

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

| | |
|--|------------------------------------|
| School Name: AMIkids Volusia | District Name: Volusia |
| Principal: Darius White | Superintendent: Dr. Margaret Smith |
| DAC Representative: Ann “Windy” Guidry | 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. |
|-----------------------|--------------------|--|-----------------------------------|-------------------------------------|--|
| Executive Director | Darius White | BA in Sociology | 1.5 | 12 | |
| Director of Education | Ann “Windy” Guidry | BA in Elem Education/Special Ed M. Ed in Special Education FL Cert in Elem Grades FL Cert in ESE (K-12) | .75 | 7.5 | New at position—no data |

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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. |
|--------------|------|-----------------------------|-----------------------------------|---|--|
| | | | | | |
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| | | | | | |

Effective and Highly Effective Teachers

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

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Teacher | Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year. |
|-------------------------------|---------------|---|-----------------------------------|---|--|
| English/ Social Science | Jill Grumhaus | BS Computer Science FL Cert Elem Ed K-6 FL Cert ESE K-12 FL Cert English 6-12 FL Cert Social Science FL Cert Reading | 1.5 | 2.5 | |

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| | | | | | |
|------------------------|---------------|--|-----|---|-----------------------------|
| Reading/ Vocational | Carla Spencer | BA Journalism MA in Human Resource, Management, Development FL Reading Endorsement | .75 | 6 | New teacher—no current data |
| | | | | | |

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. Vacancy posting on AMI/VC website | Executive Director | As needed | |
| 2. AMI Orientation Training upon hiring | Executive Director | As needed | |
| 3. Teacher/Staff Recognition | Executive Director | As needed | |
| 4. New Teacher Programs (Individualized Personnel Development, mentors, peer classroom visits) | Director of Education | | |

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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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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 2 | 0% | 50% (1) | 50% (1) | 0% | 50% (1) | 100% (2) | 100% (2) | 0% | 0% |

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|--------------------|-----------------|------------------------|---|
| Ann "Windy" Guidry | Jill Grumhaus | Supervisor of teachers | Coaching, observations, collaborative lesson planning |
| Ann "Windy" Guidry | Carla Spencer | Supervisor of teachers | Coaching, observations, collaborative lesson planning |
| | | | |

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

Reading assessments (DJJ Common Assessment and STAR as well as FAIR) are completed upon enrollment and each student has individual reading goals addressing his/her needs. Students' progress on their IAP goals is reviewed monthly at Treatment Team meetings with Local Care Counselors and Director of Education. Reading teacher provides strategies for all students, but focusing mainly on those students with below average reading skills. Each teacher uses reading strategies in their individual classes. Director of Education performs observations and walk-through's to ensure strategies are being implemented.

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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?

Common Core Standards is implemented daily in the curriculum and incorporates real-life application in the lessons. Local newspaper and computer-generated articles are used to relate current events weekly. Field trips to a variety of local agencies give students opportunities to be exposed to different aspects of the community, including the work place, colleges, etc.

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?

All students are enrolled in a vocational/personal careers class/life and social skills class. Different careers are explored, and the Casey Life Skills curriculum is implemented in the class. Casey Life Skills provides opportunities for students to learn real-life skills (e.g. banking, buying a car, applying for various jobs). Students participate in academic counseling sessions and treatment team meetings. Open House is held at the beginning of each school year, and parent and community involvement is highly encouraged. Students also participates in Florida Choices and the WIN Assessment.

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.

Florida Ready to Work
Casey Life Skills
Mock Interviews
College Visits
Certification Opportunities (i.e. Microsoft, ServSafe)

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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)).

