

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs **AMikids Orlando**

2012–2013

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2012– 2013SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: AMIkids Orlando	District Name: Orange County
Principal: William Tovine	Superintendent: Barbara Jenkins
SAC Chair: Lamont Lofton	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	William Tovine	Masters in Educational Leadership	1	7	Current School Not Graded
Executive Director	Daniel Toffoli	Masters in Educational Leadership, Social Studies 5-9, MG Integrated 5-9	8	11	Current School Not Graded
Lead Teacher	Daniel Smith	BA Degree Biology 6-12 Reading Endorsed ESE	6	1	Current School Not Graded

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Dr. Deborah Livingston	Ed.D.-Education, Administration and Leadership ESE, ESOL, MG Integ. Reading Endorsement	3	2	

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.
Social Studies/ History	Jeremiah Carter	BA Degree Social Science 6-12	3 years	3 years	N/A

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Science	Daniel Smith	BA Degree Biology 6-12 Reading Endorsed ESE	6 years	6 years	N/A
Language Arts	Allison Curtis	BA Degree Language Arts 6-12	1 year	1 year	N/A
Math	TBD	Bachelors Degree	TBD	TBD	N/A

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Professional Development on site to assist teachers in acquiring multiple certifications that are needed by highly qualified	Lead Teacher, Teachers, Executive Director, District Liaison.	June 2013	N/A
2. Seek to hire teachers with multiple certifications	Lead Teacher, Teachers, Executive Director, District Liaison.	Ongoing	N/A
3. Extensive Professional Learning opportunities through Alternative Education which assist teachers to renew certifications.	Lead Teacher, Teachers, Executive Director, District Liaison.	Ongoing	N/A
4. School decision making process is open to active input from teachers	Lead Teacher, Teachers, Executive Director, District Liaison.	Ongoing	N/A

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.

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

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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None at this time.	If needed the following strategies will be utilized. Provide exam study books to prepare for Subject Area Exams and in-house class support for math exam preparation. Instructional support from Lead Teacher, Instructional Coach, Reading Coach
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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
4	25% (1)	25% (1)	25% (1)	25% (1)	25% (1)	100%(4)	50%(2)	0%(0)	25% (1)

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
Tammye Young	Allison Curtis	Ms. Young is the District Liaison for AMIkids Orlando.	OCPS professional development trainings, classroom observations & feedback.
Daniel Toffoli	All Teachers	Mr. Toffoli is the Executive Director for AMIkids Orlando with 11 years of educational administrative experience.	On-site professional development. Classroom walkthroughs & feedback. Formal & informal teacher evaluations with feedback.

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****Grades 6-12 Only***-Sec. 1003.413 (2) (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

AMikids Orlando will follow the Alternative Education plan to incorporate literacy strategies We have developed a plan to incorporate literacy strategies across content areas. We have created several school wide initiatives (Vocabulary Enrichment, Word Part of the Week, Drop Everything And Read) that are currently being implemented throughout every classroom. All teachers participate in the RTI (Response to Intervention) progress monitoring. Vocabulary strategies are provided to every teacher, and Thinking Maps will be used in every classroom. These initiatives also support the requirements for AMikids new observation system offering additional support to the teachers.

****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 Orlando follows the Alternative Education Schools literacy vision is To develop competent, literate citizens who take ownership for personal goal setting and development in a competitive world. The Lead Teacher meets with each student and provides a course checklist outlining specific courses based on grade level and academic needs as it relates to the District's Student Progression Plan. Students are given the opportunity to experience a standard curriculum with consistent reference to applicable careers and the world of work to help promote positive outcome for future endeavors.

The Lead Teacher has implemented an individual student progress plans that work effectively with students. This plan includes an advising system that allows the Lead Teacher and students' teacher advisors to meet with students on a regular basis and provide academic planning while setting career goals. The Lead Teacher provides classroom instruction in collaboration with teachers using the Choices program, a career interest inventory. Students are engaged in various lessons to increase student motivation to learn.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful to their future?

