FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

2012–2013
PACE Center for Girls (5054)

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: PACE Center for Girls	District Name: Hillsborough
Principal: Greg Harkins	Superintendent: Mary Ellen Elia
SAC Chair: Alicia Newcomb	Date of School Board Approval: pending

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)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Greg Harkins	Ed.S, Educational Leadership M.S., Guidance and Counseling B.S. Psychology Educational Leadership; Guidance and Counseling (K-12)	12	9	**2011-2012** 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. **2010-11** 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. **2009-10**

					70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. **2008-09** 67% of students enrolled in Youth Services programs make academic gains in reading **QA:** **2009,-2010:** (AP)67% of Youth Services programs receiving a QA review, recognized as exemplary by DOE / JJEEP 67% of students enrolled in Youth Services programs make academic gains in reading
Lead Educator (A.P.)	Dean Byers	M.S., Educational Leadership Educational Leadership; Elementary Education (1-6); ESOL Endorsement; Gifted Endorsement	14	10	**2011-2012** 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. **2010-11** 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. **2009-10** 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. **2008-09** 67% of students enrolled in Youth Services programs make academic gains in reading **QA:** **2009,-2010:** (AP)67% of Youth Services programs receiving a QA review, recognized as exemplary by DOE / JJEEP 67% of students enrolled in Youth Services programs make academic gains in reading

Instructional Coaches

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

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

Effective and Highly Effective Teachers

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
English/ Language Arts, Reading	Allison Graham	**Degrees:** Bachelors **Certification:** English 5-9, Anglish 6-12, Reading (endorsement), ESOL (endorsement).	4	5	**2011-2012** 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. **2010-11** 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. **2009-10** 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math.
Math	Mary Ross	**Degrees:** Bachelors **Certification:** Physics 5-9	1	1	**2011-2012** 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. **2010-11** 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. **2009-10** 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math.

Social Sciences	Deborah Snell-Yandila	**Degrees:** Bachelors **Certification:** Social Sciences 5-9	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 math.
Science	Shakira Crawley	**Degrees:** Bachelors **Certification:** Social Sciences 5-9	2	2	**2011-2012** 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. **2010-11** 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. **2009-10** 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math.
ESE	Kheilani Parker	**Degrees:** Bachelors **Certification:** ESE K-12 ESOL endorsement	5	8	**2011-2012** 77% of students enrolled in Youth Services programs make academic gains in reading. 76% of students enrolled in Youth Services programs make academic gains in math. **2010-11** 71% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math. **2009-10** 70% of students enrolled in Youth Services programs make academic gains in reading. 62% of students enrolled in Youth Services programs make academic gains in math.

Effective and Highly Effective Teachers

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

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

Non-Highly Effective Instructors

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

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
(50%) 2	District provided certification courses and professional development.

Staff Demographics

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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	(1) 25%	50% (2)	25% (1)	0% (0)	0% (0)	100% (4)	25% (1)	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
Dean Byers	All Teachers at AMI-Tampa	District EET Program	Bi-Annual Evaluations, Pop-ins, Informal observations
David Giberson	Vincent Smiley	District EET Program	Bi-Annual Evaluations, Pop-ins, Informal observations

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

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

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

High Schools Only

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

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

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

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

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

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

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Guiding Questions to Inform the Problem-Solving Process
▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? ▪ What percentage of students made learning gains? ▪ What was the percent increase or decrease of students making learning gains? ▪ What are the anticipated barriers to increasing the percentage of students making learning gains? ▪ What strategies will be implemented to increase and maintain proficiency for these students?

- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

READING GOALS			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in reading. <u>Reading Goal #1:</u>			1.1. Many students have not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in reading.	1.1. Strategy: All students enrolled in a Youth Services program with a FCAT level 1 or 2 will be enrolled in a 150 minute block of Intensive Reading and Language Arts. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. Within the core program, teachers use interventions such as researched based instructional strategies, flexible grouping for differentiated instruction and frequent progress monitoring to maximize student learning. These interventions are in addition to classroom learning, not in place of classroom learning. This year our school is focusing on the following strategies, materials and techniques in our core program: • Use of Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments	1.1. <u>Who</u> Principal Asst. Principal Reading Coach Mock QATeam Subject Area Leaders <u>How</u> Classroom Walk-throughs <u>First Nine Week Check</u> Classroom Walk - throughs Reading Checks conducted by Principal, AP, and Reading coaches will be documented in "Classroom Observation Notebooks". Mock QA Team, Lead teachers, and Subject Area leaders will use content-area classroom instruments. Information will be used to provide assistance in classrooms. It will also be used as a tool to identify areas of strength and needs throughout the school	1.1. Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs. The DJJ Common Assessment will be administered to all residential and day treatment students within 30 days of exit or at least annually. <u>First Nine Week Check</u> Students will participate in the state's progress monitoring system, FAIR Mid-Term Exams <u>Second Nine Week Check</u> Semester exams and teacher made tests. Students will participate in the state's progress monitoring system, FAIR <u>Third Nine Week Check</u> Students will participate in the state's progress monitoring system, FAIR Mid-Term Exams	1.1. FAIR Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests
The percentage of Youth Services students who increase their reading post-test scores on the CA Reading test will increase from 71% to 73% by May 2013	<u>2012 Current Level of Performance:*</u> 77% of students increase their STAR Reading posttest.	<u>2013 Expected Level of Performance:*</u> 73% of students increase their CA Reading posttest.					

				• School-wide academic recognition programs every nine weeks • Marzano's Research-Based Strategies for Increasing Student Achievement. These strategies include the following: Identifying Similarities and Differences 1. Summarizing and Note Taking 2. Reinforcing Effort and Providing Recognition 3. Practice 4. Nonlinguistic Representations 5. Cooperative Learning 6. Setting Objectives and Providing Feedback 7. Generating and Testing Hypotheses 8. Cues, Questions and Advance Organizers • Building effective lesson plans with the following components: Teacher explicit instruction 1. Teacher modeled example 2. Guided practice 3. Check for understanding Higher order questioning (Read and Think Deeply) CRISS strategies • Cornell Notes • Teacher-Student Data Chats every nine weeks • Differentiated Instructional Strategies • Mid-Term progress reports	<u>Second Nine Week Check</u> See Above <u>Third Nine Week Check</u> See Above <u>Fourth Nine week Check</u> See Above	Students enrolled during the 2013 FCAT 2.0 Reading administration will participate in all tests. <u>Fourth Nine Weeks:</u> Semester exams and teacher made tests. *Data from all of the instruments identified above will be used to determine student progress during their enrollment at a Youth Services school site. PLC's will analyze data and identify areas of strength and need to better augment student learning gains.*	

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AMI-Tampa Site-Based PLC	6-12	Vincent Smiley	AMI-Tamp Teachers	Tuesdays, bi-monthly 45 minutes during common planning period	1. Collaborative Planning (weekly) 2. Student Exit Data Analysis	Greg Harkins, Principal Carole Fernandez, Assist Principal
Youth Services PLC Leadership Team (Problem Solving Team)	6-12	Alicia Newcomb	YS PLC Leaders	At least 1x Quarterly, Early Release Day, 45 minutes	1. STAR Mid-Year Report 2. 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	3rd Tuesday of the month 45 minutes during common planning period	3. STAR Mid-Year Report 4. STAR EOY Report	Greg Harkins, Principal Carole Fernandez, Assistant Principal
Youth Services School Wide PLC	6-12	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

