Florida Department of Education



School Improvement Plan (SIP)

1

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 Jacksonville	District Name: Duval County
Principal: Viveca Brown	Superintendent: Nikolai P. Vitti
SAC Chair: N/A	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

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	Viveca Brown	Education Leadership,(all Levels, Elementary Education,(grades 6-12) Speech,(grades 6-12)	3	4	N/A Out-of-Sate Principal
Lead Educator	David Cobb	BA Social Science 5-9 & 6-12 ESE K-12	19	4	N/A

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	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior common assessment
			Years at	an	data learning gains). The school may include AMO progress
Area		Certification(s)	Current School		along with the associated school year.
				Instructional Coach	
N/A	N/A	N/A	N/A	N/A	N/A

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	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress
- II Cu				Instructional Teacher	along with the associated school year.
Science	Melody Saftner	BA Degree, Biology 6-12	2	2	N/A
		Earth Space Science 6-12			
		ESOL, ESE K-12			
		Elementary Educ. K-6			
ESE	David Cobb	BA	19	11	N/A
		Social Science 5-9			
		Social Science 6-12			
		ESE K-12			

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.

De	scription of Strategy	Person Responsible	Projected Completion Date	Not Applicable
				(If not, please explain why)
1.	Monthly Professional Development	Director of Education	06/07/2013	
2.	Vacancies advertised on the AMIkids website	Executive Director, Director of Education	As needed	
3.	Classroom observations, mentoring, training, AMIkids Learning Community meetings	Director of Education	on-going	
4.	Duval County Public School Trainings which allow teachers to earn points toward certification renewal	Principal, Asst. Principal, Director of Education	on-going	
5.	Professional Development Plans	Teachers and Director of Education	06/07/2013	
6.	Quarterly Teacher Evaluations	Director of Education	Quarterly throughout school year	
7.	Annual Teacher Competency Evaluations	Director of Education	annually	
8.	Reimbursement for successful completion of Teacher Certification Exams	Executive Director	Ongoing as needed	
9.	Posting of Employment vacancies on University of North Florida's Career Wings On-line website.	Director of Education	As needed	

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
33.3% (1)	-Participating in DCPS New Teacher program -Enrolled in Reading Competency Courses -Quarterly Teacher Evaluation -Yearly Teacher Competency Evaluation -Quarterly monitoring of Teacher's AMI Education Professional Development Plan. -Weekly Teacher Small Learning Community meetings -Enrolled in District provided ESOL Trainings -Monthly classroom walkthroughs -Quarterly formal classroom observations with feedback
	-Reimbursement for passes subject area exams

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)).

To tal Nu m ber of In str uc tio nal Sta ff	% of Fir st- Ye ar Te ach ers	% of Te ach ers with 1-5 Yea rs of Exp erie nce	% of Te ach ers with 6- 14 Yea rs of Exp erie nce	% of Te ach ers with 15+ Yea rs of Exp erie nce	% of Te ach ers wi th Ad van ced De gre es	% Hi gh ly Eff ect ive Te ac her s	% Re ad ing En dor sed Te ach ers	% Na tio nal Bo ard Ce rtif ied Te ac her s	% ES OL End orse d Tea cher s
3	0	66.7 %	33.3 %	0	0	66. 7%	0	0	33.3 %

2012-2013 School Improvement Plan Juvenile Justice Education Programs *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
Candice Cobb	ChaNita Groomes	DCPS New Teacher Supervisor	TIP program Observ ation/ Supervision /Coaching
Linda Steele	ChaNita Groomes	DCPS Certifications	Guidance/ Certific ations/ Coaching
David Cobb	All Academic Staff	Supervision/ Training	AMI Profession al Learning Community , Class observation , Individual supervision

*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.

Reading is the responsibility of all teachers at AMIkids Jacksonville. Literary strategies are incorporated across content areas. During internal workshops and Learning Community meetings plans are developed to provide uniform use of reading strategies across the curriculum. Teachers in all subjects will utilize reading strategies to aid the students in comprehending and analyzing what they are reading. These strategies will also be used in the math courses to ensure that the students understand the main point of a word problem. Assessments will be utilized throughout the year to ensure the students are making progress. Vocabulary strategies are provided to the teachers and opportunities for leisure reading will be provided as well.

*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?

AMIkids Jacksonville provides all students with a Personal Career and Social Development course for academic credit. The course encompasses career and vocational exploration activities. Students are required to look up the level of education required for a given career during PCSD classes. The Director of Education also meets with each student to discuss their education, vocation, and career goals. An Academic Intake plan is developed at entry to determine each student's academic and career options and the correlation between the two. Teachers use real world examples when explaining concepts to students. Lesson plans are developed to incorporate real world activities (how to complete a job application, write a resume, or letter with grammatical accuracy, or how a math lesson on how to determine free-throw percentages). Every class/ curriculum will address critical thinking skills which are required in everyday life.

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?