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| READING GOALS | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|---|---|--|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Percentage of students making learning gains in reading. | | | 1.1. Challenges of working with students who are at-risk (with emotional and/or behavioral concerns) and have a history of limited academic on-task behavior. | 1.1. Provide interventions and incentives to assist those students to become more successful (positive reinforcement, student of the week, name on "Education Hall of Fame" wall). Ensure all teachers receive professional development related to effective behavioral strategies in the classroom. Teachers/Advisors meet with students bi-monthly to review academic goals. | 1.1. Reading teacher Director of Education Advisors Executive Director | 1.1. Treatment Team Meetings IAP Review On-going progress monitoring | 1.1. STAR Assessment FAIR Assessment DJJ Common Assessment FCAT Results Walk-Thru's |
| Reading Goal #1: | | | | | | | |
| 70% (25/35) of the students enrolled for at least 90 days will increase one or more grade levels on the STAR Reading Assessment. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 52% (13/25) of students tested form 08/11-06/12 made gains in reading. | 70% (25/35) of the students enrolled at AMIkids, enrolled for at least 90 days will increase one or more grade levels on the STAR Reading Assessment. | | | | | |
| | | | | | | | |
| | | | 1.2. Challenges of working with students who come from low SES backgrounds and families who do not value education. | 1.2 Teachers will receive professional development related to effective instructional strategies in reading for low SES students. Advisors/Counselors work with students to identify areas that have been impacting their success. Strategies are provided to assist students in making more positive choices. | 1.2 Reading Teacher Teachers Director of Education Advisors/Counselors | 1.2. Monitoring of strategies being implemented Reading Teacher monitors goal progress and provides necessary strategies to teachers. | 1.2.STAR Assessments FAIR Assessments DJJ Common Assessments Walk-Thru's |
| | | | 1.3 Students have gaps in educational skills and have below grade level vocabulary and comprehension skills. | 1.3. Teachers will use variety of reading strategies to increase skills (direct instruction, context clues, etc.). | 1.3. Director of Education Teachers Reading Teacher | 1.3. Students are given a pre-test upon enrollment, monthly assessments are given and progress is monitored, and post tests are given to determine gains. Teachers review student progress and those students who make progress get their names on the "Education Hall of Fame". | 1.4.STAR Assessments FAIR Assessments DJJ Common Assessments Walk-Thru's |

May 2012

Rule 6A-1.099811

Revised May 25, 2012

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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>85% of students enrolled at AMIkids will perform at or above grade level upon exiting the program.</i> | Baseline data 2010-2011 | 52% of students enrolled at AMIkids for at least 90 days displayed a reading gain. | | | | | |
| | | | | | | | |

Reading Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
|--|---------------------|----------------------------------|--|---|--|---|
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| STAR Testing Progress Monitoring | All grades | Director of Education | All Teachers | Bi-monthly | Observations, STAR Reading Assessment Scores | Director of Education |
| Review of SES indicators | All grades | Director of Education/ Teachers | All teachers | Bi-monthly | Monitoring by Director of Education | Director of Education |
| | | | | | | |

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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 |
| | | | |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | |
| | | | Grand Total: |

End of Reading Goals

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Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?

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- 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)).

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| 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. Challenges of working with students who are at-risk (with emotional and/or behavioral concerns) and have a history of limited academic on-task behavior. | 1.1. Provide interventions and incentives to assist those students to become more successful (positive reinforcement, student of the week, name on “Education Hall of Fame” wall). Ensure all teachers receive professional development related to effective behavioral strategies in the classroom. Teachers/Advisors meet with students bi-monthly to review academic goals. | 1.1. Math teacher Director of Education Advisors Executive Director | 1.1. Treatment Team Meetings IAP Review On-going progress monitoring | 1.1. STAR Assessment FAIR Assessment DJJ Common Assessment FCAT Results Walk-Thru’s |
| Mathematics Goal #1: | | | | | | | |
| 70% (25/35) of students enrolled for at least 90 days in the program will increase one or more grade levels on STAR Math Assessment. | <u>2012 Current Level of Performance:*</u> 56% (14/25) | <u>2013 Expected Level of Performance:*</u> 70% (25/35) of students enrolled for at least 90 days will increase one or more grade levels on the STAR Math Assessment. | | | | | |
| | | | 1.2. Challenges of working with students who come from low SES backgrounds and families who do not value education. | 1.2 Teachers will receive professional development related to effective instructional strategies in reading for low SES students. Advisors/Counselors work with students to identify areas that have been impacting their success. Strategies are provided to assist students in making more positive choices. | 1.2 Math Teacher Teachers Director of Education Advisors/Counselors | 1.2 Monitoring of strategies being implemented Math Teacher monitors goal progress and provides necessary strategies to teachers. | 1.2. STAR Assessments FAIR Assessments DJJ Common Assessments Walk-Thru’s |
| | | | 1.3. Students have gaps in educational skills and have below grade level math skills | 1.3 Teachers will use variety of math strategies to increase skills (computation skills, calculator skills, fractions/decimals, variables). Additional computer lab time to prepare students for EOC exams. | 1.3. Director of Education Teachers Math Teacher | 1.3 Students are given a pre-test upon enrollment, monthly assessments are given and progress is monitored, and post tests are given to determine gains. Teachers review student progress and those students who make progress get their names on the “Education Hall of Fame”. | 1.3 STAR Assessments FAIR Assessments DJJ Common Assessments Walk-Thru’s |