The AMikids Orlando provides a structured system that assists students in the development of courses that meet high school graduation requirements and include Sunshine State Standards. The Lead Teacher, parent, student, and ESE specialist reviews each student's academic history, interests, career goals, and the progression plan to make the course of study meaningful to the student.

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Students are given the opportunity to create an “Electronic” Education Plan (ePEP) and discuss courses needed for the current year and the years thereafter. Students are encouraged to research additional careers, track their education, check Bright Futures Scholarship eligibility, learn about postsecondary opportunities, apply online to state universities and colleges, and apply online for state and federal financial aid.

Postsecondary Transition

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

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

AMikids Orlando uses an array of strategies to improve postsecondary readiness such as, placing students in appropriate courses based on specific needs (i.e. scheduling remedial courses for FCAT and other subjects for learning gains), allowing students to take advantage of online courses for original credit, grade forgiveness and/or credit recovery opportunities. Students have the chance to be placed in Math, Reading and Writing for College Success courses, ACT and SAT preparation courses, college tours and online college readiness programs through Facts.org or Collegeboard.com.

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

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<p>1. Percentage of students making learning gains in reading.</p> <p>Reading Goal #1:</p> <p><i>Increase reading comprehension; word analysis and fluency scores on FAIR assessment.</i></p> <p><i>Increase the number of students that will achieve a level three on the FCAT Reading during the 2012-2013 FCAT Reading Assessment.</i></p>		<p>2012 Current Level of Performance:*</p> <p>0% of students in 9th and 10th grade (0 of 7) scored a level 3 or higher in FCAT Reading.</p>	<p>2013 Expected Level of Performance:*</p> <p>10% of students in 9th and 10th grade will score a level 3 or higher in FCAT Reading.</p>	<p>1.1. Numerous deficits in reading skills</p> <p>1.2. Reading endurance and complexity of test</p> <p>1.3. Below level performance in reading</p> <p>1.4. Student lack of interest in reading and school and motivation.</p>	<p>1.1.1.4</p> <p>*Establish a bank of Literacy Instructional practices from Classroom Walkthroughs to be used to guide staff development, monitor fidelity and implementation of core and supplemental reading programs.</p> <p>The use of differentiated instructional strategies to develop literacy across the content areas.</p> <p>Continue implementation of the RtI model for progress monitoring</p> <p>Continue a school wide vocabulary improvement initiative through word part analysis, interactive word walls and cross curricular instruction of academic words</p> <p>Improve reading strategy instruction through staff development and coaching</p> <p>Continue use of Common Board Configuration school-wide to focus on instruction</p> <p>Implement with fidelity use of OCPS orders of instruction and CIA blueprints in all curriculum areas</p> <p>Differentiate the curriculum based on identified reading deficiencies and strengths to lower frustration level and increase success and engagement.</p> <p>All instructors will maintain a data notebook designed to facilitate progress monitoring and alignment to the curriculum</p> <p>Demonstrate and increase reading endurance</p>	<p>1.1. -1.4</p> <p>Lead Teacher</p> <p>Teachers/Advisors</p> <p>District Liaison</p> <p>ESE Specialist</p> <p>Reading Coach</p> <p>AMikids Operations Team</p>	<p>1.1. -1.4</p> <p>*Maintain academic and achievement focus and consistency through the use of the FCIM process</p> <p>*Provide ongoing school, district and state assessments: FAIR, FCAT, EOC exams, Edusoft, and common assessments</p> <p>*Disaggregate data from the assessments to identify needs and subgroups needing assistance and enrichment to instruct and intervene effectively</p> <p>*Provide administrative support through formal and informal evaluations, coaching and professional development</p> <p>*Implement core reading program with fidelity</p>	<p>1.1. -1.4</p> <p>*FAIR, FCAT, Reading program tests (Edge and STAR), fluency probes, Edusoft, teacher made and common assessments.</p> <p>*regular RtI meetings where teachers bring Form C data to progress monitor students' performance and teacher's intervention strategies</p> <p>*minutes from PLC meetings</p> <p>*Lesson Plans</p>
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				<p>Implement school wide use of Thinking Maps</p> <p>Utilize technology to enhance instruction and increase motivation</p> <p>Participate in PLC to collaborate and share effective lessons and strategies and develop common assessments</p> <p>Student recognition and reward for good attendance and punctuality</p> <p>Administer diagnostic reading assessments beyond FAIR to identify students with Phonics and phonemic awareness deficits.</p> <p>Increase library of high interest reading materials in classrooms</p>			
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #2: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011 N/A	<i>0% of students in 9th and 10th grade (0 of 7) scored a level 3 or higher in FCAT Reading.</i>	<i>10% of students in 9th and 10th grade will score a level 3 or higher in FCAT Reading.</i>	<i>20% of students in 9th and 10th grade will score a level 3 or higher in FCAT Reading.</i>	<i>30% of students in 9th and 10th grade will score a level 3 or higher in FCAT Reading.</i>	<i>50% of students in 9th and 10th grade will score a level 3 or higher in FCAT Reading.</i>	<i>80% of students in 9th and 10th grade will score a level 3 or higher in FCAT Reading.</i>