Every student in 8th grade or above is required to have an ePersonal Education Planner (ePEP) completed that outlines the course breadth and expectations during high school years. Students will be enrolled in courses that meet high school graduation requirements and include Sunshine State Standards. The DOE and all teachers will review each student's Academic Improvement plan (AIP) and/or Individual Education Plan (IEP) (which addresses academic goals as well as vocational goals) and utilize them as working documents to make the classes more relevant to the students and to meet the needs of the students.

Postsecondary Transition May 2012 Rule 6A-1.099811 Revised May 25, 2012

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.

Information is provided to students regarding available postsecondary educational options, both private and public. Additionally, information on financial assistance is provided. Students are encouraged take the ACT or SAT. The Director of Education provides assistance with college admission and enrollment process. AMIkids Jacksonville informs students of additional financial assistance options available through the AMIkids Foundation and the Rinker Funds. Additional strategies for improving post secondary readiness include scheduling of students in appropriate courses based on specific needs (i.e scheduling remedial courses for FCAT and other subjects for learning gains). AMIkids Jacksonville students are in classes with lower student-to- teacher ratios than what they are accustomed to in public school, which provides for more individualized instruction opportunities. AMIKids Jacksonville takes students on tours of colleges and vocational programs as well as soliciting guest speakers from both entities.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Guiding Questions to Inform the Problem-Solving Process

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains?
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

READING GOALS	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Students scoring at Achievement Level 3 in Reading.	1.1.			1.1.	
Reading. Reading Goal #1:	not attend the program for an extended length	Each student receives reading instruction throughout the day.	use classroom walkthroughs, informal and formal observations, and lesson plan	Progress monitoring results, Program Operation Reports Lesson plan review	

<u>2012-2015 School Imp</u>			e Justice Education	i i i ugi anis			
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students that will achieve a level three on the 2012-2013 FCAT Reading Assessment							
	200/	400/					
	29%	40%.					
		1.2.	1.2.	1.2	1.2	1.2.	
		completion of required endorsement	Teachers will attend Professional Development to assist them with their development and ability to obtain the Reading			Successful completion of Reading Endorsement	
			Endorsement		Review of teacher	Professional Development Plan	
					Professional Development Plan	AMI Teacher Performance Evaluation	
					Informal/Formal observations		
					Lesson plan reviews		

1.3.	1.3.	1.3.	1.3.	1.3.	
	monthly progress monitoring		Progress monitoring, administering classroom assessments Informal/Formal observations Lesson plan reviews	FAIR. FCAT. STAR, classroom assessments	

Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable		2012-2013	2013-2017	2017-2013	2013-2010	2010-2017	
Objectives (AMOs), Reading and							
Math Performance Target							
	Baseline data 2010-2011						
Achievable Annual							
Measurable Objectives							
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Reading Goal #2:							
Enter narrative for the goal in							
this box.							

Reading Professional Development

2012-2013 School In Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity	nprovemen	t Plan Juven	ile Justice Education Pro	ograms		
Please note that each Strategy does not require a professional development or PLC activity.						
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)		
	All (6-12)	Director of Education	All Instructional Staff	Monthly reviews during small learning comm.	Monthly progress monitoring and review of student assessments to	Director of Education and AMI Corporate
STAR Assessment Training			School-wide	Mtgs.	speak specifically about student data	
	All (6-12)	Director of Education/	All Instructional Staff	Monthly reviews during small learning comm. All	Teachers will train, discuss and prep to integrate Win Learning	Director of Education
Win Learning Reading Courseware		EDA	School-wide	Instructional Staff trained by 12/31/12	Courseware into their lesson plans, lessons, and curriculum.	
Technology Integration	All (6-12)	Director of Education	All Instructional Staff School-wide	Morning meetings and Weekly TLC Mtgs.	Teachers will learn strategies to integrate technology into lessons.	Director of Education

Teacher Learning Community Mtgs.	All (6-12)	Director of Education	All Instructional Staff	Ongoing weekly	Review of student data, data driven instruction, classroom	Director of Education
			School-wide			

observations, and implementation of learning strategies.

Reading Budget (Insert rows as needed)

Strategy	Description of Resources	Funding Source	Available Amount
Professional Development			
Subtotal:			
Use of Technology in the classroom	Using available technology during instruction i.e. projectors, DVD players, computers, cameras etc.,	Program/AMI/DCPS	N/A
Strategy	Description of Resources	Funding Source	Available Amount
Technology			
as supplement to reading enhancement, and or remediation for all students and supplement to Reading Curriculum Subtotal:			
Use of WIN Learning Courseware as supplement to reading enhancement, and or remediation for all students and supplement to Reading Curriculum Use of Reading Companion (On-Line)	WIN Learning Reading Courseware Reading Companion	AMI AMI	N/A N/A
Strategy	Description of Resources	Funding Source	Available Amount
Evidence-based Program(s)/Materials(s) Win Learning Courseware			
activities/materials and exclude district funded activities/materials.			
Include only school-based funded			

