

Florida Department of Education



School Improvement Plan (SIP)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: AMIkids Greater Ft. Lauderdale	District Name: Broward
Principal: David Watkins	Superintendent: Robert W. Runcie
SAC Chair: Renee Hudson	Date of School Board Approval:

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

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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	David Watkins	Professional Certificate Educational Leadership K-12 and Social Sciences 5-9 Ed.S. Educational Leadership M.A. Social Studies Education	2	9	2010-2011: Reading Learning Gains (BASI): 48% (35) Math Learning Gains (BASI): 58% (43) AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2009-2010 (Stranahan High School Reading Mastery: 43% Math Mastery: 74% Science Mastery: 37% Writing Mastery: 90% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2008-2009 Grade: Not Rated Reading Mastery: 10% Math Mastery: 25% Science Mastery: 0 % Writing Mastery: 68% AYP: No subgroups met AYP for Reading and Math.
Lead Educator	Sharon I. Grant	M.A. Educational Leadership (K-12) Guidance (K-12) English (6-12	2	12	2010-2011 Grade: N/A 2009-2010 Grade: C (Piper) 08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met

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.

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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	Mary Shaw	Bachelor of Science in Elementary Education; Masters in Education; Certified in ESE K-12 Gifted and ELO Reading Certified	11	6	2010-2011: Reading Learning Gains (BASI): 48% (35) Math Learning Gains (BASI): 58% (43) AYP: No subgroups met AYP for Reading. 2009-2010 Reading Mastery: 13% AYP: No subgroups met AYP for Reading. 2008-2009 Reading Mastery: 15% AYP: No subgroups met AYP for Reading. 2007-2008 Reading Mastery: 4% AYP: There were no subgroups that made AYP in Reading.
Math	Renee Hudson	Bachelor of Arts in Psychology; Masters in Curriculum and Instruction; Certified in Mathematics 5-9 and 6-12	6	3	2010-2011: Math Learning Gains (BASI): 58% (35) AYP: There were no subgroups that made AYP in Math 2009-2010 Grade: Not Rated Math Mastery: 19% AYP: There were no subgroups that made AYP in Math 2008-2009 Math Mastery: 25% AYP: There were no subgroups that made AYP in Math 2007-2008 Math Mastery: 6% AYP: There were no subgroups that made AYP in Math
Reading	Gladymir Veillard	Master of Science in Reading (K-12) Bachelor of Science in Elementary Education (K-6) with ESOL Endorsement Certified English (6-12)	1	1	New to AMIkids
Science	Lotoya Joseph-Brown	Bachelors of Arts in Marketing Masters of Science in Science Education; Certification: Science 5-9 and Mathematics 5-9	1	1	New to AMIkids

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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	Kristen Collins	English 6-12	1	1	N/A
Math	Cheryl Barr	ESE K-12 Middle Integrated 5-9 School Social Worker	5	5	2010-2011 40% of math students showed learning gains on the FCAT

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. AMikids GFL is looking to hire all HIGHLY qualified teachers for all subject matters. The teachers that are currently teaching are required to become highly qualified in their area in order to retain employment with AMikids GFL	Luis Ceruti Michelle Miller	Jan 2013	

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2.			
3.			

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
Kristen Collins	Ms. Collins has registered for the Reading Endorsement class and has begun classes.
Cheryl Barr	Cheryl is currently preparing to take the Math 6-12 Testing.

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 Full-Time Teachers	% of Full-Time Teachers	% of Full-Time Teachers	% of Full-Time Teachers	% of Full-Time Teachers	% Highly Effective	% Reading End	% National Board	% ES/OL/End
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of In str uc tio nal Sta ff	ar Te ach ers	with 1-5 Yea rs of Exp erie nce	with 6- 14 Yea rs of Exp erie nce	with 15+ Yea rs of Exp erie nce	wi th Ad van ced De gre es	ect ive Te ach ers	dor sed Te ach ers	ard Ce rtif ied Te ach ers	orse d Tea cher s
4	0	100 %	0	0	0	25 %	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
Mary Shaw	Kristen Collins	Effective Reading strategies while Ms. Collins goes through the Reading Endorsement .	Extensive collaboration
Dedra Wack	Cheryl Barr	Mentor Ms. Cheryl through the ESE planning and instruction	Extensive Collaboration

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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.

Weekly education team meetings will address students, instructional best practices, and teacher concerns. Each Teacher will have access to the Monthly STAR Reading monitoring. They will all collaborate during the weekly meetings to troubleshoot areas of concern for students.