Reading Professional Development

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

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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
New Classroom Assessment Tool	All	Lead Teacher	All	Ongoing	Observations lesson plans Classroom Walkthroughs	Lead Teacher District Liaison
RtI	All	Lead Teacher District Liaison. Alt. Ed. Instructional Coaches	All	Biweekly RtI/progress monitoring meetings	Biweekly RtI/progress monitoring meetings	Lead Teacher Classroom teachers Reading Coach
Differentiated Instructional Strategies	All	Lead Teacher District Liaison Alt Ed. Literacy Leadership Team	All	Once per semester and in coaching sessions	Observations lesson plans Classroom Walkthroughs	Lead Teacher Executive Director Classroom teachers Reading Coach
Instructional Technology Integration	All	District and school based IT staff PDS online Instructional Coaches Admin	All	Ongoing	Lesson plans	Lead Teacher Classroom teachers
PLC	All	All	All	Weekly	Meeting minutes Creation of common plans and lessons	Lead Teacher Classroom teachers District Liaison Reading Coach
Thinking Maps	All	Director of Education District Liaison. Reading Coach	All	Weekly beginning 1/9/12	Examples of student work Lesson plans	Lead Teacher Executive Director Classroom teachers Reading Coach

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Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Vocabulary Enrichment Program	Supplemental Materials for Vocabulary	AMikids-Orlando Instructional Budget	600.00
Increase library of high interest reading materials in classrooms	High Interest Reading Materials	Title I Part D	4500.00
			Subtotal:5100
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring – Reading	STAR Reading Program	AMikids-Orlando Instructional Budget	2500.00
			Subtotal:2500
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Community	Professional Development Materials	AMikids-Orlando	200.00
Implementation of Thinking Maps	Thinking Maps Training Materials	AMikids-Orlando Instructional Budget	500.00
			Subtotal:700
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Improvement	Attendance Incentives	AMikids-Orlando Budget	3000.00
			Grand Total:11300

End of Reading Goals

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Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process
<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?

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics.			1.1. Students have numerous skill gaps	1.1.-1.4 Implementation of the RtI model using disaggregated data	1.1. -1.4 Lead Teacher	1.1. -1.4 Maintain academic focus and consistency using the FCIM.	1.1. -1.4 Monitor progress of all students through all assessments used throughout the year.
<u>Mathematics Goal #1:</u>			1.2. Below level performance in reading math textbooks	Follow the curriculum as stated in the CIA blueprint.	Teachers/Advisors District Liaison ESE Specialist Reading Coach	Continue and/or improve incorporation of reading strategies, vocabulary strategies and Thinking Maps	
<i>AM</i> kids will increase the number of students that will score a level 3 or higher on FCAT Math..	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.3. Student lack of interest in school and lack of motivation.	Continue the use of interactive Word Walls with math vocabulary		Review of disaggregated data. (FCAT, Benchmark Tests, STAR).	
	0% of students in 9 th and 10 th grade scored a level 3 or higher in	At least 10% of students FCAT tested will receive a “3” or higher in FCAT Math.	1.4. Diverse academic needs in math	Increase reading rigor in math instruction Update technology		Provide intensive/enrichment math instruction for all students.	