Teacher Small Learning Community meetings focusing on data retrieval, analysis, and data driven instruction	SLC meetings on Tuesdays as well as teacher planning and staff training days.	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
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

■ 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 Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	÷			1.1.	
making learning gains in mathematics.					
 Mathematics Goal #1:	not attend the program for an	WIN Learning Math Courseware and PLATO for supplemental instruction and remediation.	use classroom walkthroughs, informal and formal observations, and lesson plan	Progress monitoring results, Program Operation Reports Lesson plan review	
AMIkids Jacksonville will increase the percentage of students who scored at or above level 3on the 2013 FCAT Math Assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	N/A	35% of students will score at or above level 3			

2012-2013 School Improvement P	Plan Juvenile Justice Education Programs					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	completion of Math SAE endorsements	Teachers will attend Professional Development to assist them with their development and ability to obtain the Math Endorsements.	Director of Education		Successful completion of Math SAE Endorsement Professional Development Plan Quarterly Progress Review	
				Review of teacher Professional Development Plan		
				Informal/Formal	AMI Teacher Performance Evaluation	
				observations		
				Lesson plan reviews		
	1.3.	1.3.	1.3.	1.3.	1.3.	
	deficits in	Use STAR assessment for monthly progress monitoring of Math as well as WIN Learning Math Courseware.	Director of Education	Progress monitoring, administering classroom assessments	FCAT. STAR, classroom assessments, WIN Learning Courseware Data,	
	programs performing below their current grade level in Reading			Informal/Formal observations		
	and Math			Lesson plan reviews		
				Review of STAR and WIN data to incorporate into data driven instruction.		

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target		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						
Mathematics Goal #2: Enter narrative for the goal in this box.							

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 Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	not attend the program for an	1.1. WIN Learning Math Courseware and PLATO for supplemental instruction and remediation.		1.1. Director of Education will use classroom walkthroughs, informal and formal observations, and lesson plan reviews as well as review of WIN Learning and Plato Math data	1.1. Progress monitoring results, Program Operation Reports Lesson plan review	

<u>2012-2013 School Imp</u>				1105141115			
<u>Algebra Goal #1:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
AMIkids Jacksonville will increase the percentage of students who pass the Algebra I EOC from 0% to 25%							
	N/A	25% of students will					
		pass the Algebra I EOC					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		endorsements	Teachers will attend Professional Development to assist them with their development and ability to obtain the Math Endorsements.		Trainings and allotting time for teachers to attend training.	Successful completion of Math SAE Endorsement Professional Development Plan	
			Endorsements.		Review of teacher Professional Development Plan	AMI Teacher Performance Evaluation	
					Informal/Formal observations		
					Lesson plan reviews		

2012-2013 School Imp	I UVCIIICIIU I	Tan Juvenne J	ustice Education	<u>110grams</u>			
		1.3.	1.3.	1.3.	1.3.	1.3.	
		math skills. DJJ students generally enter	Use STAR assessment for monthly progress monitoring of Math as well as WIN Learning Math Courseware.	Director of Education	Progress monitoring, administering classroom assessments	FCAT. STAR, classroom assessments, WIN Learning Courseware Data,	
		programs performing below their current grade level in Reading and Math			Informal/Formal observations		
					Lesson plan reviews		
					Review of STAR and WIN data to incorporate into data driven instruction.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool		
improvement for the following group:				Strategy			

2012-2013 School Imp					İ.	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·
2. Students scoring at or		2.1.	2.1.	2.1.	2.1.		
above Achievement Levels	5						
4 and 5 in Algebra.							
and 5 in Aigebra.							
	2012 Current	2012 Expected Level					
Algebra Goal #2:	2012 Current	2013 Expected Level					
Algebra Goal #2:	Level of	2013 Expected Level of Performance:*					
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
Algebra Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Performance:*	of Performance:*					
	Performance:*	of Performance:* Enter numerical data					
	Performance:*	of Performance:* Enter numerical data					
	Performance:* Enter numerical data for current level of	of Performance:* Enter numerical data for expected level of performance in this hox.					
	Performance:*	of Performance:* Enter numerical data for expected level of performance in this hox.					
	Performance:* Enter numerical data for current level of performance in this hox.	of Performance:* Enter numerical data for expected level of performance in this box.		2.2.	2.2.	2.2.	
	Performance:* Enter numerical data for current level of performance in this hox.	of Performance:* Enter numerical data for expected level of performance in this box.		2.2.	2.2.	2.2.	
	Performance:* Enter numerical data for current level of performance in this hox.	of Performance:* Enter numerical data for expected level of performance in this box.		2.2.	2.2.	2.2.	
	Performance:* Enter numerical data for current level of performance in this hox.	of Performance:* Enter numerical data for expected level of performance in this box.		2.2.	2.2.	2.2.	
	Performance:* Enter numerical data for current level of performance in this hox.	of Performance:* Enter numerical data for expected level of performance in this box.		2.2.	2.2.	2.2.	