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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 | 56% of students enrolled at AMIkids made gains on the STAR Math Assessment. | | | | | |
| | <u>Mathematics Goal #2:</u> <i>85% of students enrolled at AMIkids will perform at or above grade level in mathematics, to include Algebra I, Geometry, and Algebra II.</i> | | | | | | |

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. Challenges of working with students who are at-risk (with emotional and/or behavioral concerns) and have a history of limited academic on-task behavior | 1.1..Provide interventions and incentives to assist those students to become more successful (positive reinforcement, student of the week, name on “Education Hall of Fame” wall). Ensure all teachers receive professional development related to effective behavioral strategies in the classroom. Teachers/Advisors meet with students bi-monthly to review academic goals. | 1.1. Math teacher Director of Education Advisors Executive Director | 1.1. Treatment Team Meetings IAP Review On-going progress monitoring | 1.1. STAR Assessment FAIR Assessment DJJ Common Assessment FCAT Results Walk-Thru’s |
| Algebra Goal #1: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>70% of students enrolled in Algebra at AMIkids for at least 90 days will pass the EOC exam. .</i> | <i>0 students earned a Level 3 on the Algebra EOC exam.</i> | <i>40% (4/10 students enrolled in Algebra)of students enrolled at AMIkids for at least 90 days will pass the EOC exam.</i> | | | | | |
| | | | 1.2. Challenges of working with students who come from low SES backgrounds and families who do not value education. | 1.2 Teachers will receive professional development related to effective instructional strategies in reading for low SES students. Advisors/Counselors work with students to identify areas that have been impacting their success. Strategies are provided to assist students in making more positive choices. | 1.2 Math Teacher Teachers Director of Education Advisors/Counselors | 1.2 Monitoring of strategies being implemented Math Teacher monitors goal progress and provides necessary strategies to teachers. | 1.2.STAR Assessments FAIR Assessments DJJ Common Assessments Walk-Thru’s |
| | | | 1.3. Students have gaps in educational skills and have below grade level math skills | 1.3 Teachers will use variety of math strategies to increase skills (computation skills, calculator skills, fractions/decimals, variables). Additional computer lab time to prepare students for EOC exams. | 1.3. Director of Education Teachers Math Teacher | 1.3Students are given a pre-test upon enrollment, monthly assessments are given and progress is monitored, and post tests are given to determine gains. Teachers review student progress and those students who make progress get their names on the “Education Hall of Fame”. | 1.3STAR Assessments FAIR Assessments DJJ Common Assessments Walk-Thru’s |
| | | | | | | | |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. | | | 2.1. Challenges of working with students who are at-risk (with emotional and/or behavioral concerns) and have a history of limited academic on-task behavior | 2.1..Provide interventions and incentives to assist those students to become more successful (positive reinforcement, student of the week, name on “Education Hall of Fame” wall). Ensure all teachers receive professional development related to effective behavioral strategies in the classroom. | 2.1. Math teacher Director of Education Advisors Executive Director | 2.1. Treatment Team Meetings IAP Review On-going progress monitoring | 1.1. STAR Assessment FAIR Assessment DJJ Common Assessment FCAT Results Walk-Thru’s |
| Algebra Goal #2: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>To increase the number of students who earn a Level 4 or 5 on the Algebra EOC</i> May 2012 Rule 6A-1.099811 Revised May 25, 2012 | <i>0 students earned a Level 4 or 5 on the Algebra EOC exam.</i> | <i>To have at least one student enrolled in Algebra at AMIkids earn a Level 4 or 5 on the Algebra EOC</i> | | | | | |

