FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: AMIkids Gainesville	District Name: Alachua
Principal: Bessie Whitfield	Superintendent: D. Boyd
SAC Chair: Bessie Whitfield	

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	Bessie Whitfield	Masters-Administration /Supervision	1	15	

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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.
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA

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	Brian Gautier	English	1	1	NA
Math	Kristina Queen	Math	1	1	NA
NA	NA	NA	NA	NA	NA

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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. Network with the local Education organizations.	Executive Director, Director of Education, Teachers, District Liaison	Ongoing	N/A
2. Broaden professional learning opportunities through In-service activities, which aid new teachers in renewing certifications.	Executive Director, Director of Education, Teachers, District Liaison	Ongoing	N/A
3. Provide an effective mentor program.	Executive Director, Director of Education, Teachers, District Liaison	Ongoing	N/A
4. Network with the University of Florida College of Education.	Executive Director, Director of Education, Teachers, District Liaison	Ongoing	N/A

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
2	They are working on in-field certification

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Staff Demographics

Please complete the following demographic information about the instructional staff in the school who is 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	100%	100%	0	0	0	2	0	0	0

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
Marva Baker	Kristina Queen	Mrs. Baker has experience teaching at this site.	She will help her with classroom management skills.
Marva Baker	Brian Gautier	Mrs. Baker has experience teaching at this site.	She will help him with classroom management skills.

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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.

AMIkids Gainesville incorporates reading strategies in every classroom; using a wide range of initiatives such as: *Reading Companion*. All teaching staff is responsible for progress monitoring (Response to Intervention).

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?

The school incorporates applied and integrated courses of to help students see the relationships between subjects and relevance to their future

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?

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 by providing academic guidance, career counseling, and goal setting training.

Postsecondary Transition

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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.

Amikids uses a wide variety of strategies to insure readiness for the public postsecondary level as college visits and scholarships to any student that attends Amikids and graduate from high school to attend he college of their choice.SAT/ACT information is provides for students.

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?

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* 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. Reading Goal #1: *Increase reading comprehension; fluency scores and word analysis on FAIR assessments and STAR assessments.*	2012 Current Level of Performance:* *80 %(20) students are reading below grade.*	2013 Expected Level of Performance:* *50% (10) of students will be reading at or above grade level.*	1.1. Student lack of interest in school and in reading. No motivation from student to do well and be successful.	1.1. Use of differentiated instructional strategies to develop literacy.	1.1.Director of Education	1.1. Provide ongoing school monitoring with district and state testing; FAIR, STAR, FCAT, EOC exams and common assessments. Utilize data retrieved from assessments to identify needs and subgroups requiring assistance and enrichment to instruct and/or intervene effectively.	1.1.FCAT/EOC
			1.2. Students have many reading skill deficits.	1.2. Continue Progress monitoring.	1.2.Teachers	1.2. Maintain academic achievement focus and consistency.	1.2.STAR
			1.3. The complexity and the amount of test that the students (STAR, FAIR, COMMON CORE, FCAT) are required to take.	1.3. Utilize technology i.e.; computer lab to motivate and enhance instruction.	1.3.Paraprofessionals	1.3. Provide administrative support through formal and informal evaluations and professional development.	1.3.Common core assessment

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%. Reading Goal #2: *We will reduce the achievement gaps which exist among various subgroups*	**Baseline data 2010-2011**	Students in subgroups achieving 3 or higher in reading 0%	Students in subgroups achieving 3 or higher in reading 10%	Students in subgroups achieving 3 or higher in reading 20%	Students in subgroups achieving 3 or higher in reading 30%	Students in subgroups achieving 3 or higher in reading 40%	Students in subgroups achieving 3 or higher in reading 50%

Reading Professional Development

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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
Classroom Management	6-12	Director of Education	school-wide	In-Service days	Classroom walkthroughs, Lesson Plans	Director of Education
Differential Instructional Strategies	6-12	Director of Education	school-wide	In-Service days	Classroom walkthroughs, Lesson Plans	Director of Education

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
Vocabulary Enrichment Program	Supplemental Materials for Vocabulary	Amikids-Gainesville Instruction Budget	600.00
Increase library of higher interest reading materials in classroom	High Interest Reading Materials	Title I Part D	500.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring –Reading	STAR Reading Program	Amikids- Gainesville Instruction Budget	500.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Community	Professional Development Materials	Amikids-Gainesville	200.00
			Subtotal:
			1800.00 Grand Total:

End of Reading Goals

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Mathematics Goals

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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?