					2.3	2.3	
		2.5	2.5	2.5	2.5	2.5	
Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and							
Math Performance Target							
3. Ambitious but	Baseline						
	data 2010-						
	2011						
	2011						
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Algebra Goal #3:							
Algebra Obal #5.							
Enter narrative for the goal in							
this box.							

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)).

2012-2013 School Imp	I ovement I	lan ouvenine o	usite Education	11051 ams		
Geometry EOC Goals						
	Student Achieveme					
	nt					
Decid on the analysis of the Just	Antiginate J	Stratogy	Domon or Desition	Dragons Lland to Datamin-	Evaluation Tool	
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	1.1.	1.1.	1.1.	1.1.	1.1.	
Geometry.	not attend the program for an extended length of time	WIN Learning Math Courseware and PLATO for supplemental instruction and remediation.			Progress monitoring results, Program Operation Reports Lesson plan review	

<u>2012-2013 School Imp</u>				1105141115	Ì		
Geometry Goal #1:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
	Performance:*						
	i eriormunee.						
AMIkids Jacksonville will							
increase the percentage of							
students who pass the Geometry							
EOC from 0% to 25%							
,							
	37/4						
	N/A	25% of students will					
		pass the Geometry EOC					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Teachers completion	Teachers will attend	Director of Education	Follow up on Teacher	Successful completion of Math	
		of Math SAE	Professional Development			SAE Endorsement	
					time for to the time for the state	SALE ENGOISCHICHT	
		endorsements	to assist them with		time for teachers to attend		
			their development and		training.		
			ability to obtain the Math				
			Endorsements.			Professional Development Plan	
						Quarterly Progress Review	
					Review of teacher		
					Drofoggional Davalant		
					Professional Development		
					Plan		
						AMI Teacher Performance	
						Evaluation	
					Informal/Formal		
					observations		
					Lesson plan reviews		

2012-2013 School Improven	ment i jan suvenne s	ustice Education	11051 and			
	1.3.	1.3.	1.3.	1.3.	1.3.	
	Numerous deficits	Use STAR assessment	Director of Education	Progress monitoring,	FCAT. STAR, classroom	
					·	
		for monthly progress monitoring of Math as		administering classroom assessments	assessments, WIN Learning Courseware Data,	
				assessments	Courseware Data,	
		well as WIN Learning Math Courseware.				
		Main Courseware.				
	generally enter programs performing			Informal/Formal		
	below their current			observations		
	grade level in			observations		
	Reading and Math					
	Reading and Wath					
				Lesson plan reviews		
				Lesson plan reviews		
				Review of STAR and WIN		
				data to incorporate into data		
				driven instruction.		
Based on the analysis of student Antic	cipated Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
	arrier	Responsible for	Effectiveness of			
to "Guiding Questions", identify		Monitoring				
and define areas in need of		, s	Starts			
improvement for the following			Strategy			
group:						

2012-2015 School Imp	i ovement i						
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in Geometry.							
4 and 5 in Geometry.							
Geometry Goal #2:	2012 Current	2013 Expected Level					
Geometry Goal #2:	2012 Current Level of	2013 Expected Level of Performance:*					
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Geometry Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Performance:*	Enter numerical data					
	Performance:*	Enter numerical data					
	Performance:*	Enter numerical data					
	Performance:* Enter numerical data for current level of performance in this						
	Performance:* Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	Performance:* Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.		2.2.	2.2.	2.2.	
	Performance:* Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.		2.2.	2.2.	2.2.	
	Performance:* Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.		2.2.	2.2.	2.2.	
	Performance:* Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.		2.2.	2.2.	2.2.	