***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?

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?

Within 15 program days of enrollment, each student meets with the Director of Education to review prior academic information and complete academic assessments given upon entry (i.e. STAR, Common Assessment, Career Assessment Inventory, Choices Interest Profiler). They also take the TED writing assessment & Learning Styles Inventory, and create their long-term academic goal (graduation option) and projected transition date from the program. The student's career goals and interests are also discussed at this time. Additional academic planning takes place daily in regular classes with the student's teachers and also on a weekly basis with the youth's Advisor during homeroom. Each student is placed in courses based on what they have completed successfully according to the BCSD. The goal of each student is to progress through their academic years with their cohorts. If the student is too far behind to catch up and is not ESE AMIkids will look at alternative planning for their education. (GED)

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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.

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

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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?
- 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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<p>1. Percentage of students making learning gains in reading.</p> <p><u>Reading Goal #1:</u></p>	<p>1.1. Limited Vocabulary</p> <p>Limited abilities to read grade level fluency</p> <p>Limited ability to comprehend grade level text</p>	<p>1.1. Students will have an intense AIP written from the outcomes of the STAR assessment. The students will work on the goals noted by the areas for improvement.</p> <p>Students are encouraged to move up their program rank with improvement in test scores and other areas of the program. Thus taking the test more serious.</p>	<p>1.1. Principal David Watkins</p> <p>Assistant Principal Sharon Grant</p> <p>Reading Coach Mary Shaw</p> <p>Reading Coach Gladymir Veillard</p> <p>Science Coach Lotoya Joseph-Brown</p>	<p>1.1. Review STAR, FCAT and Fair data reports to ensure teachers are assessing students and adjusting instructions accordingly.</p> <p>Progress monitoring the DAR word list and FORF (fluency probe).</p> <p>Edge Unit Clusters</p> <p>Benchmark assessments.</p> <p>Bi-weekly mini assessments District</p> <p>Benchmark will be administered.</p> <p>Classroom walkthroughs</p>	<p>1.1. 2012 FCAT, STAR, BAT Assessment, FAIR Assessment</p> <p>Mini Assessment, Formal and informal test</p> <p>Teacher made tests and EDGE</p> <p>Cluster benchmark assessments</p> <p>Full DAR for ESE students, DAR word list, and Florida Oral reading fluency probe (FORF)</p>		
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AMikids Greater Ft. Lauderdale will compare the STAR reading assessments from 2012-2013 for gains of at least two grade levels.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Average GE is approx 5.8 at intake and 5.4 at post assessment. This is a loss of -0.5	Average GE will likely remain the same at 5.4 average post test of intake. The expected level performance is an average post test of 7.4					
		1.2. Youth are intimidated by testing.	1.2. Individual rewards for most gains in the month	1.2. All Teaching staff Michelle Miller	1.2. Outcomes on the monthly Operations Report	1.2. STAR Reading	

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		1.3. Youth are lower readers than the actual test implies	1.3. Intensive Academic plans in which the teacher has access to the students' performance on STAR. This allows for individual instruction	1.3. All Teaching staff Michelle Miller	1.3. Outcomes on the monthly Operations Report	1.3. STAR Reading	
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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%. Reading Goal #2:	Baseline data 2010-2011 15% (11) of the student population scored a LEVEL 3 in the FCAT	15%(22)	20% (45)	30%			
Increasing student level of performance on the FCAT Reading by providing rigorous instruction to support students performing at or above proficiency.							

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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
Reading Endorsement	6-12	Ms. Shaw	Kristen Collins	Enrolled, should be complete by June 2013	Monthly meetings will be help with Ms. Kristen to get the status of her class.	Michelle Miller

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)			