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CRISS Training	District paid training	HCPS	$0
Kagan Training	District Paid Training	HPS	$0
Reading Endorsement Courses	District paid training	HCPS	$0
School Improvement Coordinator (SIC): SIC will provide staff development training to YS PLC's	No funds available, volunteer position elected by the SAC to assist the administrative team with the implementation of the FCIM.	Volunteer Position	$0
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
A+ Training: SIC will provide hands-on training on the ALS CAI curriculum	Training provided by Youth Services Personnel to Youth Services teachers	A+ Training: SIC will provide hands-on training on the ALS CAI curriculum	$0
Read 180 Training	District Paid Training	Read 180 Training for Reading Teachers	$0
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
2012 Drop Out Prevetion Conference: Administration, SAL's, Mock QA Team, Instructional Presenters attend training to gain knowledge on best practices and changes impacting DJJ educational programs.	Grant provided by the Director of Non-Traditional Programs Internal School Fund	Grant	$0
Differentiated Instruction	Teachers will participate in ongoing school wide trainings to help them learn to implement DI strategies in all classrooms.	NA	$0
Gardener's Multiple Intelligence	District Paid Training	HCPS	$0
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mock QA Reviews: Mock QA Team will provide on-site reviews, classroom walk-throughs, and technical assistance to all JJEEP reviewable programs at least once per year	No funds available	NA	$0

Grand Total: $0

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student 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. Percentage of students making learning gains in mathematics. Mathematics Goal #1:			1.1. Many students have not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	1.1. All students enrolled in a Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE, STAR, Springboard, and Florida Achieves lessons.	1.1. Who Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator How PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on	1.1. Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs. The Djj Common Assessment will be administered to all residential and day treatment students within 30 days of exit or at least annually. First Nine Week Check Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data	1.1. Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests
The percentage of students who increase their math post-test scores on the CA Math post-test will increase from 62% to 64% by May 2012.	2012 Current Level of Performance:* 76% of students maintain or increase their STAR Math post-test	2013 Expected Level of Performance:* 64% of students maintain or increase their CA Math post-test.					

				Students will participate in curriculum with math instruction embedded across all content areas. Action Steps The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. Within the core program, teachers use interventions 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 • Marzano's Research-Based Strategies for Increasing Student Achievement. These strategies include the following: Identifying Similarities and Differences 1. Summarizing and Note	Florida Achieves, and district formative assessments, Springboard embedded assessments and teacher made tests and exams. Administration will facilitate monthly school-wide PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments PLC Leadership Team/Problem Solving Team will meet quarterly to review data collection and problems encountered and work to identify possible solutions. First Nine Week Check See Above Second Nine Week Check See Above Third Nine Week Check See Above	collected will drive content area PLC's. Mid-Term Exams Second Nine Week Check Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Semester exams and teacher made tests. Third Nine Week Check Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Mid-Term Exams Students enrolled in grades 6-8 during the 2013 FCAT 2.0 Math administration will participate in all tests. Students taking Algebra I, IB or Geometry will participate in their respective EOC administrations. Fourth Nine Weeks: Semester exams and teacher made tests. *Data from all of the instruments identified above will be used to determine*	

				Taking 2. Reinforcing Effort and Providing Recognition 3. Practice 4. Nonlinguistic Representations 5. Cooperative Learning 6. Setting Objectives and Providing Feedback 7. Generating and Testing Hypotheses 8. Cues, Questions and Advance Organizers • Building effective lesson plans with the following components: 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 • Mid-Term progress reports		*student progress during their enrollment at a Youth Services school site. PLC's will analyze data and identify areas of strength and need to better augment student learning gains.*	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			2.1. 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.	2.1. All students enrolled in a Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE, STAR, Springboard, and Florida Achieves lessons. Students will participate in curriculum with math instruction embedded across all content areas. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. Within the core program,	2.1. <u>Who</u> Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on Florida Achieves, and district formative assessments, Springboard embedded assessments and teacher made tests and exams. Administration will facilitate monthly school-wide PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments PLC Leadership	2.1. Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs. The Djj Common Assessment will be administered to all residential and day treatment students within 30 days of exit or at least annually. <u>First Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Mid-Term Exams <u>Second Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student	2.1. Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests
<u>Algebra Goal #1:</u> The percentage of students scoring Level 3on the Florida Algebra I EOC will increase from 0% to 20% by May 2012.	<u>2012 Current Level of Performance:*</u> ***0% (0/3) of our students scored Level 3(299 SS) on the 2012 of the Florida Algebra I EOC.***	<u>2013 Expected Level of Performance:*</u> ***20% of our students will score Level 3 or higher on the Florida Algebra I EOC during the 2012-13 school year.***					