Based on Ambitious bul 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 Image: Comparison of the goal in Image: Comparison of the goal in Image: Comparison of the goal in	2012-2013 School Imp					h a	h .	r
Achievable Annual Measurable Image: Comparison of the goal in Image: Comparison of the goal in Achievable Annual Math Performance Target Baseline data 2010-2011 Image: Comparison of the goal in 3. Ambitious but Achievable Annual Math Performance Target Baseline data 2010-2011 Image: Comparison of the goal in 3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Image: Comparison of the goal in Image: Comparison of the goal in Geometry Goal #3: Image: Comparison of the goal in			2.3	2.3	2.3	2.3	2.3	
Achievable Annual Measurable Image: Comparison of the goal in Image: Comparison of the goal in Achievable Annual Math Performance Target Baseline data 2010-2011 Image: Comparison of the goal in 3. Ambitious but Achievable Annual Math Performance Target Baseline data 2010-2011 Image: Comparison of the goal in 3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Image: Comparison of the goal in Image: Comparison of the goal in Geometry Goal #3: Image: Comparison of the goal in								
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Achievable Annual Measurable Image: Comparison of the goal in Ima								
Achievable Annual Measurable Image: Comparison of the goal in Ima								
Achievable Annual Measurable Image: Comparison of the goal in Ima	Based on Ambitious but	2011 2012	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017	
Objectives (AMOs), Reading and Math Performance Target	Ashiavahla Annual Massurahla		2012-2013	2013-2014	2014-2013	2013-2010	2010-2017	
Math Performance Target Image: Constraint of the goal in Baseline data 2010- 3. Ambitious but Achievable Annual Mata 2010- Data 2010- Data 2010- Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Data 2010- Data 2010- Geometry Goal #3: Enter narrative for the goal in Enter nare for the goal in Enter narrative for the goal in </td <td>Objectives (AMOs) Reading and</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Objectives (AMOs) Reading and							
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Baseline data 2010- 2011 Image: Constraint of the goal in Image: Constraint of the goal	Math Parformanaa Targat							
Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. data 2010- 2011 Geometry Goal #3: Enter narrative for the goal in Enter narrative for the goal in		D 11						
Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. 2011 Geometry Goal #3: Enter narrative for the goal in								
Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. 2011 Geometry Goal #3: Enter narrative for the goal in	Achievable Annual	data 2010-						
(AMOs). In six year school will reduce their achievement gap by 50%. Geometry Goal #3: Enter narrative for the goal in								
school will reduce their achievement gap by 50%. Geometry Goal #3: Enter narrative for the goal in		-011						
achievement gap by 50%. Image: Construction of the goal in the goal								
Geometry Goal #3: Enter narrative for the goal in								
Geometry Goal #3: Enter narrative for the goal in	achievement gap by 50%.							
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Enter narrative for the goal in	Geometry Goal #3:							
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Enter narrative for the goal in this box.								
Enter narrative for the goal in this box.								
Enter narrative for the goal in this box.								
this box.	Enter narrative for the goal in							
	this box.							

Mathematics Professional Development Professional

2012-2013 School In Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity	nprovemen	t Plan Juven	ile Justice Education Pro	ograms		
Please note that each Strategy does not require a professional development or PLC activity.						
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	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
	All (6-12)	PLC Leader Director of Education	All Instructional Staff	meetings) Monthly reviews during small learning comm.	Monthly progress monitoring and review of student assessments to	Director of Education and AMI Corporate
STAR Assessment Training			School-wide	Mtgs.	speak specifically about student data	
	All (6-12)	Director of Education/	All Instructional Staff	Monthly reviews during small learning comm. All	Teachers will train, discuss and prep to integrate Win Learning	Director of Education
Win Learning		EDA	School-wide		Courseware into their lesson plans, lessons, and curriculum.	
Reading Courseware		EDA		09 12/01/12		
	All (6-12)	Director of Education		Morning meetings and Weekly TLC Mtgs.	Teachers will learn strategies to integrate technology into	Director of Education
Technology Integration			All Instructional Staff		lessons.	
0			School-wide			

	All (6-12)	Director of Education	All Instructional Staff	Ongoing weekly	Review of student data, data driven instruction,	Director of Education
Teacher Learning Community Mtgs.			School-wide		Classroom observations and implementation of learning strategies.	

End of Geometry EOC Goals

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of WIN Learning Courseware as supplement to reading enhancement, and or remediation for all students and supplement to Math Curriculum	WIN Learning Math Courseware	AMI	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Technology in the classroom	Using available technology during instruction i.e. projectors, DVD players, computers, cameras etc.,	Program/AMI/DCPS	N/A

I	8		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Small Learning Community meetings focusing on data retrieval, analysis, and data driven instruction	SLC meetings on Tuesdays as well as teacher planning and staff training days.	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-			
	Solving			
	Process to			
	Increase			
	Student			

	i i	i i				
	Achieveme					
	nt					
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
achievement data, and reference	Barrier		Responsible for Monitoring	Effectiveness of		
to "Guiding Questions", identify and define areas in need of						
improvement for the following				Strategy		
group:						
	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
Biology.						
	Student do	WIN Learning	Director of Education	Director of Education will	Progress monitoring	
		Reading		use classroom walkthroughs,	results, Program	
	program for an	and Math		informal and formal	Operation Reports	
		Courseware		observations, and lesson plan		
		and PLATO for		reviews as well as review	Lesson plan review	
		supplemental		of WIN Learning and Plato		
		instruction and remediation.		Reading, Science and Math data		
		Plato will allow				
		students to				
		remediate in				
		Science as well.				
Biology Goal #1:	2012 Current	2013 Expected				
	Level of	Level of				
	Performance:*	Performance:*				
AMIkids Jacksonville will						
increase the percentage of						
students who pass the Biology						
EOC from 0% to 35%						
	N/A	35% of students				
		will pass the Biology EOC				
		Divilogy LUC				