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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 Challenges of working with students who are at-risk (with emotional and/or behavioral concerns) and have a history of limited academic on-task behavior | 1.1..Provide interventions and incentives to assist those students to become more successful (positive reinforcement, student of the week, name on “Education Hall of Fame” wall). Ensure all teachers receive professional development related to effective behavioral strategies in the classroom. Teachers/Advisors meet with students bi-monthly to review math academic goals as indicated on each student’s IAP. | 1.1. Math teacher Director of Education Advisors Executive Director | 1.1. Treatment Team Meetings IAP Review On-going progress monitoring | 1.1. STAR Assessment FAIR Assessment DJJ Common Assessment FCAT Results Walk-Thru’s |
| Geometry Goal #1: <i>70% (7/10 students enrolled in Geometry)of students enrolled at AMIkids for at least 90 days will earn at least a Level 3 on the Geometry EOC exam</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>0 students earned a Level 3 on the Geometry EOC exam.</i> | <i>30% (3/10 students enrolled in Geometry)of students enrolled at AMIkids will earn at least a Level 3 on the Geometry EOC exam.</i> | | | | | |
| | | | 1.2. Challenges of working with students who come from low SES backgrounds and families who do not value education. | 1.2 Teachers will receive professional development related to effective instructional strategies in reading for low SES students. Advisors/Counselors work with students to identify areas that have been impacting their success. Strategies are provided to assist students in making more positive choices. | 1.2 Math Teacher Teachers Director of Education Advisors/Counselors | 1.2 Monitoring of strategies being implemented Math Teacher monitors goal progress and provides necessary strategies to teachers. | 1.2.STAR Assessments FAIR Assessments DJJ Common Assessments Walk-Thru’s |
| | | | | | | | 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 Geometry. | | | 2.1. Challenges of working with students who are at-risk (with emotional and/or behavioral concerns) and have a history of limited academic on-task behavior | 2.1..Provide interventions and incentives to assist those students to become more successful (positive reinforcement, student of the week, name on “Education Hall of Fame” wall). Ensure all teachers receive professional development related to effective behavioral strategies in the classroom. Teachers/Advisors meet with students bi-monthly to review math academic goals as indicated on each student’s IAP. | 2.1. Math teacher Director of Education Advisors Executive Director | 2.1. Treatment Team Meetings IAP Review On-going progress monitoring | 2.1. STAR Assessment FAIR Assessment DJJ Common Assessment FCAT Results Walk-Thru’s |
| Geometry Goal #2: <i>The number of students who earn a Level 4 or 5 on the Geometry EOC exam will increase yearly.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>0 students earned a Level 4 or 5 on the Geometry EOC exam.</i> | <i>At least one student enrolled in Geometry will earn a Level 4 or 5 on the Geometry EOC exam.</i> | | | | | |
| May 2012 Rule 6A-1.099811 Revised May 25, 2012 | | | 2.2. Challenges of | 2.2. Teachers will receive | 2.2. Math Teacher | 2.2 Monitoring of strategies | 2.2 STAR Assessments |

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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 |
| Improving upper level math skills | Algebra and Geometry classes | TBD | Math Teacher | On-going | Supervision/Formative and Summative Assessments of students | Director of Education |
| | | | | | | |
| | | | | | | |

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 |
| | | | |
| | | | |
| | | | Subtotal: |

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| Technology | | | |
|--------------------------|--------------------------|----------------|---------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | Grand Total: |