				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 • Marzano's Research-Based Strategies for Increasing Student Achievement. These strategies include the following: Identifying Similarities and Differences Summarizing and Note Taking Reinforcing Effort and Providing Recognition Practice Nonlinguistic Representations Cooperative Learning Setting Objectives and Providing Feedback Generating and Testing Hypotheses Cues, Questions and Advance Organizers	Team/Problem Solving Team will meet quarterly to review data collection and problems encountered and work to identify possible solutions. <u>First Nine Week Check</u> See Above <u>Second Nine Week Check</u> See Above <u>Third Nine Week Check</u> See Above	progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Semester exams and teacher made tests. <u>Third Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Mid-Term Exams Students enrolled in grades 6-8 during the 2013 FCAT 2.0 Math administration will participate in all tests. Students taking Algebra I, IB or Geometry will participate in their respective EOC administrations. <u>Fourth Nine Weeks:</u> Semester exams and teacher made tests. *Data from all of the instruments identified above will be used to determine student progress during their enrollment at a Youth Services school site. PLC's will analyze data and identify areas of strength and need to better augment student learning gains.*	

				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		

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
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1. Many students have not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	2.1. All students enrolled in a Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE,	2.1. Who Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator How PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data	2.1. Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs. The Djj Common Assessment will be administered to all residential and day treatment students within 30 days of exit or at least annually. First Nine Week Check Students will participate in district Formative	2.1. Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests
Algebra Goal #2: The percentage of students scoring Level 4 and 5 on the Florida Algebra I EOC will increase from 0% to 5% by May 2012.	2012 Current Level of Performance:* *0% (0/3) of our students scored Level 3(299 SS) on the 2012 of the Florida Algebra I EOC..*	2013 Expected Level of Performance:* *20% of our students will score Level 3 or higher on the Florida Algebra I EOC during the 2012-13 school year.*					

				STAR, Springboard, and Florida Achieves lessons. Students will participate in curriculum with math instruction embedded across all content areas. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. 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 • Marzano's Research-Based Strategies for Increasing Student Achievement. These strategies include the following:	collected on Florida Achieves, and district formative assessments, Springboard embedded assessments and teacher made tests and exams. Administration will facilitate monthly school-wide PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments PLC Leadership Team/Problem Solving Team will meet quarterly to review data collection and problems encountered and work to identify possible solutions. <u>First Nine Week Check</u> See Above <u>Second Nine Week Check</u> See Above <u>Third Nine Week Check</u> See Above	Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Mid-Term Exams <u>Second Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Semester exams and teacher made tests. <u>Third Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Mid-Term Exams Students enrolled in grades 6-8 during the 2013 FCAT 2.0 Math administration will participate in all tests. Students taking Algebra I, IB or Geometry will participate in their respective EOC administrations.	

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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. 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.	1.1. All students enrolled in a Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE, STAR, Springboard, and Florida Achieves lessons. Students will participate in curriculum with math instruction embedded across all content areas. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. Within the core program, teachers use interventions such as researched based instructional strategies, flexible grouping for differentiated instruction and frequent progress monitoring to maximize	1.1. <u>Who</u> Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on Florida Achieves, and district formative assessments, Springboard embedded assessments and teacher made tests and exams. Administration will facilitate monthly school-wide PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments PLC Leadership Team/Problem Solving Team will meet quarterly to review data collection and problems encountered and work to identify possible solutions.	1.1. Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs. The DJJ Common Assessment will be administered to all residential and day treatment students within 30 days of exit or at least annually. <u>First Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Mid-Term Exams <u>Second Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Semester exams and teacher	1.1. Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests
<u>Geometry Goal #1:</u> ***In 2011-12, 0% (0/1) of students passed the 2012 Florida Geometry EOC assessments.***	<u>2012 Current Level of Performance:*</u> ***0%***	<u>2013 Expected Level of Performance:*</u> ***5%***					