2012-2013 School Imp	oveniene i			1105141115			
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Numerous	Use STAR assessment for	Director of Education	Progress monitoring,	FCAT. STAR, classroom	
				Director of Education			
			monthly progress monitoring			assessments, WIN Learning	
		reading skills.	of Math as well as WIN		assessments	Courseware Data,	
			Learning Math Courseware.				
		DJJ students					
		generally enter					
		programs			Informal/Formal		
		performing			observations		
		below their					
		current grade					
		level in Reading					
		and Math			Lesson plan reviews		
					Review of STAR and		
					WIN data to incorporate		
					into data driven		
					instruction.		
		1.3.	1.3.	1.3.	1.3.	1.3.	
		~					
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference	Barrier		Responsible for Monitoring	Effectiveness of			
to "Guiding Questions", identify							
and define areas in need of				Strategy			
improvement for the following				Strategy			
group:							

2012-2013 School Imp	rovement r	Tan Juvenn	e Justice Education	<u>r rograins</u>		
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.	
above Achievement Levels						
4 and 5 in Biology.						
and 5 in Biology.						
<u>Biology Goal #2:</u>	2012 Current	2013 Expected				
	Level of Performance:*	Level of Performance:*				
	renormance.*	renormance.**				
Enter narrative for the goal in this box.						
this box.						
	Enter numerical	Enter numerical				
	data for	data for				
	current level of	expected level of performance in this				
	performance in this box.	performance in this box.				

	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.						
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)		
	All (6-12)	Director of Education		Morning meetings and Weekly TLC Mtgs.	Teachers will learn strategies to integrate technology into	Director of Education
Technology Integration			All Instructional Staff		lessons.	
			School-wide			

2012-2013 School Ir	nprovement	Plan Juven	ile Justice Education Prog	grams		
	All (6-12)	Director of Education	All Instructional Staff	Ongoing weekly	Review of student data, data driven instruction,	Director of Education
Teacher Learning Community Mtgs.			School-wide		Classroom observations and implementation of learning strategies.	
Earth Space & Biology Workshop	6-12	DCPS	Duval County 6-12 Science Teachers	Monthly throughout school year	Classroom observations and implementation of learning strategies.	Director of Education
EEC Science Curriculum	6-12	AMI Rep. Betty Q.	AMI Directors of Ed. & Science Teachers	December 18 th , 2012 and ongoing webinar training	Teachers will learn strategies to implement this new curriculum, Classroom observations and walkthroughs	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
Provide AMI Jax Science Teacher and DOE with strategies and training to implement the EEC Science Curriculum	Curriculum, technology for instruction i.e. projectors, DVD players, computers, cameras etc.,	AMI	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of Technology in the classroom	Using available technology during instruction i.e. projectors, DVD players, computers, cameras etc.,	Program/AMI/DCPS	N/A

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher Small Learning Community meetings focusing on data retrieval, analysis, and data driven instruction	SLC meetings on Tuesdays as well as teacher planning and staff training days.	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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

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

Civics EOC Goals	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School Imp	I UVEIIIEIIL I					
	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
Civics.						
civies						
Civics Goal #1:	2012 Current	2013 Expected Level				
<u>Civics_Gour</u>	Level of	2013 Expected Level of Performance:*				
	Performance:*					
Enter narrative for the goal in this						
box.						
	Enter numerical	Enter numerical data				
	data for	for expected level of performance in this box.				
	current level of	performance in this box.				
	performance in this box.					
L	00.0.					

Zorz Zore Senoor Imp					i		i
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Decad on the analyzic of student	Antioinstad	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
Based on the analysis of student	Anticipated	Strategy	Person of Position	Process Used to Determine	Evaluation 1001		
achievement data, and reference to "Guiding Questions", identify and define areas in need of	Barrier		Responsible for Monitoring	Effectiveness of			
to "Guiding Questions", identify			Monitoring				
and define areas in need of				Strategy			
improvement for the following				Strategy			
group:							
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
above Achievement Levels							
4 and 5 in Civics.							

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

Civics Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity. May 2012 Rule 6A-1.099811 Revised May 25, 2012

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	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader	,	meetings)		

Civics Budget (Insert rows as needed)

Ettles Buuget (moettle to bus need				
Include only school-based funded				
activities/materials and exclude district				
funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				

End of Civics Goals

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

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

	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School Improvement Plan Juvenile Justice Education Programs								
	1.1.	1.1.	1.1.	1.1.	1.1.			
Achievement Level 3 in								
U.S. History.								
C.S. History.								
U.S. History <u>Goal #1:</u>	2012 Current	2013 Expected Level						
	Level of	of Performance:*						
	Performance:*							
Enter narrative for the goal in this								
box.								
	Enter numerical	Enter numerical data						
	data for	for expected level of performance in this box.						
	current level of performance in this	perjormance in this box.						
	box.							
L			P					

2012 2016 School Imp					•		
		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	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference to "Guiding Questions", identify and define areas in need of	Barrier		Responsible for Monitoring	Effectiveness of			
to "Guiding Questions", identify			Monitoring				
and define areas in need of				Strategy			
improvement for the following							
group: 2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.		
8		2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in U.S. History.							