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

* 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. Challenges of working with students who are at-risk (with emotional and/or behavioral concerns) and have a history of limited academic on-task behavior | 1.1. Provide interventions and incentives to assist those students to become more successful (positive reinforcement, student of the week, name on “Education Hall of Fame” wall). Ensure all teachers receive professional development related to effective behavioral strategies in the classroom. | 1.1. Science teacher Director of Education Advisors Executive Director | 1.1. Treatment Team Meetings On-going progress monitoring | 1.1. FCAT Results EOC Results Walk-Thru’s |
| Biology Goal #1: <i>70% (7/10 students enrolled in Biology) of students enrolled at AMIkids will earn a Level 3 on the Biology EOC exam.</i> | <u>2012 Current Level of Performance:*</u> <i>0 students earned a Level 3 on the Biology EOC exam.</i> | <u>2013 Expected Level of Performance:*</u> <i>40% (4/10 students enrolled in Biology) of students enrolled at AMIkids will earn at least a Level 3 on the Biology EOC exam.</i> | | | | | |
| | | | 1.2. Challenges of working with students who come from low SES backgrounds and families who do not value education. | 1.2. Teachers will receive professional development related to effective instructional strategies in reading for low SES students. Advisors/Counselors work with students to identify areas that have been impacting their success. Strategies are provided to assist those students in making more positive choices. | 1.2. Science Teachers Director of Education Advisors/Counselors | 1.2. Monitoring of strategies being implemented Science Teacher monitors goal progress and provides necessary strategies to teachers. | 1.2. FCAT Results EOC Results Walk-Thru’s |
| | | | 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 Biology. | | | 2.1. Challenges of working with students who are at-risk (with emotional and/or behavioral concerns) and have a history of limited academic on-task behavior | 2.1. Provide interventions and incentives to assist those students to become more successful (positive reinforcement, student of the week, name on “Education Hall of Fame” wall). Ensure all teachers receive professional development related to effective behavioral strategies in the classroom. | 2.1. Science teacher Director of Education Advisors Executive Director | 2.1. Treatment Team Meetings On-going progress monitoring | 2.1. Treatment Team Meetings On-going progress monitoring |
| Biology Goal #2: <i>To increase the number of students who earn a Level 4 or 5 on the Biology EOC exam yearly..</i> | <u>2012 Current Level of Performance:*</u> <i>0 students earned a Level 4 or 5 on the Biology EOC exam.</i> | <u>2013 Expected Level of Performance:*</u> <i>To have at least one student earn a Level 4 or 5 on the Biology EOC exam.</i> | | | | | |
| | | | | | | | |
| May 2012 Rule 6A-1.099811 Revised May 25, 2012 | | | | | | | |

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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 |
| Improving Science Skills | High School | TBD | Science Teachers | On-going | Supervision/formative and summative assessments | 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 |
| | | | |
| | | | 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: |

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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)).

2012-2013 School Improvement Plan Juvenile Justice Education Programs

| Civics EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|--|---|----------|---|---|-----------------|
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Civics. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Civics Goal #1: Enter narrative for the goal in this box. | <u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box. | <u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box. | | | | | |
| | | | 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: Enter narrative for the goal in this box. | <u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box. | <u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box. | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

Civics Professional Development

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

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 |
|------------------------------------|---------------------|----------------------------------|--|---|-----------------------------------|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

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)).

2012-2013 School Improvement Plan Juvenile Justice Education Programs

| U.S. History EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|---|---|---|----------|---|---|-----------------|
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in U.S. History. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Civics Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

U.S. History 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 |
|------------------------------------|---------------------|----------------------------------|--|---|-----------------------------------|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Guiding Questions to Inform the Problem-Solving Process

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

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

| CAREER EDUCATION GOAL(S) | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|---|--|---|---|-----------------------|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Career Education Goal | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| 75% of students at AMIkids, enrolled for at least 90 days, will earn certification in either Microsoft or ServSafe. | 2012 Current Level :* | 2013 Expected Level :* | Challenges of working with students who are at risk, those with emotional/behavior disorders, and who have a history of off-task academic behavior. | Career education is offered through: <ul style="list-style-type: none"> • Vocational class • Academic advising • Casey Life Skills • College Visits • Mock Interview • Community Service • Choices • FL Ready to Work • Career Speakers | Vocational Teacher Director of Education Executive Director Counselors Teachers | On-going progress monitoring Career Goals established on student's IAP FL Ready to Work | Certifications earned |
| | No Data— programs currently not in place | 50% of students enrolled at AMIkids will earn a certification in either Microsoft or ServSafe. | | | | | |
| | | | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