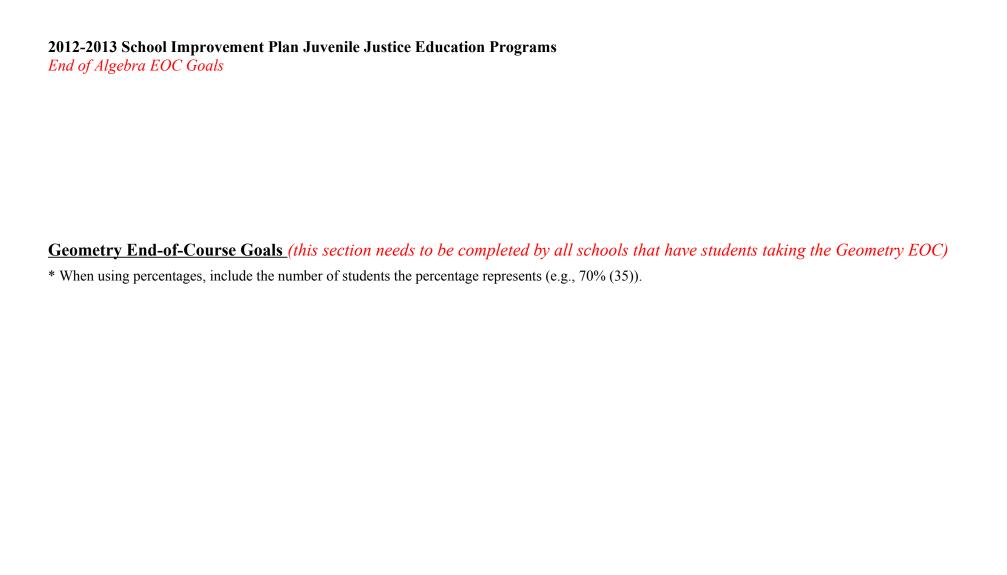* When using percentages, include the number of students the percentage represents (e.g. 70% (35)).

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: *Increase number of students that will achieve a level three or higher on FCAT Mathematics during the 2012-20123FACT Mathematics Assessment.*			1.1.Students have several skill gaps	1.1.increase reading rigor in mathematic instruction	1.1 Director of Education Teachers	1.1. Maintain Academic focus and consistency using STAR Math as a monitoring tool	1.1. Monitor progress of all students through all assessments used throughout the year
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80 %(20) students are reading below grade.	*10 %(10) students are reading below grade.*					
			1.2. Lack of interest by students and lack of focus and motivation.	1.2.Use of mathematical interactive games to increase motivation and student focus	1.2 Director of Education Teachers	1.2. Director of Education Teachers	1.3. Director of Education Teachers
			1.3. Lack of interest by students and lack of focus and motivation.	1.3.Use interactive word walls with math vocabulary words	1.3 Director of Education Teachers	1.3 Director of Education Teachers	1.3. Director of Education Teachers

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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**	Students achieving 3 or higher in math 0%	Students achieving 3 or higher in math 10%	Students achieving 3 or higher in math20%	Students achieving 3 or higher in math 30%	Students achieving 3 or higher in math 40%	Students achieving 3 or higher in math 50%
Mathematics Goal #2: _Increase number of students that will achieve a level three or higher on FCAT Mathematics._							

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.			1.1. Students may have issues with word problem format of the EOC due to weak reading skills	1.1. Align algebra curriculum to the district pacing guides to provide remediation of basic skills and reinforcement needed to ensure success in Algebra	1.1.Teachers	1.1. Assessments, lesson plans, classroom walkthroughs	1.1. Alg. I EOC
Algebra Goal #1: To increase the number of students who pass the EOC	2012 Current Level of Performance:* *80 %(20) students are reading below grade.*	2013 Expected Level of Performance:* *10 %(10) students are reading below grade.*					
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. At risk students lack strong skills in math	2.1. Students who did not pass Alg. I EOC will take another year of math	2.1.Teachers	2.1. Progress monitoring with STAR	2.1. Results on Alg. I EOC
Algebra Goal #2: To decrease the number of students who are not proficient in algebra	2012 Current Level of Performance:* *0%(30)*	2013 Expected Level of Performance:* *5% (2)*					

