

**2006-2007**  
**SCHOOL IMPROVEMENT PLAN**  
**High School**

<http://www.bsi.fsu.edu> DOE Bureau of School Improvement

**School Name: Youth Development Programs**  
#39 TPC Village, #41 Duval Regional Halfway House, #43 Impact Halfway House,  
#44 Tiger SHOP, #49 Duval Regional Juvenile Detention Center,  
#176 Pre Trial Detention Center, #182 Youth Development Program

**Date of Public Hearing:** \_\_\_\_\_

**Signatures of Approval**

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SAC Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Cluster Chief:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**2006-2007**  
**SCHOOL IMPROVEMENT PLAN**  
**Youth Development Programs**

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#44 Tiger SHOP, #49 Duval Regional Juvenile Detention Center, #176  
Pre Trial Detention Center, #182 Youth Development Program

**Vision/Mission:**

**The Youth Development Program and the Juvenile Justice Schools strive to provide our students an opportunity for a better future through the highest quality education possible, enhancing their educational and vocational opportunities and assisting them to develop into responsible and productive citizens upon their return to society.**

**School Profile/Demographics:**

The Youth Development Program and Juvenile Justice Schools is comprised of seven schools sites located within Duval County which house residential shelter, Juvenile Justice and Sheriffs Office students.

Students stay an average of two or three months within the facilities. Some stay mere days, and some may stay up to a year. The majority stay in the programs sin months. Four schools are Dept. of Juvenile Justice facilities (three residential programs and one Detention Center) which house students 13 to 18 years old. Two shelters, one with students 14 to 18 years old and one for families with children from Kindergarten to 8<sup>th</sup> grade.

In addition, the Sheriff Office facility has students who have been adjudicated as adults by the court, and are served within the facility.

The programs' enrollment is between 300/350 daily, with a daily enrollment/withdrawal count of 20/30 students. We serve approximately 3,500 students per year. The Juvenile Justice Schools operate 250 days, the others operate 196 days per year.

### **School Achievement Data:**

Links to Florida School Grades, NCLB AYP, FCAT results  
2005-2006 Disaggregated Data

### **School Accountability Report**

The Youth Development Programs receive no AYP Report because there is no sufficient test scores to receive valid state accountability. It does not meet the minimum students number requirements of minority groups within one school number and has a highly mobile population within FTE periods that presents technical limitations for AYP. In turn, the Juvenile Justice schools receive a Quality Assurance Inspections Report yearly which focuses and rates appropriate aspects of school performance in education and services which categorize the programs' effectiveness in meeting expected performance standards

### **Highly Qualified Certified Administrators/High Performance Management**

The programs are under the General Director Alternative Programs and Student Discipline, and served under Cluster 4. We have one Assistant Principal, who has been with the program for 10 years, certified in Administration and Supervision K-12, Elementary Education, Spanish, ESE and with full ESOL endorsement; one Assessment/PDF/Testing Resource Teacher certified in Language Arts, Reading endorsement; and one Standards-Reading Coach/ESE Resource Teacher certified in Psychology, ESE and with Reading and ESOL endorsement. There are also three office clerks who perform all the CRT functions for the different facilities/programs.

Every site has a teacher that is the contact person or Lead Teacher, who is also the liaison with the site program administration. In addition, there are classroom assistants for every program.

Every site has at least one ESE full time teacher, and one basic/regular teacher. All programs operate like a "Little Red School House" where the students, from 6 to 12 grades, are together all day with the same teacher/s who teach all subjects. Besides an area of certification, all teachers have or are working towards the Middle Grades Integrated Curriculum certification, which the Juvenile Justice Education Enhancement Program recognizes as qualifying to fulfill the requirements of the NCLB legislation.

**\* Staff list** - Please attach a copy of the Staff List in MS Word .doc format only!

[Name, Area(s) of Certification, Teaching Field(s), Professional or Temporary Certificate, Number of Years Teaching]

## ADDITIONAL REQUIREMENTS

### **\*School-Wide Improvement Model**

Since our standards of measurements are the Quality Assurance Reviews scores, our main goal during the 2005-2006 school year is to improve the overall Juvenile Justice Education Enhancement Program Quality Assurance scores by .5 net points.

Our second goal is to improve the post Reading scores of all students staying over ninety days by 10% over their pre-test scores.

