

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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.

AMlkids 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.

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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](#).

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. | | | 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 | |
| Reading Goal #1: | | | | | | | | |
| Increase reading comprehension; fluency scores and word analysis on FAIR assessments and STAR assessments. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | | |
| | 80% (20) students are reading below grade. | 50% (10) of students will be reading at or above grade level. | | | | | | |
| | 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%. | | | 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 Goal #2: | | | | | | | | |
| We will reduce the achievement gaps which exist among various subgroups | | | | | | | | |

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

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. | | | 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 |
| Mathematics Goal #1: | | | | | | | |
| <i>Increase number of students that will achieve a level three or higher on FCAT Mathematics during the 2012-20123FACT Mathematics Assessment.</i> | 2012 Current Level of Performance:* 80 %(20) students are reading below grade. | 2013 Expected Level of Performance:* 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%. Mathematics Goal #2: <i>Increase number of students that will achieve a level three or higher on FCAT Mathematics.</i> | 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 math 20% | 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 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: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| To increase the number of students who pass the EOC | 80 % (20) students are reading below grade. | 10 % (10) students are reading below grade. | | | | | |
| | | | | | | | |

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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 | |
|--|--|---|--|--|---|---|--|------------------|
| 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 | |
| <u>Algebra Goal #2:</u> To decrease the number of students who are not proficient in algebra | <u>2012 Current Level of Performance:*</u> 0%(30) | <u>2013 Expected Level of Performance:*</u> 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 math 20% | Students achieving 3 or higher in math 30% | Students achieving 3 or higher in math 40% | Students achieving 3 or higher in math 50% | |
| <u>Algebra Goal #3:</u> <i>Increase number of students that will achieve a level three or higher on Algebra End of the course test.</i> | | | | | | | | |

End of Algebra EOC Goals

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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 1 tutoring and remediation in Geometry. | 1.1. Teachers | 1.1. Class-room walkthroughs, Lesson plans | 1.1. Geometry End of the course test |
| <u>Geometry Goal #1:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>To increase student performance on Geometry EOC</i> | 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 |
| <u>Geometry Goal #2:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>To increase student proficiency on Geometry EOC</i> | NA | 5%(5) | | | | | |

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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 |
|--|---|-----------|--|--|--|--|--|
| 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 math 20% | 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: <i>Increase the number of students proficient in Math</i> | | | | | | |

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

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
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 |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| NA | NA | NA | NA |
| Grand Total: 0 | | | |

End of Mathematics Goals

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Biology End-of-Course (EOC) Goals

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

| Biology EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|---|--|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Biology 1. | | | 1.1 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: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>To improve student performance on the Biology EOC</i> | 0 | 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 | 2.1 Teachers | 2.1. Monitor teacher lesson plans to reflect literacy strategies | 2.1..Classroom walkthroughs Teacher lesson plans |
| Biology Goal #2: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>To increase the number of students who achieve 4 or 5 on the bio EOC</i> | 0 | 5 %((%) | | | | | |

Science 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 |
|------------------------------------|--------------------------|----------------------------------|--|---|--|---|
| 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

2012-2013 School Improvement Plan Juvenile Justice Education Programs
Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs
Civics Professional Development *(required in year 2014-2015)*

| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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 | | | 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 |
| <i>To increase the number of students who earn industry credentials upon re-entry back in to the regular school setting.</i> | <u>2012 Current Level :*</u> 0 | <u>2013 Expected Level :*</u> 5 %(5). | | | | | |

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
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 |
| Microsoft Office computer program | All | Amikids Corp. | Teacher | During school day | Lesson-Plans. Walkthroughs | Director of Education |
| | | | | | | |

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

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

End of Career Education Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process

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

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

| TRANSITION GOAL(S) | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|--|---|--|---|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Transition Goal | | | 1.1. 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 |
| <i>Increase student and parental participation in long term goal setting and career planning to ensure student success.</i> | <u>2012 Current Level</u> :* | <u>2013 Expected Level</u> :* | | | | | |
| | 50% parent involvement in transitioning plans | 75% or higher parent involvement in transition planning | | | | | |

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 |

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Transition Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

- 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 | | 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 | |
| <i>Increase attendance rate by 10%</i> | 2012 Current Attendance Rate:* | | | | | | 2013 Expected Attendance Rate:* |
| | 71% | | | | | | 85% |
| | 2012 Current Number of Students with Excessive Absences (10 or more) | | | | | | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| | 3 | | | | | | 1 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | | | |
| 0 | 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. Academic 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 | | | |

2012-2013 School Improvement Plan Juvenile Justice Education Programs

| Strategy | Description of Resources | Funding Source | Available Amount |
|----------|--------------------------|----------------|---------------------|
| NA | NA | NA | NA |
| | | | Grand Total: |

End of Attendance Goals

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 | |

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. |
| Open House /Graduation(Each grading period) |