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%(30)*	Students achieving 3 or higher in math 10%	Students achieving 3 or higher in math20%	Students achieving 3 or higher in math 30%	Students achieving 3 or higher in math 40%	Students achieving 3 or higher in math 50%
Algebra Goal #3: *Increase number of students that will achieve a level three or higher on Algebra End of the course test.*							

May 2012

Rule 6A-1.099811

Revised May 25, 2012

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End of Algebra EOC Goals

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* 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				
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. Students lack basic skills.	1.1. Provide additional l tutoring and remediation in Geometry.	1.1.Teachers	1.1.Class-room walkthroughs, Lesson plans	1.1.Geometry End of the course test

Geometry Goal #1:

To increase student performance on Geometry EOC

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
NA	5%(5)

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. At risk students have more absences due to outside influences and suspensions	2.1. Monitor attendance and discipline referrals	2.1.Director of Education, Teachers	2.1. Class-room walkthroughs, Lesson plans	2.1..Geometry End of the course test

Geometry Goal #2:

To increase student proficiency on Geometry EOC

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
NA	5%(5)

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%(30)	Students achieving 3 or higher in math 10%	Students achieving 3 or higher in math20%	Students achieving 3 or higher in math 30%	Students achieving 3 or higher in math 40%	Students achieving 3 or higher in math 50%

Geometry Goal #3:

Increase the number of students proficient in Math

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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
Supporting Student Literacy in the Math Classroom	All grade levels	Director of Education	Math teachers/all grade levels	Before school/quarterly	FCAT scores, lesson plans, classroom walkthroughs, teacher made assignments	Director of Education
Differiated Instruction in Math	All grade levels	Director of Education	Algebra teacher	Before school year/follow up during the school year	CWT, lesson plans	Director of Education

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
Continue the use of interactive word walls with math vocabulary	Supplemental materials for Vocabulary		0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Math Games to increase student engagement and math fluency	Interactive Software		0
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instructional Strategies	Literacy Leadership Team meetings	Alternative Education Programming	0

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	NA
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)).

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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.			1.1 At risk students are below grade level in reading and have difficulty reading the biology text	1.1.. Provide training for teachers in content literacy for biology and other science teachers	1.1.Literacy coach, biology teachers	1.1.Monitor teacher lesson plans to reflect literacy strategies Incorporate technology	1.1.Classroom walkthroughs Teacher lesson plans
Biology 1 Goal #1: *To improve student performance on the Biology EOC*	2012 Current Level of Performance:* 0	2013 Expected Level of Performance:* 5%(5)					
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.Students are not proficient in reading and understanding complex texts	2.1.Increase students' interaction with complex texts through supplemental materials	2.1Teachers	2.1. Monitor teacher lesson plans to reflect literacy strategies	2.1..Classroom walthroughs Teacher lesson plans
Biology Goal #2: To increase the number of students who achieve 4 or 5 on the bio EOC	2012 Current Level of Performance:* 0	2013 Expected Level of Performance:* 5 %(%)					

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

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Text Complexity in the common core	Science/all grade levels	Director of Education	Science teachers/all grade levels	Before school/quarterly	Teacher made assignments, classroom walk through, lesson plans	Director of Education

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
Experiential Science Education	Supplemental materials	Grant AMIKIDS	5000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Graphing Calculators		Grant AMIKIDS	200.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
In-service on implementing Experiential Science Education		Grant AMIKIDS	0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			5200.00 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)).

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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
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:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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 *(required in year 2014-2015)*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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	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

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

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)).

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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
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:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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 U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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

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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

Please note that each Strategy does not require a professional development or PLC activity.

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:	

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?