				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 • Marzano's Research-Based Strategies for Increasing Student Achievement. These strategies include the following: Identifying Similarities and Differences Summarizing and Note Taking Reinforcing Effort and Providing Recognition Practice Nonlinguistic Representations Cooperative Learning Setting Objectives and Providing Feedback Generating and Testing Hypotheses Cues, Questions and Advance Organizers Building effective lesson plans with the following components: Teacher explicit instruction Teacher modeled example Guided practice	<u>First Nine Week Check</u> See Above <u>Second Nine Week Check</u> See Above <u>Third Nine Week Check</u> See Above	made tests. <u>Third Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Mid-Term Exams Students enrolled in grades 6-8 during the 2013 FCAT 2.0 Math administration will participate in all tests. Students taking Algebra I, IB or Geometry will participate in their respective EOC administrations. <u>Fourth Nine Weeks:</u> Semester exams and teacher made tests. *Data from all of the instruments identified above will be used to determine student progress during their enrollment at a Youth Services school site. PLC's will analyze data and identify areas of strength and need to better augment student learning gains.*	

				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 "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
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Many students have not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	2.1. All students enrolled in a Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE, STAR, Springboard, and Florida Achieves lessons. Students will participate in curriculum with math instruction embedded across all content areas.	2.1. Who Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator How PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on Florida Achieves, and district formative assessments, Springboard embedded assessments and teacher made tests and exams.	2.1. Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs. The Djj Common Assessment will be administered to all residential and day treatment students within 30 days of exit or at least annually. First Nine Week Check Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's.	2.1. Florida Achieves Assessments Formative Assessments Springboard Embedded Assessments Mid-Term Exams Semester Exams Teacher Made Tests
Geometry Goal #2: *In 2011-12, 0% (0/1) students participated in the 2012 Florida Geometry EOC assessments.*	2012 Current Level of Performance:* *0%*	2013 Expected Level of Performance:* *5%*					

				Action Steps The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. Within the core program, teachers use interventions 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 • Marzano's Research-Based Strategies for Increasing Student Achievement. These strategies include the following: Identifying Similarities and Differences Summarizing and Note Taking Reinforcing Effort and Providing Recognition Practice	Administration will facilitate monthly school-wide PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments PLC Leadership Team/Problem Solving Team will meet quarterly to review data collection and problems encountered and work to identify possible solutions. First Nine Week Check See Above Second Nine Week Check See Above Third Nine Week Check See Above	Mid-Term Exams Second Nine Week Check Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Semester exams and teacher made tests. Third Nine Week Check Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Mid-Term Exams Students enrolled in grades 6-8 during the 2013 FCAT 2.0 Math administration will participate in all tests. Students taking Algebra I, IB or Geometry will participate in their respective EOC administrations. Fourth Nine Weeks: Semester exams and teacher made tests. *Data from all of the instruments identified above will be used to determine*	

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

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Springboard Content and Strategy Training	6-12	Alicia Newcomb	All YS Math teachers and Support Facilitators	October 2012	Discussion and data analysis of all YS programs during monthly subject area PLC's	Greg Harkins, Principal Carole Fernandez, Asst. Principal
Math (MS and HS)	6-12	Alicia	YS Math Teachers	3rd Tuesday of the month	Formative Assessments	Greg Harkins, Principal

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

End of Geometry EOC Goals

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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
			Grand Total: $0

