Florida Department of Education

School Improvement Plan (SIP)

<p align="center">

for Juvenile Justice Education Programs

2012–2013

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2012 – 2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Broward Girls Academy	District Name: Broward
Principal: Michael Gleason	Superintendent: Robert Runcie
SAC Chair: Maura Lyng	Date of School Board Approval: December 4, 2012

<u>Student Achievement Data:</u>

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.

<u>Administrators</u>

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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	Michael Gleason	BS in Speech Language and Audiology; MS in Learning and Behavioral Disorders; Specialist in Educational Leadership	12	12	The following reflects Whispering Pines School achievement data. Broward Girls Academy operates under the umbrella of Whispering Pines and does not generate its own FCAT data reports due to low enrollment. 2010-2011: FCAT AYP data in the SWD subgroup for this center setting as follows: Math Proficiency- 32%, Reading Proficiency- 21%, Writing Proficiency- 81% 2011-2012: FCAT AYP data in the SWD subgroup for this center setting as follows: Reading Proficiency- 19%, Math Proficiency- 16%.
Lead Educator	Robin Lurie	Educational Leadership ESE Elementary Education ESOL SLD	7	12	The following reflects Whispering Pines School achievement data. Broward Girls Academy operates under the umbrella of Whispering Pines and does not generate its own FCAT data reports due to low enrollment. 2010-2011: FCAT AYP data in the SWD subgroup for this center setting as follows: Math Proficiency- 32%, Reading Proficiency- 21%, Writing Proficiency- 81% 2011-2012: FCAT AYP data in the SWD subgroup for this center setting as follows: Reading Proficiency- 19%, Math Proficiency- 16%.

Instructional Coaches

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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	Timothy Sternberg	BA in History, Masters in Educational Psychology. Certified in Earth Space science, elementary education, middle grades integrated, social science 6-12, EKE K-12, ESOL endorsed, reading endorsed	4	0	The following reflects Whispering Pines School achievement data. Broward Girls Academy operates under the umbrella of Whispering Pines and does not generate its own FCAT data reports due to low enrollment. 2010-2011: FCAT AYP data in the SWD subgroup for this center setting as follows: Math Proficiency- 32%, Reading Proficiency- 21%, Writing Proficiency- 81% 2011-2012: FCAT AYP data in the SWD subgroup for this center setting as follows: Reading Proficiency- 19%, Math Proficiency- 16%.

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***

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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.
Careers, English, US History, World History, American Govt., Economics M.S Social Studies, M.S. L.A., Creative Writing, Reading	Debra Thompson	Emotionally Handicapped, (grades K - 12) English For Speakers Of Other Languages (ESOL), Endorsement English, (grades 6 - 12) Reading, (grades K - 12)	17	17	The following reflects Whispering Pines School achievement data. Broward Girls Academy operates under the umbrella of Whispering Pines and does not generate its own FCAT data reports due to low enrollment. 2010-2011: FCAT AYP data in the SWD subgroup for this center setting as follows: Math Proficiency- 32%, Reading Proficiency- 21%, Writing Proficiency- 81% 2011-2012: FCAT AYP data in the SWD subgroup for this center setting as follows: Reading Proficiency- 19%, Math Proficiency- 16%.
Careers, Critical Thinking Skills, MS and HS Science and Math, M.S. Reading, 11/12th grade Reading	Richard Pardo	Exceptional Student Education, (grades K - 12) Middle Grades Integrated Curriculum, (grades 5 - 9)	9	9	The following reflects Whispering Pines School achievement data. Broward Girls Academy operates under the umbrella of Whispering Pines and does not generate its own FCAT data reports due to low enrollment. 2010-2011: FCAT AYP data in the SWD subgroup for this center setting as follows: Math Proficiency- 32%, Reading Proficiency- 21%, Writing Proficiency- 81% 2011-2012: FCAT AYP data in the SWD subgroup for this center setting as follows: Reading Proficiency- 19%, Math Proficiency- 16%.

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. Curriculum support staff to provide academic planning and implementation assistance to the teachers.	Off-Campus Coordinator	6/2013	
2. Teambuilding exercises during planning and reflection days	Off-Campus Coordinator	6/2013	
3.			
4.			

