

Florida Department of Education



School Improvement Plan (SIP)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: AMIkids 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

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List your school's on-site administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of Ambitious but Achievable Annual Measurable Objective (AMO) progress.

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

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Effective and Highly Effective Teachers

List your school’s highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. *Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor’s degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.*

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Science	Melody Saftner	BA Degree, Biology 6-12 Earth Space Science 6-12 ESOL, ESE K-12 Elementary Educ. K-6	2	2	N/A
ESE	David Cobb	BA Social Science 5-9 Social Science 6-12 ESE K-12	19	11	N/A

Effective and Highly Effective Teachers

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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. 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]).

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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)	<ul style="list-style-type: none"> -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)).

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
3	0	66.7%	33.3%	0	0	66.7%	0	0	33.3%

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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 Observation/ Supervision /Coaching
Linda Steele	ChaNita Groomes	DCPS Certifications	Guidance/ Certifications/ Coaching
David Cobb	All Academic Staff	Supervision/ Training	AMI Professional 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.

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**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

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Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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

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

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

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

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<p>1. Students scoring at Achievement Level 3 in Reading.</p> <p>—</p> <p><u>Reading Goal #1:</u></p>	<p>1.1.</p> <p>Student do not attend the program for an extended length of time</p>	<p>1.1.</p> <p>Each student receives reading instruction throughout the day.</p>	<p>1.1.</p> <p>Director of Education</p>	<p>1.1.</p> <p>Director of Education will use classroom walkthroughs, informal and formal observations, and lesson plan reviews</p>	<p>1.1.</p> <p>Progress monitoring results, Program Operation Reports</p> <p>Lesson plan review</p>		
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<p><i>Increase the number of students that will achieve a level three on the 2012-2013 FCAT Reading Assessment</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>29%</p>	<p>40%</p>					
		<p>1.2. Teachers completion of required endorsement</p>	<p>1.2. Teachers will attend Professional Development to assist them with their development and ability to obtain the Reading Endorsement</p>	<p>1.2 Director of Education</p>	<p>1.2 Follow up on Teacher Trainings and allotting time for teachers to attend training. Review of teacher Professional Development Plan Informal/Formal observations Lesson plan reviews</p>	<p>1.2. Successful completion of Reading Endorsement Professional Development Plan AMI Teacher Performance Evaluation</p>	

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		1.3. Numerous deficits in reading skills in reading skills and DJJ students generally enter programs performing below their current grade level in Reading and Math	1.3. Use STAR assessment for monthly progress monitoring of Reading.	1.3. Director of Education, Teachers and ESE Teachers	1.3. Progress monitoring, administering classroom assessments Informal/Formal observations Lesson plan reviews	1.3. FAIR, FCAT, STAR, classroom assessments	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #2:</u> <i>Enter narrative for the goal in this box.</i>							

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
STAR Assessment Training	All (6-12)	Director of Education	All Instructional Staff School-wide	Monthly reviews during small learning comm. Mtgs.	Monthly progress monitoring and review of student assessments to speak specifically about student data	Director of Education and AMI Corporate
Win Learning Reading Courseware	All (6-12)	Director of Education/ EDA	All Instructional Staff School-wide	Monthly reviews during small learning comm. All Instructional Staff trained by 12/31/12	Teachers will train, discuss and prep to integrate Win Learning Courseware into their lesson plans, lessons, and curriculum.	Director of Education
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

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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)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s) Win Learning Courseware			
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 Reading Curriculum	WIN Learning Reading Courseware	AMI	N/A
Use of Reading Companion (On-Line) as supplement to reading enhancement, and or remediation for all students and supplement to Reading Curriculum	Reading Companion	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

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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

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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.

<p>Guiding Questions to Inform the Problem-Solving Process</p>
<ul style="list-style-type: none"> ■ 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?

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

<p>MATHEMATICS GOALS</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>I. Percentage of students making learning gains in mathematics.</p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	<p>1.1.</p> <p>Student do not attend the program for an extended length of time</p>	<p>1.1.</p> <p>WIN Learning Math Courseware and PLATO for supplemental instruction and remediation.</p>	<p>1.1.</p> <p>Director of Education</p>	<p>1.1.</p> <p>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</p>	<p>1.1.</p> <p>Progress monitoring results, Program Operation Reports</p> <p>Lesson plan review</p>		
<p><i>AMIKids Jacksonville will increase the percentage of students who scored at or above level 3 on the 2013 FCAT Math Assessment</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p><i>35% of students will score at or above level 3</i></p>					