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for	Enter numerical data for expected level of					
	performance in this box.			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. May 2012 Rule 6A-1.099811 Revised May 25, 2012

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	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader	,	meetings)		

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

May 2012	1		48	
Total:				
Subtotal:				
Strategy	Description of Resources	Funding Source	Amount	
Other				
Subtotal:				
	-			
Strategy	Description of Resources	Funding Source	Amount	
Professional Development				
Subtotal:				
Strategy	Description of Resources	Funding Source	Amount	
Technology				
Subtotal:				
Strategy	Description of Resources	Funding Source	Amount	
Evidence-based Program(s)/Materials(s)				
Include only school-based funded activities/materials and exclude district funded activities /materials.				

End of U.S. History Goals

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process
What career type does the program offer?
• How does the program provide career exploration for all students?
• What hands-on technical training does the program provide (type 3 programs)?
• For type 3 programs what industry certifications are offered?
How many students earned industry certifications?
■ Is the program a Career and Professional Education (CAPE) Academy?

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

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

2012-2015 School IIII							
1. Career Education Goa		1.1. Implement	1.1. Director of Education, Teachers	1.1. Daily attendance, student	1.1. Attendance records, ePEPs		
100% of students will be enrolled in classes providing career exploration (ie., PCSD)							
100% of students will perform career exploration through the Choices planner/FACTs.org website.							
	100%	100%					
		1.1 Lack of motivation/ interest	 1.2. Implement incentives for improved attendance and completion of ePEP/Choices Planner activities. 1.3 Invite guest speakers to discuss various career opportunities 1.2 Schedule field trips to various trade schools and businesses 	1.2. Director of Education, Teachers	1.2. Review lesson plans, poll the students for guest speakers and tours of interest.	1.2. Student outcomes and post placement options	

	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	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	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
	All (6-12)	Director of Education	All Instructional Staff	Ongoing weekly	Review of student data, data driven instruction,	Director of Education
Teacher Learning			School-wide			
Community Mtgs.					Classroom observations and implementation of learning strategies.	

Ready to Work Initiative/Training	-	Director of Education	All Instructional Staff	By January 31, 2013	Observations, Lesson plans, walk throughs	Director of Education
	All (6-12)		School-wide			

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
Implementation of the Ready To Work Curriculum/Program	Online Vocational Resource	AMI	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Technology in the classroom	Using available technology during instruction i.e. projectors, DVD players, computers, cameras etc.,	Program/AMI/DCPS	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Choices Career Planning Training	Online Training and Vocational Program Resource for Teachers	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Grand Total:		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
	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 Achieveme nt					
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool	
areas in need of improvement:				Strategy		

I Tansition Goal1.11.1AMiled Instance Langeboard Rescuence Studion's regatively apprendiation personant equively rescuence specialistics personant equively rescuence specialistics personant equively rescuence specialistics personant rescuence specialistics personant rescuence specialistics rescuence specialistics rescuence rescuence specialistics rescuence rescuence specialistics rescuence resc	2012-2013 School Imp							
Milkids Jacksonville registrice in declosorville sequence registrice in declosorville indicative issue registrice in declosorville indicative in declosorville in declosorvill	1 Transition Goal	1.1	1.1. AMIkids	1.1. Director of Education,	1.1. Successful transition rate	1.1. Operations Report,		
Suderiti my ovide provide provi	1. Transition Goar		Iacksonville	teaching staff case managers				
Affective issues comprehensive properties Symone Symone<			will provide	Transition Specialist Dichard				
Interview by transition of marking and the program. transition of marking and transition of the program. transition of marking and transition of the program. transeffect the program. transiti		Students	a amprohansiva	Courses		rate,		
Image: A set of the result o		affective issues	comprehensive	Seymore.				
impact their he program. continue he program. continue he program. continue he program. Mikids Jacksonville provides nonly treatment camprogress continue transition from the program. Level.** Impact their provides nonly treatment camprogress continue transition from the program. Level.* Impact their provides nonly treatment camprogress continue transition from the program. Level.* Impact their provides nonly treatment camprogress continue transition from the program. Level.* Impact their provides transition from the program. Level.* Level.* Impact their provides transition from the program. Level.*		nagativaly	transition					
successful eprogram. absolute specialist s		impost their						
maintion of personal perso		£-1	coordinate					
Image: Instant appoint of program. Image: Instant appoint of the program. Image: Instant appoint of the program. Mikids Jacksonville provides construction from for program. 2012 Current. 2013 Expected. Accel * 2014 * 2014 * Mikids Jacksonville provides construction from for program. 2014 * Interface of the program. 2013 * Mikids Jacksonville provides construction from for program. 2014 * Interface of the program. 2014 * Mikids Jacksonville provides construction from for program. 2014 * Interface of the program. 2014 * Mikids Jacksonville provides construction from for program. 2014 * Mikids Jacksonville provides construction from for program. 2014 * Mikids Jacksonville provides construction from for program. 2014 * Mikids Jacksonville provides construction from for program. 2015 * Mikids Jacksonville provides construction from for program. 2011 * Mikids Jacksonville provides construction from for program. 2011 * Mikids Jacksonville provides construction from for program. 2011 * Mikids Jacksonville provides construction from for program. 2011 * Mikids Jacksonville provides construction from for program. 2011 * Mikids Jacksonville provides construction from for program. 2011 * Mikids Jacksonvil		······	parental and					
Imp program. specialist problement mem		transition from	transition					
involvement10.6% of student stock of 6% of 5% on volve5% on vol		the program.	specialist					
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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 Grade	evel/ PD Facilitato	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
Sub		i D Turreipund	Turget Dutes und Schedules	Surrey, for Fonow up momenting	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)		
Transition Planning 6- Training	2 Director of Ed./ DCPS Trans. Coor	All AMIkids Jacksonville Staf	f TBD	Review of student exit files and transition files, completion of month trans. Compliance doc.	Director of Education, LCC's
Learning Community 6- Meetings Work Force (One Stop) 6-12 Training	2 Director of Education Work Source Staff	All AMIkids Jacksonville Instructional Staff All AMIkids Jacksonville Staf	Ongoing /weekly f1x per year	Review of meeting notes and strategies implanted. Review and follow-up of agencies recommendations/policies	Director of Education, Classroom teachers Work Source Staff, Director of Edcuation