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
Zero.	N/A

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Staff Demographics

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

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

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

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N/A – Both teachers are veteran teachers and have significant experience in the DJJ setting	N/A	N/A	N/A

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.

All teachers are trained in, and encouraged to use, research-based reading tools and strategies. This occurs through in-house, as well as district provided training sessions, coaching and classroom modeling. It is the school's climate that teaching reading strategies is the responsibility of every teacher. With the Common Core initiative being the focus of PLC study groups, best practices are regularly shared and discipline specific literacy strategies are explored, with performance tasks presented to students accordingly, across the curriculum. The school's administration encourages and supports all staff to become reading endorsed through district approved professional development and site-based guidance, mentoring and support from the reading coach. At this time, all teachers teaching reading are reading endorsed.

High Schools Only

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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?

Applied and integrated courses are offered to help students see the relationships between academic areas and the relevance to their future. This occurs through course selection in an effort to develop a personally meaningful course of study. Career exploration courses and personal development course work is also offered, tailored to individual student needs. Students engage in journaling and discussion of how coursework applies to their lives after school on a regular basis, including but not limited to weekly therapeutic sessions.

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?

All students meet with the guidance counselor upon entry to the school to review records and ensure appropriate course placement, and again at the beginning of their 11th grade year to discuss progress toward graduation and post-secondary options. Guidance director ensures that course progression charts are followed to ensure successful program completion and provide opportunities for rigorous coursework. All students complete a career interest profile, and meet with the guidance counselor upon need-based requests to further discuss placement and planning options.

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.

10th grade students take the PSAT. College readiness exams are administered at the school, and students are given the opportunity to study and register for ACT and SAT testing. Students preparing for these exams are given the opportunity and support to prepare through tutoring and individual assistance from classroom staff. If a student shows eligibility for GED testing, that is offered as well. Fee waivers for ACT/SAT are utilized for eligible students, and student successes are celebrated within the school setting via administrative acknowledgment ceremonies.

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		

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1. Percentage of students making learning gains— **in reading.** — Reading Goal #1:	1.1. Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	1.1.Teachers will provide effective scaffolding of instruction, using increased text-complexity, critical analysis skills and rereading strategies. Teachers will ask text-dependent questions ranging in question types. Students will be encouraged to provide evidenced-based support to their answers.	1.1. Assistant Principal	1.1. Monitor and support the implementation of the comprehensive core reading programs and scientifically based reading instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/ resources to meet the students' needs.	1.1. Common assessment, FCAT, imbedded assessments.		

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Through exposure to a variety of works across the genres as well as an increased complexity of informational text, students will determine central ideas and how information is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments, in order to become college and career ready.						
	22% (5) of students scored at a level 3 or higher on the reading portion of the common assessment entry exam.	**Expected increase of 6.5% proficiency on the common assessment.**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	22% of students proficiency	**29%**	**36%**	**43%**	**50%**	**57%**
Reading Goal #2: **In an effort to reach expected levels of performance by 2017, students will build strong content knowledge and increase independence through effective instruction, modeling, and exposure to a variety of texts in order to become college and career ready. Data points are evenly distributed over the 6-year period.**							

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
Implementation of Common Core State Standards as they relate to reading.	Reading 6-12	Reading Coach	Teachers	6/2012	Evaluation of teacher lesson plans and instructional delivery through classroom walkthroughs.	Assistant Principal

Reading 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
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

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

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- ■ 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		

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1. Percentage of students making learning gains in mathematics. — Mathematics Goal #1:	1.1. Due to emotional and behavioral issues that precipitated DJJ placement, students who are struggling to meet grade level expectations often experience challenges in interacting with the increased rigor found in the math curriculum	1.1. Teachers will encourage students to identify strategies and skills used to make sense of problems and persevere in solving them.	1.1. Assistant Principal	1.1. Using data obtained through embedded assessments and results of common assessments, progress will be monitored and scaffolding of instruction accordingly.	1.1. Embedded assessments, FCAT data, common assessment.		