The third goal is to have a 100% faculty of Highly Qualified teachers within the programs.

### **\*Communications With Parents / Community**

Parents are notified of their children progress through progress reports, and during parental visitations. Programs have biweekly team reviews to assess progress and the information is included in the parental communications. In addition, the students receive report cards eight times a year as the programs are on a 4x4 schedule.

Each site also has an Advisory Council comprised of the Assistant Principal or a representative, a representative of the site administration/staff, a teacher, and community advocates. Parents are encouraged to attend the Advisory Council's meetings, even though most of the time their children are only in the facility for a very short period of time and a large percentage of parents are from out of town.

Each Advisory Council meets once a month on a preset date, facilities and schools issues are discussed, as well as topics concerning education and the well being of the students/residents.

The Advisory Council also takes the lead in providing outside speakers for the facility, community awareness and good will.

### **\*Teacher Mentoring**

Describe your school's Teacher Mentoring Program.

There has always been very little faculty mobility rate within the programs. In the past year, due to retirements and deaths, seven new faculty started at the beginning of the 2006-07 school year. This has proven to be a major challenge for the programs. Nevertheless, teachers are paired by strengths and potentials. The new beginning teachers, if they are already ESE certified, are paired with a seasoned teacher in the program, they receive weekly or bi-weekly visits from the Professional Development Coordinator, attend all the

beginning teacher's workshops, and in addition have the mentoring of the Standards/Reading Coach, who also mentors them in ESE procedures. The basic teachers are also paired with an experienced teacher, or mentored by the Lead Teacher in the program, in addition to the services of the PDF and the Standards Coach. When any of the teachers is considered, or feels, lacking in a certain area, we contact the region's cadre for Professional Development and mentoring. In addition, we are scheduling workshops in the early release/professional development days. All the teachers in the program teach Reading as it has always been one of the required courses in the Juvenile Justice curriculum. All the teachers are being encouraged to take the Reading Endorsement courses, and 60% of the teachers have taken, and passed, the Middle Grades Integrated Curriculum Test. Our goal is to have 100% of the current teachers obtain their Middle Grades Integrated Curriculum certification and their Reading Endorsement within the next two years. The Middle Grades Integrated Curriculum certification is recognized by the Juvenile Justice Education Enhancement Program as qualifying to fulfill the requirements of the NCLB legislation.

### **Extended Learning Opportunities/Safety Nets**

Since the programs operate 250 days a year, the students have the opportunity to recover/add two additional subjects/credits a year during the summer session, in addition to the eight subjects scheduled during the regular sessions in the 4x4 format. Small classes (10 to 1 ratio) and an all day individualized program, offers an excellent opportunity for teacher/student mentoring. The programs also have Compass and Plato computer labs, in which students have the opportunity to further continue adding and/or recovering courses.

# GOALS

## **Goal 1: Academic Performance (Reading)**

### **District/School Target(s) for All Students in All Curriculum Groups:**

- All 9<sup>th</sup> and 10<sup>th</sup> grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All 9<sup>th</sup> and 10<sup>th</sup> grade students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).
- All students will meet the 25-book reading standard.

### **Individual Program/School Goal Statement:**

1. All students present for more than one administration of the district's Benchmark Assessment will show gains in the Reading area.
2. All students attending 90+ days will show at least a 10% improvement from their Reading pre-test.
3. All students will strive toward the 25 books reading goal.

### **Needs Assessment:**

90% of the students who come to these programs are two or more years behind grade level. Most of them have a history of truancy and self defeating behavior which has contributed to their unsuccessful school experiences. 40% read at or below 3<sup>rd</sup> or 4<sup>th</sup> grade level and have no stamina to be able to undertake long reading passages and demonstrates comprehension.

Our programs do not conform to the regular schools standards and daily routines. We nevertheless are held to high standards by Florida Dept. of Education and Florida Dept. of Juvenile Justice. We strive to score high on Quality Assurance audits and provide the best possible atmosphere to the students in our care

### **1. Objective:**

All students present for more than one administration of the district's Benchmark Assessment will show gains in the Reading area.

All students attending 90+ days will show at least a 10% improvement from their Reading pre-test.