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	FCAT Math..			through Interactive Whiteboard and Elmos to increase effective instruction Use of Math Interactive Games to increase student engagement and math fluency		Provide administrative support to teachers through formal and informal evaluation, coaching and professional development.	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #2: Enter narrative for the goal in this box.	Baseline data 2010-2011 N/A	0% of students in 9 th and 10 th graders scored a level 3 or higher in FCAT Reading.	At least 10% of students FCAT tested will receive a level 3 or higher in FCAT Math.	20% of students in 9 th and 10 th grade will score a level 3 or higher in FCAT Math.	30% of students in 9 th and 10 th grade will score a level 3 or higher in FCAT Math.	50% of students in 9 th and 10 th grade will score a level 3 or higher in FCAT Math.	80% of students in 9 th and 10 th grade will score a level 3 or higher in FCAT Math.

Algebra End-of-Course (EOC) Goals

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

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

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1. Students scoring at Achievement Level 3 in Algebra.			1.1 – 1.4 Ineffective uses of reading strategies in content areas.	1.1 – 1.4 Training content area teachers in reading strategies through PLCs and on-site staff development.	Executive Director District Liaison Coaches/Support staff Lead Teacher Classroom Teachers	1.1 – 1.4 Leadership team will cooperate to implement a continuous schedule for classroom observations.	1.1 – 1.4- Teacher observations, PLC Reading Rubric, and PLC teacher product samples.	
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lack of arithmetic skills and math fluency impedes current instruction	Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.		Comparison of student performance on common assessment to specified standardized assessments	Test samples and lesson plans.	
By July 2013, AMI kids will increase the number of students scoring a level 3 or higher in Algebra I EOC by 10% .	0% of students (0/12) in 9 th and 10 th grade scored a level 3 or higher on the Algebra I. EOC.	10% of students in 9 th and 10 th grade will score a level 3 or higher on Algebra I EOC.	Alignment between instruction and assessment. Consistent utilization of data for instructional decision making.	Train and provide continuous support using the IMS system and use of consistent data collection Train teachers in the use of CIA blueprint and test item specs in creating common assessments		Implement intervention strategies in text and CIA Blueprint	Algebra 1 EOC Benchmark tests Tracking though RtI Meetings and Math PLCs Scholastic Math Inventory	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1. Loss of skill level.	2.1. Differentiating instruction to provide enrichment at a challenging level.	2.1. Support staff Lead Teacher Classroom Teachers RtI Team	2.1. Tracking though RtI Meetings and Math PLCs	2.1. Algebra 1 EOC Benchmark Tests	
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
By July 2013 AMI kids will increase the number of students scoring a level 4 or higher in Algebra I EOC by 10%.	0% of students (0/12) in 9 th and 10 th grade scored a level 3 or higher on the Algebra I. EOC.	10% of students in 9 th and 10 th grade will score a level 3 or higher on Algebra I EOC.						
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 N/A	0% of students (0/12) in 9 th and 10 th grade scored a level 3 or higher on the Algebra I. EOC.	10% of students in 9 th and 10 th grade will score a level 3 or higher on Algebra I EOC.	20% of students in 9 th and 10 th grade will score a level 3 or higher on Algebra I EOC.	30% of students in 9 th and 10 th grade will score a level 3 or higher on Algebra I EOC.	40% of students in 9 th and 10 th grade will score a level 3 or higher on	70% of students in 9 th and 10 th grade will score a level 3 or	