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Through the presentation of mathematical concepts in real-world applications, students will accurately perform operations/ mathematical processes, clearly conveying and defending their reasoning.						
	13% (3) of students scored at a level 3 or higher on the math portion of the common assessment entry exam.	**Expected increase of 7% proficiency on the common assessment.**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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Math Performance Target						
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**13% proficiency**	20%	27%	34%	41%	48%
Mathematics Goal #2: **In an effort to reach expected levels of performance by 2017, students will develop skills in practice and procedure in mathematics in order to increase accuracy and precision in problem solving. Data points are evenly distributed over the 6-year period.**						

Algebra End-of-Course (EOC) Goals

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* 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		

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1. Students scoring at Achievement Level 3 in Algebra.	1.1. Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	1.1. Analyze assessment data to identify areas of student weakness in order to provide additional lessons/support/ extra practice on these topics. Identification of potential error patterns to correct continued mistakes in targeted areas of weakness with small group activities based upon aforementioned areas of need.	1.1. Lead Teacher	1.1. Monitor and support the implementation of the comprehensive core math programs and scientifically based instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/ resources to meet the students' needs.	1.1. Algebra EOC assessment scores.		

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Algebra Goal #1: **To identify skills that will be targeted to help students visualize relationships, make connections to equations and explain their reasoning, thus increasing the number of students scoring at Achievement Level 4 and 5 in Algebra.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0% of students scored at Level 3 on the Algebra EOC.	*7% of students will score at a Level 3 on the Algebra EOC.*				
		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	

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	2.1. Analyze assessment data to identify areas of student weakness in order to provide additional lessons/support/ extra practice on these topics. Identification of potential error patterns to correct continued mistakes in targeted areas of weakness with small group activities based upon aforementioned areas of need.	2.1. Lead Teacher	2.1. Monitor and support the implementation of the comprehensive core math programs and scientifically based instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/ resources to meet the students' needs.	2.1. Algebra EOC assessment scores.		

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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
To identify skills that will be targeted to help students visualize relationships, make connections to equations and explain their reasoning, thus increasing the number of students scoring at Achievement Level 4 and 5 in Algebra.						
	0% (0) of students scored at Level 4 and 5 in Algebra.	*7% of students will score at Level 4 and 5 in Algebra.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**0% proficient** 7%	14%	21%	28%	35%

Algebra Goal #3:							
In an effort to reach expected levels of performance by 2017, students will develop skills in practice and procedure in mathematics in order to increase accuracy and precision in problem solving. Data points are evenly distributed over the 6-year period.							

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 Achieveme						

	nt						
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		

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1. Students scoring at Achievement Level 3 in Geometry.	1.1. Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	1.1. Analyze assessment data to identify areas of student weakness in order to provide additional lessons/support/ extra practice on these topics. Identification of potential error patterns to correct continued mistakes in targeted areas of weakness with small group activities based upon aforementioned areas of need.	1.1. Lead Teacher	1.1.Monitor and support the implementation of the comprehensive core math programs and scientifically based instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/ resources to meet the students' needs	1.1. Algebra EOC assessment scores.		

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Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
To identify students who will participate in targeted small group activities to enhance geometric skills through addressing the ability to look for and make use of structure in Geometric problem solving. Dynamic grouping will be based upon identified areas of weakness.						
	0% (0) of students scored at Level 3 in Geometry.	*7% of students will score at Level 4 and 5 in Geometry.*				
		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	

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2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Students oftentimes struggle with high-order thinking skills when applying math concepts to real-world applications.	2.1. Analyze assessment data to identify areas of student weakness in order to provide additional lessons/support/ extra practice on these topics. Identification of potential error patterns to correct continued mistakes in targeted areas of weakness with small group activities based upon aforementioned areas of need.	2.1. Lead Teacher	2.1. Monitor and support the implementation of the comprehensive core math programs and scientifically based instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/ resources to meet the students' needs	2.1. Geometry EOC assessment scores.	