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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 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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<p>I. Percentage of students making learning gains in mathematics.</p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	<p>1.1.</p> <p>Limited school success</p>	<p>1.1.</p> <p>Youth will have an intense AIP written from the outcomes of the STAR assessment. The youth will work on the goals noted by the areas for improvement.</p> <p>Youth are encouraged to move up their program rank with improvement in testing scores and other areas of the program. Thus taking the test more serious.</p>	<p>1.1.</p> <p>Principal David Watkins</p> <p>Assistant Principal Sharon Grant</p> <p>All Teaching staff</p> <p>Michelle Miller</p> <p>Luis Ceruti</p>	<p>1.1.</p> <p>Review STAR, FCAT and WIN data reports, to ensure teachers are assessing students and adjusting instructions according.</p> <p>Benchmark assessments.</p> <p>Bi-weekly mini assessments District</p> <p>Benchmark will be administered.</p> <p>Classroom walkthroughs</p>	<p>1.1.</p> <p>2012 FCAT, STAR,</p> <p>Formal and informal test</p> <p>Teacher made test</p>		
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	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>AMikids Greater Ft. Lauderdale will compare the STAR math assessments from 2012-2013 for gains of at least two grade level.</p>							
	<p><i>The average GE for youth entering is 6.4. During the year there was no improvement in the GE. The youth remained the same, 6.4</i></p>	<p><i>The average GE upon entering will likely stay the same. However, the average GE gain will be 8.4</i></p>					
		<p>1.2. Intimidated by testing</p>	<p>1.2. Individual rewards for most gains in the month</p>	<p>1.2. All Teaching staff Michelle Miller</p>	<p>1.2. Measure the amount or percentage of students receiving the rewards</p>	<p>1.2.2012 FCAT, STAR, Formal and informal test Teacher made test</p>	

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		1.3. Lack of student awareness on academic progress	1.3. Intensive Academic plans in which the teacher has access to the students' performance on STAR. This allows for individual instruction	1.3. All Teaching staff Michelle Miller	1.3. Review STAR progress monitoring and monthly AMIkids Operations report	1.3 2012 FCAT, STAR, Formal and informal test Teacher made test	
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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	15%(22)	20% (45)	30%			

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<p><u>Mathematics Goal #2:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							
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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		

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<p>1. Students scoring at Achievement Level 3 in Algebra.</p>	<p>1.1. Limited school success</p>	<p>1.1. Youth will have an intense AIP written from the outcomes of the STAR assessment. The youth will work on the goals noted by the areas for improvement. Youth are encouraged to move up their program rank with improvement in testing scores and other areas of the program. Thus taking the test more serious.</p>	<p>1.1. Principal David Watkins Assistant Principal Sharon Grant All Teaching staff Michelle Miller Luis Ceruti</p>	<p>1.1. Review STAR, FCAT and data reports to ensure teachers are assessing students and adjusting instructions according. Progress monitoring Bi-weekly mini assessments District Benchmark will be administer. Classroom walkthroughs</p>	<p>1.1. 2012 FCAT, STAR, Assessment Mini Assessment, Formal and informal test Teacher made test and Custer benchmark assessment</p>		
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<p><u>Algebra Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>AMIkids Greater Ft. Lauderdale will compare the STAR math assessments from 2012-2013 for gains of at least two grade level.</p>							
		<p>1.2.</p> <p>Intimidated by testing</p>	<p>1.2.</p> <p>Individual rewards for most gains in the month</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p> <p>Lack of student awareness on academic progress</p>	<p>1.3.</p> <p>Intensive Academic plans in which the teacher has access to the students' performance on STAR. This allows for individual instruction</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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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		
<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	<p>1.3. Lack of student awareness on academic progress</p>	<p>1.3. Intensive Academic plans in which the teacher has access to the students’ performance on STAR. This allows for individual instruction</p>	<p>1.1. Principal David Watkins Assistant Principal Sharon Grant All Teaching staff Michelle Miller Luis Ceruti</p>	<p>1.1. Review STAR, FCAT and data reports to ensure teachers are assessing students and adjusting instructions according. Progress monitoring Bi-weekly mini assessments District Benchmark will be administer. Classroom walkthroughs</p>	<p>1.1. 2012 FCAT, STAR, Assessment Mini Assessment, Formal and informal test Teacher made test and Custer benchmark assessment</p>		

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<p><u>Algebra Goal #2:</u> AMikids Greater Ft. Lauderdale will compare the STAR math assessments from 2012-2013 for gains of at least two grade level.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>The average GE for youth entering is 6.4. During the year there was no improvement in the GE. The youth remained the same, 6.4</i></p>	<p><i>The average GE upon entering will likely stay the same. However, the average GE gain will be 8.4</i></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						

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<p><u>Algebra Goal #3:</u></p> <p>AMikids Greater Ft. Lauderdale will compare the STAR math assessments from 2012-2013 for gains of at least two grade level.</p>							
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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)).