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
Use of Technology in the classroom	Using available technology during instruction i.e. projectors, DVD players, computers, cameras etc.,	Program/AMI/DCPS	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Work Force- One Stop Training	N/A	AMIkids	N/A
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 year?								
■ What are the anticipated barriers to decreasing the number of students with excessive absences?								
■ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?								
■ How many students had excessive tardies (10 or more) during the 2011-2012 school year?								
■ What are the anticipated barriers to decreasing the number of students with excessive tardies?								
■ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?								

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

ATTENDANCE GOAL(S)	Problem- solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	i impi ovemei	it i ian Juvenn	e Justice Education	i i i ugi anns		
1. Attendance Goal	1 1	1.1. Implement	1.1. Administration, All	1.1. Tracking daily attendance	1.1. Attendance logs,	
1. Attenuance Goar		incentives for students	staff, teachers, advisors, case	for total program and for	Operations Reports, CAP	
# 1				individual students.	Charts, Point Cards	
	Prior truancy and	attending school	managers	marviauai students.	Charls, Point Cards	
	tardy behaviors					
	uruy benaviors	1.1 Case managers				
		1.1 Case managers				
		and teachers make				
		phone calls, home				
		visits, and parental				
		contact to increase				
		attendance				
		1.1 Increase Advisee				
		group competition				
		for rewards based on				
1		attendance				
		attendance				
		1.1 Ensure monthly				
		student awards for				
		perfect attendance				
	2012 Current	2013 Expected				
	Attendance Rate:*	Attendance Rate:*				
	Allendance Kale.	Attenuance Kate.				
AMIkids Jacksonville's						
goal for the 2012-2013						
school year is to increase						
school year is to increase						
student attendance from						
72.3% to 90%						
1						
1	85.2%	90%			1	
/	83.2%	90%				
	2012 Current	2013 Expected				
1	Number of Students	Number of Students				
1	with Excessive	with Excessive				
1	Absences	Absences			1	
1					1	
1						
1	(10 or more)	(10 or more)				

2012-2013 Stillo	<u>i improvemer</u>	it i ian Juvenn	e Justice Education				
	1% (1) 2012 Current	1% (1) 2013 Expected					
	Number of Students with	Number of Students with Excessive Tardies (10 or more)					
	0%	0%					
		1.1 Home issues that		managers	program and for individual students.	1.2. Reporting and recording of attendance on a monthly basis as well as documentation of contacts and attempts to discuss attendance with parents and students.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

Professional Development

2012-2013 School (PD) aligned with Strategies through Professional Learning Community (PLC or PD Activity	h	nt Plan Juver	nile Justice Education Pr	ograms		
Please note that each Strategy does not require a professional development of PLC activity. PD Content /Topic		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)		
Attendance and Graduated Sanctions Training	6-12	Director of Education /DC	All Instructional staff	Ongoing /Monthly or quarterly as needed	Review of meeting notes and strategies implanted. Review of student attendance records	Director of Education, DO, classroom teachers

Attendance Budget (Insert rows as needed)

Attendance Dudget (msett lows as			
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			
		1	(0)

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

End of Attendance Goals

Final Budget (Insert rows as needed)

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

X Yes

 $\Box No$

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

Describe projected use of SAC funds.	Amount
N/A	

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

AMIkids Jacksonville's Board of Directors is involved throughout the year in developing community partnerships including program advocacy and fundraising.