All students will strive toward the 25 books reading goal

### **Evaluation/Accountability:**

The AIP or PMP "will be a living document" to be updated as students show improvement or there is a need for change or additional strategies.

Biweekly assessment will be conducted to show progress or additional needs.

Benchmark Assessment scores will show improvement.

<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
a) All students will have an individualized AIP/PMP with Reading	Classroom teacher	IEP format

<p>objectives within 10 days of enrollment</p> <p>b) Students will be enrolled in the Intensive Reading course upon entering into the program</p> <p>c) Students three or more grades levels below their grade level will be referred to the Title I Reading program within 15 days of enrollment</p> <p>d) All students will participate in an additional daily reading activity upon enrollment</p> <p>e) Teachers will incorporate FCAT Reading strategies into all students' daily Reading activities.</p> <p>Additional Reading remediation will be provided through the Fast ForWord computer assisted curriculum</p>	<p>Assistant Principal</p> <p>Lead teachers</p> <p>Classroom teacher</p> <p>Classroom teachers</p> <p>Classroom teacher</p>	<p>SIMS</p> <p>Title I Reading teacher</p> <p>Classroom library</p> <p>FCAT practice materials</p> <p>Fast ForWord Reading software</p>
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**Budget:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
*Research-Based Program(s) (Instructional Materials)	Scientific Learning Fast ForWord Plato Reading Horizons	FEFP		
Research-Based Resource(s) (i.e. websites, assessment tools)	BASI (Basic Achievement Skills Inventory) Catapult Learning Reading Assessment	Title I funds		
Technology	Computers and software			
Professional Development	16 early release professional development days and various other workshops			
		<b>Total:</b>		<b>N/A</b>

**\*Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

**All teachers will be highly encouraged to get the Reading Endorsement. Over 25% of the faculty is Reading endorsed, and 50% of the faculty is currently taking some of the components.**

**Goal 1: Academic Performance (Mathematics)**

**District/School Target(s) for All Students in All Curriculum Groups:**

- All 9<sup>th</sup> and 10<sup>th</sup> grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All 9<sup>th</sup> and 10<sup>th</sup> grade students tested will show at least one year's growth over the previous year on the FCAT Mathematics Standards component (SSS).

**Individual Program/School Goal Statement:**

**All students enrolled will show proportionate gains in the Mathematical section between the pre and post administration of the BASI assessment instrument. 75% of students enrolled for more than one administration of the Benchmark Assessment will show gains in the Math area.**

**Needs Assessment:**

90% of the students who come to these programs are two or more years behind grade level. Most of them have a history of truancy and self defeating behavior which has contributed to their unsuccessful school experiences.

95% of the students in the programs are a level 2 or below in the Math FCAT

Our programs do not conform to the regular schools standards and daily routines. We nevertheless are held to high standards by Florida Dept. of Education and Florida Dept. of Juvenile Justice. We strive to score high on Quality Assurance audits and provide the best possible atmosphere to the students in our care

**Objective:**

90% of the students who come to these programs are two or more years behind grade level. Most of them have a history of truancy and self defeating behavior which has contributed to their unsuccessful school experiences.

95% of the students are a level 2 or below in the Math FCAT

<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
Students will be administered a Math pre-assessment within five days of enrollment	Testing/Assessment Coordinator	Assessment Instrument
All students will have an individualized AIP/PMP with Math objectives within 10 days of enrollment	Classroom teacher	Assessment results
Students records will be secured from previous programs to support Math placement	Lead teachers/Assistant Principal	FASTER
All students will have access to computer assisted instruction in Math in addition to	Classroom teacher	Plato/Compass software

classroom one on one time with teacher  Teachers will incorporate FCAT Math strategies into all students' daily Math activities.	Classroom teachers	FCAT Math practice materials
<b>Evaluation/Accountability:</b>  The AIP/PMP "will be a living document" to be updated as students show improvement or there is a need for change or additional strategies. Biweekly assessment will be conducted to show progress or additional needs. Benchmark Assessment scores will show improvement. BASI post test scores will show improvement.		
<b>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</b>  Teachers will attend Math and technology professional development workshops.		