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Algebra Goal #3: <i>Enter narrative for the goal in this box.</i>						Algebra I EOC.	higher on Algebra I EOC.
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End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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.-1.4 Ineffective use of reading strategies in content areas.	1.1.-1.4 Training content area teachers in reading strategies through PLCs and on-site staff development.	1.1.-1.4 Executive Director District Liaison Support staff Lead Teacher Classroom Teachers	1.1.-1.4 Leadership team will cooperate to implement a continuous schedule for classroom observations.	1.1.-1.4 Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
<u>Geometry Goal #1:</u> <i>By July 2013, AMIkids will increase the number of students scoring a level 3 or higher in Geometry EOC by 10%.</i>	<u>2012 Current Level of Performance:*</u> <i>0 % of students scored a level 3 or higher on the Geometry EOC.</i>	<u>2013 Expected Level of Performance:*</u> <i>10 % of students will score a level 3 or higher on the Geometry EOC.</i>	Alignment between instruction and assessment. Consistent utilization of data for instructional decision making. Lack of arithmetic skills and math fluency impedes current instruction	Train teachers in the use of CIA blueprint and test item specs in creating common assessments Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments. Train and provide continuous support using the IMS system and use of consistent data collection		Comparison of student performance on common assessment to specified standardized assessments. Tracking though RtI Meetings and Math PLCs	

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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	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:								
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Loss of skill level.	2.1. Differentiating instruction to provide enrichment at a challenging level.	2.1. Executive Director District Liaison Support staff Lead Teacher Classroom Teachers	2.1. Tracking though RtI Meetings and Math PLCs	2.1. Tracking though RtI Meetings and Math PLCs	
<u>Geometry Goal #2:</u> <i>By July 2013, AMIkids will increase the number of students scoring a level 4 or higher in Geometry EOC by 10%.</i>	<u>2012 Current Level of Performance:*</u> 0 % of students scored a level 4 or higher on the Geometry EOC.	<u>2013 Expected Level of Performance:*</u> 10 % of students will score a level 4 or higher on the Geometry EOC.						
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 N/A	0 % of students scored a level 3 or higher on the Geometry EOC.	10 % of students will score a level 3 or higher on the Geometry EOC.	20 % of students will score a level 3 or higher on the Geometry EOC.	30 % of students will score a level 3 or higher on the Geometry EOC.	60 % of students will score a level 3 or higher on the Geometry EOC.	80 % of students will score a level 3 or higher on the Geometry EOC.	
<u>Geometry Goal #3:</u> <i>Enter narrative for the goal in this box.</i>								

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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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
Continue the use of interactive word walls with math vocabulary	Supplemental Materials for Vocabulary	AMikids-Orlando Instructional Budget	200.00
Increase reading rigor in math instruction	Leveled Texts for Mathematics Scholastic Math Magazines	Title I Part D	380.00
Use of Math Games to increase student engagement and math fluency	Interactive Software	Title I Part D	240.00
			Subtotal: \$820.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Update technology	Interactive Whiteboard and Elmo	Title I Part D	4800.00
RtI Progress Monitoring	STAR Math Program	Program Instructional Budget	2500.00
			Subtotal: \$7300
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Differentiated Instructional Strategies	Literacy Leadership Team Meetings	Alternative Education Programming	0
			Subtotal:\$0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: \$8120.00

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 Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology.			1.1.-1.4 Ineffective use of reading strategies in content areas.	1.1.-1.4 Training content area teachers in reading strategies through PLCs and on-site staff development.	1.1.-1.4 Executive Director District Liaison Support staff Lead Teacher Classroom Teachers	1.1.-1.4 Leadership team will cooperate to implement a continuous schedule for classroom observations.	1.1.-1.4 Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Alignment between instruction and assessment.	Train teachers in the use of CIA blueprint and test item specs in creating common assessments		Comparison of student performance on common assessment to specified standardized assessments.	
<i>By July 2013 AMIkids will increase the number of students scoring a level 3 or higher Biology by 10%.</i>	<i>0% (0/7) of students scored a level 3 in the Biology EOC.</i>	<i>10% of students will score a level 3 or above on the Biology EOC.</i>	Consistent utilization of data for instructional decision making.	Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.		Tracking though RtI Meetings and Science PLCs	
			Lack of arithmetic skills and math fluency impedes current instruction				