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		1.2. Teachers completion of Math SAE endorsements	1.2. Teachers will attend Professional Development to assist them with their development and ability to obtain the Math Endorsements.	1.2. Director of Education	1.2. Follow up on Teacher Trainings and allotting time for teachers to attend training. Review of teacher Professional Development Plan Informal/Formal observations Lesson plan reviews	1.2. Successful completion of Math SAE Endorsement Professional Development Plan Quarterly Progress Review AMI Teacher Performance Evaluation	
		1.3. Numerous deficits in reading skills in reading skills and DJJ students generally enter programs performing below their current grade level in Reading and Math	1.3. Use STAR assessment for monthly progress monitoring of Math as well as WIN Learning Math Courseware.	1.3. Director of Education	1.3. Progress monitoring, administering classroom assessments Informal/Formal observations Lesson plan reviews Review of STAR and WIN data to incorporate into data driven instruction.	1.3. FCAT, STAR, classroom assessments, WIN Learning Courseware Data,	

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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	
<p>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						
<p>Mathematics Goal #2:</p> <p><i>Enter narrative for the goal in this box.</i></p>							

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Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1.1. Student do not attend the program for an extended length of time	1.1. WIN Learning Math Courseware and PLATO for supplemental instruction and remediation.	1.1. Director of Education	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		

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

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

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Algebra Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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

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)).

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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. Student do not attend the program for an extended length of time	1.1. WIN Learning Math Courseware and PLATO for supplemental instruction and remediation.	1.1. Director of Education	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		

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

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

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

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

**Mathematics Professional Development
Professional**

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STAR Assessment Training	All (6-12)	Director of Education	All Instructional Staff School-wide	Monthly reviews during small learning comm. Mtgs.	Monthly progress monitoring and review of student assessments to speak specifically about student data	Director of Education and AMI Corporate
Win Learning Reading Courseware	All (6-12)	Director of Education/ EDA	All Instructional Staff School-wide	Monthly reviews during small learning comm. All Instructional Staff trained by 12/31/12	Teachers will train, discuss and prep to integrate Win Learning Courseware into their lesson plans, lessons, and curriculum.	Director of Education
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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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						
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	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. Student do not attend the program for an extended length of time	1.1. WIN Learning Reading and Math Courseware and PLATO for supplemental instruction and remediation. Plato will allow students to remediate in Science as well.	1.1. Director of Education	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 Reading, Science and Math data	1.1. Progress monitoring results, Program Operation Reports Lesson plan review		
<u>Biology Goal #1:</u> <i>AMikids Jacksonville will increase the percentage of students who pass the Biology EOC from 0% to 35%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	<i>35% of students will pass the Biology EOC</i>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.2. Numerous deficits in reading skills. DJJ students generally enter programs performing below their current grade level in Reading and Math	1.2. Use STAR assessment for monthly progress monitoring of Math as well as WIN Learning Math Courseware.	1.2. Director of Education	1.2. Progress monitoring, administering classroom assessments Informal/Formal observations Lesson plan reviews Review of STAR and WIN data to incorporate into data driven instruction.	1.2. FCAT, STAR, classroom assessments, WIN Learning Courseware Data,	
		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		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Biology Goal #2:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		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 and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Director of Education	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
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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>Civics_Goal #1:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Civics Professional Development

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>I. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>U.S. History_Goal #1:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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**

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

End of U.S. History Goals

Career Education Goals

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

<p>Guiding Questions to Inform the Problem-Solving Process</p> <ul style="list-style-type: none"> ● What career type does the program offer? ● How does the program provide career exploration for all students? ● What hands-on technical training does the program provide (type 3 programs)? <ul style="list-style-type: none"> ■ For type 3 programs what industry certifications are offered? ■ How many students earned industry certifications? ■ Is the program a Career and Professional Education (CAPE) Academy?

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Career Education Goal</p>	<p>1.1 Student Attendance</p>	<p>1.1. Implement incentives for improved attendance and completion of ePEP/Choices Planner activities.</p>	<p>1.1. Director of Education, Teachers</p>	<p>1.1. Daily attendance, student participation/point card, completion of ePEP's, Choices Planner results</p>	<p>1.1. Attendance records, ePEPs</p>		
<p><i>100% of students will be enrolled in classes providing career exploration (ie., PCSD)</i></p> <p><i>100% of students will perform career exploration through the Choices planner/FACTs.org website.</i></p>	<p><u>2012 Current Level</u> :*</p>	<p><u>2013 Expected Level</u> :*</p>					
	<p><i>100%</i></p>	<p><i>100%</i></p>					
		<p>1.1 Lack of motivation/interest</p>	<p>1.2. Implement incentives for improved attendance and completion of ePEP/Choices Planner activities.</p> <p>1.3 Invite guest speakers to discuss various career opportunities</p> <p>1.2 Schedule field trips to various trade schools and businesses</p>	<p>1.2. Director of Education, Teachers</p>	<p>1.2. Review lesson plans, poll the students for guest speakers and tours of interest.</p>	<p>1.2. Student outcomes and post placement options</p>	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.3.	1.3.	1.3.	1.3.	1.3.	
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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 Director of Education	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
Teacher Learning Community Mtgs.	All (6-12)		All Instructional Staff School-wide	Ongoing weekly	Review of student data, data driven instruction, Classroom observations and implementation of learning strategies.	Director of Education