**Budget:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Plato/Compass software		
*Research-Based Resource(s) (e.g. websites, assessment tools)	BASI Plato Initial Assessments District Benchmark Assessments		
Technology	Computers and software		
Professional Development	Mathematics and Technology workshops		
Other			
		<b>Total:</b>	N/A

**\*Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

Until the 2005-06 school year, teachers in the Youth Development Programs were considered under the Alternative Education umbrella certification. From this year on, they

will be considered out of field when teaching in a field they are not certified in. This will put most of the teachers teaching Math out of field, and therefore not Highly Qualified. We are striving to have all our teachers certified in the Middle Schools Integrated Curriculum field so they can be qualified for the basic Math courses, and then have specialized personnel for the higher levels. At this time, 80% of our faculty is not Math certified.

**Goal 1: Academic Performance (Writing)**

**District/School Target(s) for All Students in All Curriculum Groups:**

- All 10<sup>th</sup> grade students tested will score 4.0 or higher on FCAT Writing.

**Needs Assessment:**

90% of the students who come to these programs are two or more years behind grade level. Most of them have a history of truancy and self defeating behavior which has contributed to their unsuccessful school experiences.

95% of the students are the lowest scores in the lowest quartile in the FCAT Writing.

Our programs do not conform to the regular schools standards and daily routines. We nevertheless are held to high standards by Florida Dept. of Education and Florida Dept. of Juvenile Justice. We strive to score high on Quality Assurance audits and provide the best possible atmosphere to the students in our care

**Objective (NCLB requires at least a 1% improvement):**

All students enrolled in the programs for two FTE periods will receive a 3 or higher on the FCAT Writing Assessment

Strategies (including timeline)	Lead Person/Team	Resources Needed
All teachers will incorporate writing into their daily curriculum Students will utilize FCAT Writing practice materials in their daily activities	Classroom teachers  Classroom teachers	Rubrics  FCAT Writing practice materials

**Evaluation/Accountability:**

All students post-assessed will show proportionate gains in Writing

**Research-Based Program:**

**BASI-Basic Achievement Skills Inventory**

**Professional Development Aligned with this Objective/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

Teachers will be provided refresher instruction in using the "State Six Point Rubric to Grade Student Writing" and training on using Readers/Writers' Workshop.

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>
<b>*Research-Based Program(s)</b> (Instructional Materials)			
<b>*Research-Based Resource(s)</b> (e.g. websites, assessment tools)			
<b>Technology</b>			
<b>Professional Development</b>			
<b>Other</b>			
		<b>Total:</b>	

**Goal 1: Academic Performance (Science)**

**District/School Target(s) for All Students in All Curriculum Groups:**

- All 11<sup>th</sup> grade students tested will score 3 or higher on FCAT Science.

**Individual School Goal Statement:**

Improve the students' overall academic performance in Science.

**Needs Assessment:**

90% of the students who come to these programs are two or more years behind grade level. Most of them have a history of truancy and self defeating behavior which has contributed to their unsuccessful school experiences.

Our programs do not conform to the regular schools standards and daily routines. We nevertheless are held to high standards by Florida Dept. of Education and Florida Dept. of Juvenile Justice. We strive to score high on Quality Assurance audits and provide the best possible atmosphere to the students in our care

**1. Objective:**

All students tested in the FCAT Science Standards Component will score comparable to other similar institutions in the state of Florida.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Teachers will increase awareness of the importance of Science in daily like.	Classroom teachers	Household experiments
Provide Science reading materials for the classroom libraries	Assistant Principal	Science magazines, science related books

**Evaluation/Accountability:**

**Students will verbally express the importance of Science into their daily lives.**

**Professional Development Aligned with this Objective/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

Teachers will receive CRISS Reading in the Content Areas Strategies workshop and refresher workshop on Understanding by Design

**Budget:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based			

<b>Resource(s)</b> (e.g. websites, assessment tools)			
<b>Technology</b>			
<b>Professional Development</b>			
<b>Other</b>			
		<b>Total:</b>	

**\*Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

Until the 2005-06 school year, teachers in the Youth Development Programs were considered under the Alternative Education umbrella certification. From this year on, they will be considered out of field when teaching in a field they are not certified in. This will put most of the teachers teaching Science out of field, and therefore not Highly Qualified. We are striving to have all our teachers certified in the Middle Schools Integrated Curriculum field so they can be qualified for the basic Science courses, and then have specialized personnel for the higher levels. At this time, 100% of our faculty is **not** Science certified.