2012-2013 School Improvement Plan Juvenile Justice Education Programs

				Train and provide continuous support using the IMS system and use of consistent data collection			
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1 Ineffective use of reading strategies in content areas.	2.1 Training content area teachers in reading strategies through PLCs and on-site staff development.	2.1 Executive Director District Liaison Support staff Lead Teacher Classroom Teachers	2.1 Leadership team will cooperate to implement a continuous schedule for classroom observations.	2.1 Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
<u>Biology Goal #2:</u> <i>By June of 2013, 5% of students will score a 4 or higher on the Biology EOC.</i>	<u>2012 Current Level of Performance:*</u> <i>0% of students scored a level 4 or higher in the Biology EOC.</i>	<u>2013 Expected Level of Performance:*</u> <i>5% of students will score a 4 or higher on Biology EOC.</i>	Alignment between instruction and assessment. Consistent utilization of data for instructional decision making. Lack of arithmetic skills and math fluency impedes current instruction	Train teachers in the use of CIA blueprint and test item specs in creating common assessments Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments. Train and provide continuous support using the IMS system and use of consistent data collection		Comparison of student performance on common assessment to specified standardized assessments. Tracking though RtI Meetings and Science PLCs	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Science Budget(Insert rows as needed)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of 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
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
<u>CivicsGoal #1:</u>	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
<i>Enter narrative for the goal in</i>							

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Civics Budget(Insert rows as needed)

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

End of Civics Goals

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	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:					
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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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:

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
<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)?

2012-2013 School Improvement Plan Juvenile Justice Education Programs

- For type 3 programs what industry certifications are offered?
- How many students earned industry certifications?
- Is the program a Career and Professional Education (CAPE) Academy?

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

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal							
Research careers across all content area using the STEM model.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	1.1. Adequate funding for field trips	1.1 – 1.5 Field trips to Vocational Technical Schools in Orange County.	I.1.-1.5 Lead Teacher Teachers District Liaison ESE Specialist Reading Coach AMIkids Operations Team	1.1.-1.5 Review lesson plans career research and exploration. Provide administrative support through formal and informal evaluations, coaching and professional development.	
	90% (90) will complete Choices Career Interests Survey	100% (100) will complete Choices Career Interest Survey	1.2. Students lack long term goals and planning	1.3. Below level performance in reading and math			
Student will participate in career planning using the AMIkids Experiential Education Curriculum and Choice Planner.	90% (90) of students will create and/or review an ePEP.	100% (100) of students will create and/or review an ePEP	1.4. Student lack of interest in school and motivation.	Increase use of technology for career exploration such as Virtual Field Trips.			
Students will participate in career academic planning through FACTS.org			1.5. Lack of exposure to various career opportunities.	Invite guest speakers to encourage youth to explore career opportunities. Implement AMIkids Experiential Education Program Vocational Employability Skills Training through Microsoft Office.			

Career Education Professional Development

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
AMIkids Experiential Education Curriculum	6-12	Lead Teacher	School – wide	Bi-weekly	Collaboration with other AMIkids programs	Lead Teacher

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
Experiential Education Curriculum	AMIkids Curriculum	AMIkids	0
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase use of technology for career exploration.	Academic and Career webinars	AMIkids Orlando	0
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AMIkids Experiential Education Curriculum Training	Professional Development	AMIkids Orlando	\$400
			Subtotal: \$400
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Field Trips	Donations	Private/Corporate Donations	\$6000
			Grand Total: \$6400

End of Career Education Goal(s)

Transition Goal(s)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

Guiding Questions to Inform the Problem-Solving Process

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

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

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal			1.1. Lack of knowledge of credit requirements to graduate.	1.1.-1.5 Every student will meet every 30 days with Multi-Disciplinary Team to review transition options.	1.1.-1.5 Lead Teacher Teachers District Liaison ESE Specialist Reading Coach AMIKids Operations Team District Transition Coordinator.	1.1.-1.5 Parental attendance at monthly meetings.	1.1.-1.5 Successful transition of students.
<i>Increase student and parental participation in long term planning to ensure student success.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	1.2 Student and family lack of interest in long term planning.	The Lead Teacher will meet with the student and complete the Transition Exit Plan and discuss post-secondary goals		Student participation in long range planning based on their academic goals and interests.	Parent participation rate.
	70%(70) of parents participated in transition planning.	80%(80) of parents will participate in transition planning.	1.3 Adequate parent involvement in student success.				
			1.4 Difficulty in finding new school/program placements for transition due to previous enrollments.	Monthly contacts with family to monitor attendance, gain input, and monitor progress.			
			1.5 Attendance.				

