement.</li> <li>• Plans and develops school-based interventions with educators and site personnel.</li> <li>• Works with community agencies to provide support to families.</li> </ul> <p>Assist with Positive Behavioral and Safety Support Plans.</p>
Marcet, Henry	Other	<p>The ESE Specialist</p> <ul style="list-style-type: none"> <li>• Provides support and services to students with disabilities (SWD) who have been determined eligible for Exceptional Student Education (ESE) services.</li> <li>• Coordinate the provision of ESE services per the student's Individual Education Plan.</li> <li>• Coordinate progress monitoring of ESE students and provide appropriate modifications as needed.</li> <li>• Responsible for implementing and ensuring compliance to established policies, procedures, regulations and processes required to maintain the program of services.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>Provides student interventions and modifications to the academic program as needed developing related goals and objectives.</li> </ul>

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

Education is provided by Hillsborough County Public Schools.

### Demographic Information

**Principal start date**

Wednesday 8/31/2022, Cornelius Bobo

**Total number of students enrolled at the school.**

43

**Total number of teacher positions allocated to the school.**

5

**Number of teachers with professional teaching certificates?**

3

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

1

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

2

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

1

**Demographic Data**

### Early Warning Systems

**2022-23**

**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	0	1	3	6	20	13	43
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
One or more suspensions	0	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	0	
Course failure in Math	0	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	0	1	2	8	1	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	2	8	1	12
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	2	5	1	9

**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	0	0	0	0	0	

**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	3	7	2	12	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	7	1	8	

**Date this data was collected or last updated**

Wednesday 8/31/2022

**2021-22 - 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	0	0	1	3	12	4	7	27
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	3	1	0	0	4
Number of students with a substantial reading deficiency	0	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		

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		52%	51%					56%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		39%	38%					49%	51%
Math Learning Gains								48%	48%
Math Lowest 25th Percentile								45%	45%
Science Achievement		46%	40%					69%	68%
Social Studies Achievement		49%	48%					75%	73%

### 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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	73%	-73%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	57%	-57%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
BLK											
FRL											
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

### ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	2
Percent Tested	88%
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	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
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	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

### Part III: Planning for Improvement

#### 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 related to the Areas of Focus?

The STAR math and reading was used. Students' eligibility for graduation and the completion of graduation was monitored.

#### Which data component showed the most improvement? What new actions did your school take in this area?

Math showed the most improvement. We focused on the areas of need through the STAR test results. We established individualized goals for each student and had them focus on those specific areas of need. Students are completing courses needed to meet their graduation requirements.

#### 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?

English was the greatest need of improvement. Identifying text as propaganda, written with bias, or persuasion. We were able to determine this based on the STAR scores for reading. Students are not meeting the testing benchmarks for the EOC or FSA/FAST testing to qualify for graduation.

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

When students are not focused during testing, whether it is an external or internal factor, scores continue to be low. Students need a lot of catching up on credits, so that they match their cohort peers.

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

Goals need to be created per student, based on their state testing data and the STAR data received when they come to us. Students are able to work faster than the district calendar using Edgenuity to complete course credits. If they finish in less than a semester, we are utilizing course completions to allow them to earn more credits than a traditional schedule will allow each semester.

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

Teachers will be trained on different ways to connect STAR data to the BEST standards and the new FAST testing platform. Students will be given motivational opportunities to realize the importance of the testing and how it can benefit them to do their best each time.

**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.

Our students come in with a grade level, but that is rarely the instructional level they are on. Our teachers need to use differentiated instruction to be able to focus on accelerating the students to the level needed for their grade level and to meet grade level benchmarks.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

70% of the students that take the STAR assessment will increase their Math score by 1 grade level equivalent by May of 2023.

70% of the students that take the STAR assessment will increase their Reading score by 1 grade level equivalent by May of 2023.

45% of the students eligible for graduation will graduate by May of 2023

Teachers will monitor the students' performance each assessment period and make adjustments to the students' goals, and plan of action to meet their goals. Teachers will discuss student class needs and testing needs with the school counselors so that students are placed in the correct courses on their schedule and in Edgenuity if extra courses are needed. The ESE specialist will be involved for any student that qualifies for a testing waiver to assist with that graduation benchmark being met.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

**Person responsible for monitoring outcome:**

Matthew Franklin (matthew.franklin@hcps.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Using differentiated instruction and co-teach model (FUSE)

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our students are all not at the same academic level as each other, even if they are in the same grade level. However, they all need to meet the same benchmarks and outcomes. We will utilize district trainings as well as inservice within our monthly faculty meetings to meet our teachers needs and provide resources.

**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.

Students will be given the baseline assessment to determine what their instructional level is. Each teacher will create lesson plans using this data.

**Person Responsible**

Matthew Franklin (matthew.franklin@hcps.net)

The student will be given a progress assessment every other month, so teachers can adjust their lessons to fit the student's needs.

**Person Responsible**

Matthew Franklin (matthew.franklin@hcps.net)

School counselors will communicate with teachers for any student that is in the 12th grade to create a graduation plan.

**Person Responsible**

Joanne Brabham (joanne.brabham@hcps.net)

ESE Specialist will hold a meeting for a testing waiver, if the student is ESE and qualifies for the waiver for EOC or state FAST/FSA testing.



**Person Responsible**

Henry Marcet (henry.marcet@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 and economically disadvantaged 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.

**Positive Culture & Environment**

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Other

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Students will be asked to create goals that they can achieve in small chunks of time, starting at the beginning of the year. Students and teachers will have data chats every few weeks to determine progress towards the goal(s) created and then if goals have been achieved will create a new goal to replace the one that was mastered.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

They will be held through face-to-face meetings (formally or informally) and in writing if a face-to-face meeting cannot take place.

**Describe how implementation will be progress monitored.**

Progress monitoring will take place during the bi-monthly student data chats. The student and teacher will review the data from the previous 2 weeks and discuss trends, improvements, and areas of need.

**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.

Action Step	Person Responsible for Monitoring
Students will learn about SMART goals--Ms. Clark and Mr. Franklin will be responsible.	
Students will create their behavior SMART goals--Ms. Clark and Mr. Franklin will be responsible	
Teachers and students will have data chats bi-weekly. Ms. Clark and Mr. Franklin will be responsible.	Franklin, Matthew, matthew.franklin@hcps.net
Data will be collected and given to assistant principal--Mr. Franklin will be responsible	