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			**Problem-Solving Process to Increase Student Achievement**				
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 Biology.			1.1. Many students have not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in math.	1.1. All students enrolled in a Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the TABE, STAR, Springboard, and Florida Achieves lessons. Students will participate in curriculum with math	1.1. <u>Who</u> Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments. Subject Area Leaders will conduct monthly content area PLC meetings to review data collected on Florida Achieves, and district formative	1.1. Data Analysis with School-wide and Site-Based PLC's. The DJJ Common Assessment will be administered to all residential and day treatment students within 10 days of entry to the programs. The DJJ Common Assessment will be administered to all residential and day treatment students within 30 days of exit or at least annually. <u>First Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the FCIM lessons and assessments. Data collected will drive content area PLC's.	1.1. Biology FCIM Lessons Formative Assessments Mid-Term Exams Semester Exams Teacher Made Tests
<u>Biology Goal #1:</u> ***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.***	<u>2012 Current Level of Performance:*</u> ***38%***	<u>2013 Expected Level of Performance:*</u> ***40%.***					

				instruction embedded across all content areas. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. 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 • Marzano's Research-Based Strategies for Increasing Student Achievement. These strategies include the following: Identifying Similarities and Differences Summarizing and Note Taking Reinforcing Effort and Providing Recognition	assessments, Springboard embedded assessments and teacher made tests and exams. Administration will facilitate monthly school-wide PLC meetings to review data collected on QCA, mini-lessons, and mini-assessments PLC Leadership Team/Problem Solving Team will meet quarterly to review data collection and problems encountered and work to identify possible solutions. <u>First Nine Week Check</u> See Above <u>Second Nine Week Check</u> See Above <u>Third Nine Week Check</u> See Above	Mid-Term Exams <u>Second Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the Florida Achieves lessons and assessments. Data collected will drive content area PLC's. Semester exams and teacher made tests. <u>Third Nine Week Check</u> Students will participate in district Formative Assessments. Teachers will monitor student progress and proficiency with the FCIM lessons and assessments. Data collected will drive content area PLC's. Mid-Term Exams <u>Fourth Nine Weeks:</u> Semester exams and teacher made tests. *Data from all of the instruments identified above will be used to determine student progress during their enrollment at a Youth Services school site. PLC's will analyze data and identify areas of strength and need to better augment student learning gains.*	

				Practice Nonlinguistic Representations Cooperative Learning Setting Objectives and Providing Feedback Generating and Testing Hypotheses Cues, Questions and Advance Organizers Building effective lesson plans with the following components: Teacher explicit instruction Teacher modeled example Guided practice Check for understanding Higher order questioning (Read and Think Deeply) CRISS strategies • Cornell Notes • Teacher-Student Data Chats every nine weeks • Differentiated Instructional Strategies • Mid-Term progress reports			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.		2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: See Biology Goal #1 Data Analysis not yet available due to collection of baseline information.	2012 Current Level of Performance:* *See Biology*	*See Biology Goal #1*	*See Biology Goal #1*	*See Biology Goal #1*	*See Biology Goal #1*	*See Biology Goal #1*
	2013 Expected Level of Performance:* *See*					

	Goal #1	*Biology Goal #1*					

Science Professional Development

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	3rd 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	1st Friday of the month, 3 hours	See Above	Greg Harkins, Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
			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?

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal			1.1. Many students have not attended school on a regular basis prior to court-ordered residential placement and are therefore significantly below grade level in reading, math, science and social studies.	1.1. All students enrolled in a Youth Services program will participate in "year-round" school. Students will adhere to a modified school calendar that includes 240 instructional days. Students will receive prescriptive written plans, Individual Academic Plans (IAP) that are reviewed at least monthly by all teachers. Students will follow the HCPS pupil progression plan. Students will receive remedial instruction and strategies based on their needs as identified on the STAR Reading, Math, and Choices Planner. Students will participate in curriculum with reading, math, science and social science instruction embedded across all content areas. <u>Action Steps</u> The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. Within the core program, teachers use interventions such as researched based instructional strategies, flexible grouping for differentiated instruction and	1.1. <u>Who</u> Principal PLC Leadership Team Subject Area Leaders School Improvement Coordinator <u>How</u> PLC Leaders will conduct bi-monthly site-based PLC meetings to review data collected on 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, and mini-assessments PLC Leadership Team/Problem	1.1. Data Analysis with School-wide and Site-Based PLC's. The DJJ CA Reading and Math will be administered to all students within 10 days of entry to the programs. The DJJ CA will be administered to all residential and day treatment students within 30 days of exit or at least annually. Students will complete the Workplace Readiness Pre-Test, CHOICES, and Career Interest Inventory. They will also complete a Career Goal Interview at entry. <u>First Nine Week Check</u> Students will participate in all district and state progress monitoring assessments. Data collected will be used to drive classroom instruction. Mid-Term Exams <u>Second Nine Week Check</u> In addition to above, students will take course semester exams and teacher made tests. <u>Third Nine Week Check</u> See above Students enrolled during the FCAT March 2011 SSS	1.1.
The percentage of students who maintain or increase their Work Place Readiness assessments scores will increase from<u>72% to 74%.</u>	<u>2012 Current Level :*</u> *72%*	<u>2013 Expected Level :*</u> 74%					