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	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Transition Planning	6-12	AMIkids, Inc.	Lead Teacher	1 time/year	Review of student transition files 2 times/year.	National 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
N/A	N/A	N/A	N/A
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Transition Exit Planning	AMIkids Education Training	AMIkids Orlando	\$2000
			Subtotal:\$2000
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly Meeting with Family	AMIkids Multi-Disciplinary Meetings	AMIkids Orlando	0
			Grand Total: \$2000

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												
1. Attendance Goal # 1	1.1.-1.4	1.1.-1.4	1.1.-1.4	1.1.-1.4	1.1.-1.4												
<i>Enter narrative for the goal in this box.</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><u>2012 Current Attendance Rate:*</u></td> <td style="width: 15%;"><u>2013 Expected Attendance Rate:*</u></td> </tr> <tr> <td>70.3% - Average Daily Attendance</td> <td>85% - Average Daily Attendance</td> </tr> <tr> <td><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></td> <td><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></td> </tr> <tr> <td>36 students were absent 10 or more days.</td> <td>31 students were absent 10 or more days</td> </tr> <tr> <td><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></td> <td><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></td> </tr> <tr> <td>9 students were tardy 10 or more tardies</td> <td>6 students will have 10 or more tardies.</td> </tr> </table>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	70.3% - Average Daily Attendance	85% - Average Daily Attendance	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>	36 students were absent 10 or more days.	31 students were absent 10 or more days	<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>	9 students were tardy 10 or more tardies	6 students will have 10 or more tardies.	Students, who have a history of non-attendance. Students being arrested for new charges and being placed in JDC. Lack of parental support for youth’s attendance in school. Transportation issues.	Improved attendance incentives for students who attend school daily. Daily monitoring of attendance with point cards (White, blue, and gold) Bi-weekly rewards for attendance ranging from ice cream socials to Pizza parties. After school detention for students who are late for school daily. Field trips to promote attendance.	Lead Teacher Teachers ESE Specialist Reading Coach AMIkids Operations Team	Participation in the incentive programs. Increased attendance rates.	Attendance Records
<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>																
70.3% - Average Daily Attendance	85% - Average Daily Attendance																
<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>																
36 students were absent 10 or more days.	31 students were absent 10 or more days																
<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>																
9 students were tardy 10 or more tardies	6 students will have 10 or more tardies.																

Attendance Professional Development

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
Review of statistical data (attendance, enrollment, favorable terminations)	6-12	Lead Teacher	School Wide	Weekly during "Family Meeting"	Collaboration with other AMIkids Programs and other DJJ providers in Orange County.	Executive Director

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Daily monitoring of attendance with point cards	Use of token economy to be paired with secondary reinforcers.	AMIkids Orlando	\$5000
Incentives for increased and perfect attendance.	Rewards, certificates	AMIkids Orlando program	\$3000
			Subtotal: \$8000
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After school detention for youth that are unexcused absent/tardy.	Detailed plan of consequences to address the issue and plan to remedy.	AMIkids Personnel	\$0
Field Trips to promote attendance	Funds for Field Trips	Donations – Wells Fargo Grant	\$4000
			Grand Total: \$12000

End of Attendance Goals

Final Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Please provide the total budget from each section.	
Reading Budget	
Vocabulary Enrichment Program -\$600	
Increase library to have more high interest reading materials - \$3000	Total: \$3600
Mathematics Budget	
Increase reading rigor in math instruction - \$400	
Use of interactive word walls with math vocabulary - \$300	
Use of math games to increase student engagement and fluency - \$200	Total: \$900
Science Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Career Budget	
	Total: \$600
Transition Budget	
	Total:
Attendance Budget	
	Total:\$3000
	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
Supplemental Instructional materials	\$200

Describe the activities of the School Advisory Council for the upcoming year.
SAC committee meets monthly, conducts and reviews needs assessments, and allocates SAC funds along with planning for 2013-2014 school year. Other activities to be determined throughout the school year.