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Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
To identify skills that will be targeted to help students visualize relationships, make connections to equations and explain their reasoning, thus increasing the number of students scoring at Achievement Level 4 in Geometry.						
	0% (0) of students scored at Level 4 and 5 in Geometry.	*7% of students will score at Level 4 and 5 in Geometry.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	0% proficient	7%	14%	21%	28%	35%
Geometry Goal #3: In an effort to reach expected levels of performance by 2017, students will develop skills in practice and procedure in mathematics in order to increase accuracy and precision in problem solving. Data points are evenly distributed over the 6 year period.							

Mathematics Professional Development
Professional

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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
Implementation of Common Core State Standards as they relate to math.	Math 6-12	In-service Facilitator	Teachers	06/2013	Evaluation of teacher lesson plans and instructional delivery through classroom walkthroughs.	Assistant 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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

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**					

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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. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A		
Biology Goal #1: *Not Applicable, as there are no students enrolled in Biology.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NO DATA	*NO DATA*					

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		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. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A		

Biology Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						
	NO DATA	*NO DATA*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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.

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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
N/A						

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	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics 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	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1:

Enter narrative for the goal in this box. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |

		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 Civics.**	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Civics 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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Civics 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	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History 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	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		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 U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

U.S. History 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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

U.S. History 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	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

2012-2013 School Improvement Plan Juvenile Justice Education Programs
End of U.S. History 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?

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* 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						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. **Career Education Goal**	1.1. Students enrolled in the DJJ school setting oftentimes experience struggles with independent living and the skills required for success in college or the workplace.	1.1. Teachers will model effective communication, collaboration and critical thinking skills across the curriculum infusing opportunities for students to improve in these areas.	1.1. Lead Teacher	1.1. Student application of these skills will be identified in focused tasks assigned intended to improve on student performance in this area. These skills will be shared at weekly meetings where data and best practices are shared.	1.1. Performance on focus tasks provided throughout the school year and across the curriculum.		

	2012 Current Level :*	2013 Expected Level :*				
Students will increase communication, collaboration and critical thinking skills required to become college and career ready.						
	N/A	*N/A*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Career Education Professional Development

Professional Development (PD) aligned with Strategies through

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
N/A						

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	Descr
N/A	
Subtotal:	
Technology	
Strategy	Descr
N/A	
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	

Other	
Strategy	Descr
Grand Total:	

End of Career Education Goal(s)

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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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Transition Goal	1.1. Students who leave without notice.	1.1. Address exit planning at monthly treatment team meetings.	1.1. Guidance Counselor and Off-Campus Coordinator.	1.1. Successful transition rate.	1.1. TERMS Code.		
Maintain 100% participation rate at school board staff at exit planning meetings.	2012 Current Level :*	2013 Expected Level :*					
	DATA NOT AVAILABLE	*DATA NOT AVAILABLE*					
		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
N/A						

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	Descr
N/A	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:		
Technology		
Strategy		Descr
N/A		
Subtotal:		
Professional Development		
Strategy		Descr
N/A		
Subtotal:		
Other		
Strategy		Descr
Grand Total:		

End of Transition Goal(s)

Attendance Goal(s) (For Day Treatment Programs Only)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

- ■ What was the attendance rate for 2011-2012?

- ■ How many students had excessive absences (10 or more) during the 2011-2012 school year?

- ■ What are the anticipated barriers to decreasing the number of students with excessive absences?

- ■ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?

- ■ How many students had excessive tardies (10 or more) during the 2011-2012 school year?

- ■ What are the anticipated barriers to decreasing the number of students with excessive tardies?

- ■ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

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

ATTENDANCE GOAL(S)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", 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. Attendance Goal # 1	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A		
N/A	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	N/A	*N/A*					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	N/A	N/A					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance 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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
N/A						

Attendance 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
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
Grand Total:			

End of Attendance Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Career Budget	
	Total:
Transition Budget	
	Total:
Attendance Budget	
	Total:
	Grand Total:

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.

☐ Yes   ☐No

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

Describe projected use of SAC funds.	Amount
Classroom Supplies – golf pencils and eraser caps	$4.00

Describe the activities of the School Advisory Council for the upcoming year.
Through support under Whispering Pines School, incentives for success in academics and behavior are presented to students and funded through community donations.