* 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 *To increase the number of students who earn industry credentials upon re-entry back in to the regular school setting.*	2012 Current Level :* 0	2013 Expected Level :* 5 %(5).	1.1. Students are not aware of the CTE courses available or the benefits of taking those courses.	1.1. Provide information to students and parents.	1.1.Teachers	1.1.Parent /Teacher conference forms	1.1 The number of students request to sign-up for courses

Career Education Professional Development

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<table>
<tr><th colspan="7">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.</th></tr>
<tr><th>PD Content /Topic and/or PLC Focus</th><th>Grade Level/Subject</th><th>PD Facilitator and/or PLC Leader</th><th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th><th>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th><th>Strategy for Follow-up/Monitoring</th><th>Person or Position Responsible for Monitoring</th></tr>
<tr><td>Microsoft Office computer program</td><td>All</td><td>Amikids Corp.</td><td>Teacher</td><td>During school day</td><td>Lesson-Plans. Walkthroughs</td><td>Director of Education</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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

<table>
<tr><td colspan="4">Include only school-based funded activities/materials and exclude district funded activities /materials.</td></tr>
<tr><td colspan="4">Evidence-based Program(s)/Materials(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
<tr><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
<tr><td colspan="4" align="right">Subtotal: NA</td></tr>
<tr><td colspan="4">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>Increase use of technology for career exploration</td><td>Career Webinars</td><td>Amikids-Gainesville</td><td>2000.00</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4" align="right">Subtotal:</td></tr>
<tr><td colspan="4">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>Career Planning</td><td>Webinars</td><td>Amikids-Gainesville</td><td>2000.00</td></tr>
<tr><td>NA</td><td>NA</td><td>NA</td><td></td></tr>
<tr><td colspan="4" align="right">Subtotal:4000.00</td></tr>
<tr><td colspan="4">Other</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>NA</td><td>NA</td><td>NA</td><td>0</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4" align="right">Grand Total:4000.00</td></tr>
</table>

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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 *Increase student and parental participation in long term goal setting and career planning to ensure student success.*	**2012 Current Level :*** *50% parent involvement in transitioning plans*	**2013 Expected Level :*** *75% or higher parent involvement in transition planning*	1.1. Lack of knowledge of credit requirements to graduate	1.1. Every student will meet every 30 days with Multi-Disciplinary Team to review transition options	1.1. Director of Education Teachers/Advisors AMIkids operations Team	1.1.Student participation in long term planning based on academic goals and interests	1.1. Successful transition of student

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
NA	NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA	NA

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)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Available Amount
			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 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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Guiding Questions to Inform the Problem-Solving Process
▪ What was the attendance rate for 2011-2012?
▪ How many students had excessive absences (10 or more) during the 2011-2012 school years?
▪ 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 years?
▪ 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 *Increase attendance rate by 10%*	2012 Current Attendance Rate:* *71%*	2013 Expected Attendance Rate:* *85%*	1.1. Students have a history of non-attendance	1.1. Improve attendance incentives for school attendance	1.1. Director of Education Teachers/Amikids Operation Team	1.1. Participation in incentive programs	1.1. Attendance records
	2012 Current Number of Students with Excessive Absences (10 or more) *3*	2013 Expected Number of Students with Excessive Absences (10 or more) *1*					
	2012 Current Number of Students with Excessive Tardies (10 or more) *0*	2013 Expected Number of Students with Excessive Tardies (10 or more) *0*					
			1.2. Students are continuously arrested for new charges that send them to detention and absent from school	1.2. Daily monitoring of attendance using point card system – blue and gold	1.2 Director of Education Teachers/Amikids Operation Team	1.2. Increased attendance rates	1.2. Attendance records
			1.3. Lack of parental concern for student's absences	1.3.Field trips and rewards for those whom attend school regularly	1.3. Director of Education Teachers	1.3.Acdemic success rate	1.3.Grades

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.						
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
NA	NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA	NA

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
Daily Monitoring of attendance with point cards-Blue &Gold levels	Points cards	Amikids-Gainesville Program	0
Incentives for increased and perfect attendance	Rewards, Reinforcements	Amikids-Gainesville Program	3000.00
			Subtotal: 3000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	NA
NA	NA	NA	NA
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	NA
NA	NA	NA	NA
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	NA
			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	
	1800.00Total:
Mathematics Budget	
	0Total:
Science Budget	
	5200.00Total:
Civics Budget	
	0Total:
U.S. History Budget	
	0Total:
Career Budget	
	Total:
Transition Budget	
	0Total:
Attendance Budget	
	5000.00Total:
	Grand Total:12.000.00

School Advisory Council

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Describe the activities of the School Advisory Council for the upcoming year.
Open House /Graduation(Each grading period)