				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 • Marzano's Research-Based Strategies for Increasing Student Achievement. These strategies include the following: Identifying Similarities and Differences 9. Summarizing and Note Taking 10. Reinforcing Effort and Providing Recognition 11. Practice 12. Nonlinguistic Representations 13. Cooperative Learning 14. Setting Objectives and Providing Feedback 15. Generating and Testing Hypotheses 16. Cues, Questions and Advance Organizers • Building effective lesson plans with the	Solving Team will meet quarterly to review data collection and problems encountered and work to identify possible solutions. <u>Second Nine Week Check</u> See Above <u>Third Nine Week Check</u> See Above <u>Fourth Nine Week Check</u> See Above <u>Summer Semester</u> See Above	Reading administration will participate in all tests. <u>Fourth Nine Weeks:</u> Students will participate in EOC assessments as appropriate. Semester exams and teacher made tests. *Data from all of the instruments identified above will be used to determine student progress during their enrollment at a Youth Services school site. PLC's will analyze data and identify areas of strength and need to better augment student learning gains.*	

				following components: 5. Teacher explicit instruction 6. Teacher modeled example 7. Guided practice 8. Check for understanding • Higher order questioning (Read and Think Deeply) CRISS strategies • Cornell Notes • Teacher-Student Data Chats every nine weeks • Differentiated Instructional Strategies • Mid-Term progress reports			

Career Education Professional Development

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

Youth Services School Wide PLC	5-12	Greg Harkins	YS Faculty and Staff	1st Friday of the month, 3 hours	Workplace Readiness Mid-Year Report Workplace Readiness EOY Report	Greg Harkins, Principal

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
			Grand Total: $0

End of Career Education Goal(s)

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process
• How does the program deal with transition planning (entry and exit transition)?

- How many students successfully transition (e.g., return to school, find employment)?

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

TRANSITION GOAL(S)			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal			1.1.	1.1.	1.1.	1.1.	1.1.
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 :* *67%*	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.	Action Steps The core program is classroom based instruction on the essential standards. It involves a viable core curriculum that embeds monitoring for all students. Within the core program, teachers use interventions 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 • Differentiated Instructional Strategies • Mid-Term progress	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	Analysis of school enrollment data collected during post transition assistance and follow up.	Transition Data collection tool

				reports • Participation in Treatment Team • Participation in Exit Conferences • Development of Exit plans with students • Involving receiving district in transition planning process.	QCA, mini-lessons, and mini-assessments PLC Leadership Team/Problem Solving Team will 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. <u>Second Nine Week Check</u> See Above <u>Third Nine Week Check</u> See Above <u>Fourth Nine Week Check</u> See Above <u>Summer Semester</u> See Above		
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Transition Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity 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	At least 1x Quarterly, 45 minutes during common planning period	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 activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Math Budget			
			Subtotal: $0
Other			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of Transition Goal(s)

Final Budget (Insert rows as needed)

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

X Yes ☐ No

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

Describe projected use of SAC funds.	Amount
No SAC funds available at this time.	$0

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.