<p>2</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
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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		
<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. Limited school success</p>	<p>1.1. Youth will have an intense AIP written from the outcomes of the STAR assessment. The youth will work on the goals noted by the areas for improvement. Youth are encouraged to move up their program rank with improvement in testing scores and other areas of the program. Thus taking the test more serious.</p>	<p>1 Principal David Watkins Assistant Principal Sharon Grant All Teaching staff Michelle Miller Luis Ceruti</p>	<p>1.1. Review STAR, FCAT and data reports to ensure teachers are assessing students and adjusting instructions according. Progress monitoring Bi-weekly mini assessments District Benchmark will be administered. Classroom walkthroughs</p>	<p>1.1.2012 FCAT, STAR, Assessment Mini Assessment, Formal and informal test Teacher made test and Custer benchmark assessment</p>		

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<p><u>Geometry Goal #1:</u></p> <p>AMikids Greater Ft. Lauderdale will compare the STAR math assessments from 2012-2013 for gains of at least two grade level.</p>							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>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:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>1.3. Lack of student awareness on academic progress</p>	<p>1.3. Intensive Academic plans in which the teacher has access to the students' performance on STAR. This allows for individual instruction</p>	<p>2 Principal David Watkins Assistant Principal Sharon Grant All Teaching staff Michelle Miller Luis Ceruti</p>	<p>2.1. Review STAR, FCAT and data reports to ensure teachers are assessing students and adjusting instructions accordingly. Progress monitoring Bi-weekly mini assessments District Benchmark will be administered. Classroom walkthroughs</p>	<p>2.1.2012 FCAT, STAR, Assessment Mini Assessment, Formal and informal test Teacher made tests and Custer benchmark assessments</p>		
<p><u>Geometry Goal #2:</u></p> <p>AMikids Greater Ft. Lauderdale will compare the STAR math assessments from 2012-2013 for gains of at least two grade level.</p>							

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		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						

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<p><u>Geometry Goal #3:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>AMikids Greater Ft. Lauderdale will compare the STAR math assessments from 2012-2013 for gains of at least two grade level.</p>	<p>1</p> <p>No specific data available</p>			<p>Review STAR, FCAT and data reports to ensure teachers are assessing students and adjusting instructions accordingly.</p> <p>Progress monitoring</p> <p>Bi-weekly mini assessments</p> <p>District Benchmark will be administered.</p> <p>Classroom walkthroughs</p>			
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**Mathematics Professional Development
Professional Development
(PD) aligned with
Strategies through
Professional**

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**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
District Provided	6-12	Broward	Certified Math Instructor	Scheduled by District	Quarterly meetings with the teacher	Michelle Miller

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)			

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 Mathematics Goals

Biology End-of-Course (EOC) Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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. Students lack participation in hand on activities	1.1. Students will participate in hands on enrichment to connect learning and relate to scientific thinking.	1.1. Principal David Watkins Assistant Principal Sharon Grant All Teaching staff Michelle Miller Luis Ceruti	1.1. Youth participation and Mastery in AMIkids Science curriculum, FCAT scores	1.1. FCAT, Grades		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>Currently AMkids has developed a science experiential curriculum aligned with the state standards.</p> <p>The curriculum will be implemented Jan 2013</p>							
	0% (0/3)	33% (1/3)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>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:</p>	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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	<p>2.1. Students need reinforcement of standards being taught throughout the science curriculum</p>	<p>2.1. Scientific thinking will be infused throughout lesson delivery.</p>	<p>2.1. Principal David Watkins Assistant Principal Sharon Grant All Teaching staff Michelle Miller Luis Ceruti</p>	<p>1.1. Youth participation and Mastery in AMIkids Science curriculum, FCAT scores</p>	<p>1.1. FCAT, Grades</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Biology Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Upon implementation the knowledge of the subject will be retained and increase FCAT scores in the science area							
	0% (0/3)	33% (1/3)					
		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.

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
AMIkids Curriculum dept.	6-12	Betty Quinose	All AMIkids staff	Jan 2013	Measurement on the passing of end of course exam	Principal David Watkins Assistant Principal Sharon Grant All Teaching staff Michelle Miller Luis Ceruti

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
Subtotal:			
Technology			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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 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						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Civics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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 Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

**May 2012
Rule 6A-1.099811
Revised May 25, 2012**

2012-2013 School Improvement Plan Juvenile Justice Education Programs

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

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

<p>I. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>1.1. Books on the newly adopted list were not ordered until Oct. 2012 upon the new Director of Education</p>	<p>1.1. Begin using the new books Oct. 22,2012</p>	<p>1.1. Principal David Watkins Assistant Principal Sharon Grant All Teaching staff Michelle Miller Luis Ceruti</p>	<p>1.1. Percentage of students taking end of course exam compared to those passing</p>	<p>1.1. Curriculum material, end of chapter exams, weekly quizzes and end of Course exam</p>		
<p>U.S. History Goal #1: Supply teachers with newly adopted US History books</p>	<p><u>2012 Current Level of Performance:*</u> <i>No Data</i></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		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.		
<u>Civics Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.