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Grand Total:			

End of Career Education Goal(s)

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> • How does the program deal with transition planning (entry and exit transition)? • How many students successfully transition (e.g., return to school, find employment)?

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Transition Goal</p>	<p>1.1 Students affective issues negatively impact their successful transition from the program.</p>	<p>1.1. AMIkids Jacksonville will provide comprehensive transition services and coordinate parental and transition specialist involvement.</p>	<p>1.1. Director of Education, teaching staff, case managers, Transition Specialist- Richard Seymore.</p>	<p>1.1. Successful transition rate</p>	<p>1.1. Operations Report, favorable termination rate,</p>		
<p><i>AMIkids Jacksonville provides monthly treatment team/progress meetings and an exit transition meeting within 30- days of the students exit from the program.</i></p> <p><i>During the 2011-2012 school year 80.6% of students successfully transitioned from the program. Our goal for the 2012-2013 school years is to achieve a 95% success rate in transitions from the program.</i></p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><i>80.6% favorable termination rate for 2011-2012</i></p>	<p><i>AMIkids Jacksonville will achieve a 95% favorable termination rate for the 2012-2013 school-years</i></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Transition Planning Training	6-12	Director of Ed./ DCPS Trans. Coord.	All AMIkids Jacksonville Staff	TBD	Review of student exit files and transition files, completion of month trans. Compliance doc.	Director of Education, LCC's
Learning Community Meetings	6-12	Director of Education	All AMIkids Jacksonville Instructional Staff	Ongoing /weekly	Review of meeting notes and strategies implanted.	Director of Education, Classroom teachers
Work Force (One Stop) Training	6-12	Work Source Staff	All AMIkids Jacksonville Staff	1x per year	Review and follow-up of agencies recommendations/policies	Work Source Staff, Director of Education

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
<ul style="list-style-type: none"> ■ What was the attendance rate for 2011-2012? ■ How many students had excessive absences (10 or more) during the 2011-2012 school year? ■ What are the anticipated barriers to decreasing the number of students with excessive absences? ■ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013? ■ How many students had excessive tardies (10 or more) during the 2011-2012 school year? ■ What are the anticipated barriers to decreasing the number of students with excessive tardies? ■ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

* 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	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Attendance Goal # 1</p>	<p>1.1 Prior truancy and tardy behaviors</p>	<p>1.1. Implement incentives for students attending school</p> <p>1.1 Case managers and teachers make phone calls, home visits, and parental contact to increase attendance</p> <p>1.1 Increase Advisee group competition for rewards based on attendance</p> <p>1.1 Ensure monthly student awards for perfect attendance</p>	<p>1.1. Administration, All staff, teachers, advisors, case managers</p>	<p>1.1. Tracking daily attendance for total program and for individual students.</p>	<p>1.1. Attendance logs, Operations Reports, CAP Charts, Point Cards</p>		
<p><i>AMIKids Jacksonville's goal for the 2012-2013 school year is to increase student attendance from 72.3% to 90%</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>85.2%</p>	<p>90%</p>					
	<p><u>2012 Current Number of Students with Excessive Absences</u> (10 or more)</p>	<p><u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)</p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<i>1% (1)</i>	<i>1% (1)</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>0%</i>	<i>0%</i>					
		1.1 Home issues that negatively impact school attendance	1.2. Provide counseling and truancy support to families and youth. Use all hands on deck approach to address and counsel students and parents regarding student attendance goals and AMIkids attendance policy	1.2. Administration, All staff, teachers, advisors, case managers	1.2. Tracking daily attendance for total program and for individual students. 1.2 Communicate with parents regarding progress of students attendance	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

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

**2012-2013 School Improvement Plan Juvenile Justice Education Programs
(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
Attendance and Graduated Sanctions Training	6-12	Director of Education /DO	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)

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			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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:

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
N/A	

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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