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
District provided	6-12	Broward	Certified History instructor		Quarterly meeting with the instructor	Michelle Miller

U.S. History Budget (Insert rows as needed)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<ul style="list-style-type: none"> ● 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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Career Education Goal</p>	<p>1.1.</p> <p>Youth may not see this as a benefit because they have their own agenda</p>	<p>1.1.</p> <p>Encourage the youth of the importance of education and making oneself marketable</p>	<p>1.1.</p> <p>All Teaching staff</p> <p>Derrick Meyers/ PCSD instructor</p>	<p>1.1.</p> <p>Monthly review of grades in PCSD and IAP</p> <p>Monitor grades and monitor number of certificates</p>	<p>1.1.</p> <p>AIP/ Grades</p> <p>Monitor grades and monitor number of certificates</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Level :*	2013 Expected Level :*					
<p><i>A) Each youth will use the Career Profiler to identify what interests their career path. Based on that information the youth will have a progressive IAP goal for their remainder of their placement with AMikids GFL</i></p> <p><i>B) Each youth will be offered to receive a Career Vocational Cert in Microsoft and or Serve Safe</i></p>	25%	75%. (41)					
	0	50% (25)					

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.	

Career Education Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

Casey Life Skills 6-12 Derrick Meyers All teaching staff trained in this program Jan. 2013

Contact will be made with the Michelle Miller Trainer to schedule a training for all teachers by Oct 15th 2012

Gloria; is .
bayouregion-red@amikids.org

Safe Serve Certification 6-12 AMIkids Inc Train staff to operate program in PCSD Jan 2013
 Microsoft Certification 6-12 AMIkids Inc

Contacting AMIkids for program status by Oct. 15th Luis Ceruti/Michelle Miller
 Contacting AMIkids for program status by Oct. 15th Luis Ceruti/ Michelle Miller

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
Career Builder	Florid
Subtotal:	
Technology	
Strategy	Descr
Computer assisted courseware	EOC
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Grand Total:

End of Career Education Goal(s)

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process

- How does the program deal with transition planning (entry and exit transition)?
- How many students successfully transition (e.g., return to school, find employment)?

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

TRANSITION GOAL(S)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Transition Goal</p>	<p>1.1. Youth continue to be below grade level when we receive them. They do not find</p>	<p>1.1. During intake counseling express the importance of staying focused. Provide positive feedback to the youth who are actively participating in their goals Parent involvement</p>	<p>1.1. Michelle Miller All staff</p>	<p>1.1. Compare favorable completions month to month from 2011-2012 month to month data</p>	<p>1.1. AMikids Operations Report</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Each youth will begin a transition plan as they enter. This plan will add focus to the youths stay at AMIkids GFL. The goal is to have 80% of our youth transition successfully.	<i>67.12 ((96)</i>	<i>80% (120)</i>					
		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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Working with Transition Specialist Theresa Taylor	all	Broward County School District	Michelle Miller	Every month of graduations	Measure the amount of faxing and re-faxing youth records to the next placement for grades and credits	Michelle Miller

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
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	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
<ul style="list-style-type: none">■ 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?

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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. Youth are currently being picked up at their home. If the youth is not ready when the driver arrives the driver is not to wait and proceed to the next stop.	1.1. Give the youth a 15 min window that the driver will arrive.	1.1. Driver, Case Manager (AMilkids) Parent student	1.1. Monthly attendance rate	1.1. Operations tool		
To ensure daily attendance of all assigned students	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	76.6%	85%					
	<u>2012 Current</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> (10 or more)	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> (10 or more)					
	<i>No Data</i>	<i>4%/3</i>					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> (10 or more)	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> (10 or more)					
	<i>No Data</i>	<i>10% 5.4</i>					
		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
AMikids BMOD	ALL	AMikids BMOD dept.	All AMikids staff	Monthly staff meetings	Monthly attendance rate	Luis Ceruti

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
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 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:

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Describe the activities of the School Advisory Council for the upcoming year.