Career Education Professional Development

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

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

| PD Content /Topic | Grade | PD Facilitator | PD Participants | Target Dates and Schedules | Strategy for Follow-up/Monitoring | Person or Position Responsible for |
|-------------------|-------|----------------|-----------------|----------------------------|-----------------------------------|------------------------------------|
|-------------------|-------|----------------|-----------------|----------------------------|-----------------------------------|------------------------------------|

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 |
|----------------------|---------------|--------------------|--|--|----------------------|-----------------------|
| Microsoft Curriculum | High School | Vocational teacher | Students | 01/2013 | Completion of Course | Director of Education |
| ServSafe Curriculum | High School | Vocational teacher | Students | 01/2013 | Completion of Course | Director of Education |
| | | | | | | |

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

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

End of 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.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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 | | | | | | | |
| <p><i>A minimum of 85% of students enrolled at AMIkids for at least 90 days will transition successfully into an appropriate educational setting or vocation.</i></p> | <p><u>2012 Current Level :*</u></p> <p><i>85% of students enrolled at AMIkids transitioned into a positive learning/vocational environment.</i></p> | <p><u>2013 Expected Level :*</u></p> <p><i>90% of students enrolled at AMIkids for at least 90 days will transition successfully into an appropriate educational or vocation.</i></p> | <p>1.1. Students may withdraw from AMIkids unexpectedly due to outside factors such as a court order placement, or serious breach of conduct.</p> | <p>1.1. AMIkids begins the transition process upon enrollment.</p> <p>The Director of Education and/or Advisor/Counselor discuss placement options and strategies to transition in a positive manner.</p> <p>Transition goals are incorporated in students' treatment plan and education plan.</p> <p>Anticipated school of choice is contacted in preparation of student's return.</p> | <p>1.1. Director of Education Counselors Executive Director</p> | <p>1.1. Follow-up process with students and schools to see if student has enrolled in school and/or has obtained employment.</p> | <p>1.1. Review of process</p> |
| | | | <p>1.2. Students with at-risk factors (e.g. family not valuing education, potential repeat offenders) may have difficulty completing program.</p> | <p>1.2. AMIkids begins the transition process upon enrollment.</p> <p>The Director of Education and/or Advisor/Counselor discuss placement options and strategies to transition in a positive manner.</p> <p>Transition goals are incorporated in students' treatment plan and education plan.</p> <p>Anticipated school of choice is contacted in preparation of student's return.</p> | <p>1.2. Director of Education Counselors Executive Director</p> | <p>1.2. Follow-up process with students and schools to see if student has enrolled in school and/or has obtained employment.</p> | <p>1.2. Review of process</p> |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

Transition 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 |
| Transitioning students back into the community | All grades | TBD | Teachers | On-going | Review of students who transition successfully | 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 |
| | | | |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | |
| | | | |
| | | | Grand Total: |

End of Transition Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Attendance Goal(s) (For Day Treatment Programs Only)

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

Guiding Questions to Inform the Problem-Solving Process

- What was the attendance rate for 2011-2012?
- How many students had excessive absences (10 or more) during the 2011-2012 school 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)).

2012-2013 School Improvement Plan Juvenile Justice Education Programs

| 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 | | I.1. Challenges of working with students who have multiple risk factors that inhibit their success in school. | I.1. AA calls parent/guardian every day that the student is absent. Counselor to make a home visit after 3 unexcused absences. Counselor includes attendance goals in each student’s plan that includes goals, objectives, rewards, incentives, etc. | I.1. Counselors Director of Education | I.1. Documented calls Chronic attendance concerns are addressed at Treatment Team. | I.1. Attendance Report File review Goal review | |
| <i>To decrease the number of tardies by 10%</i> | 2012 Current Attendance Rate:* | | | | | | 2013 Expected Attendance Rate:* |
| | 85.70% | | | | | | 90% |
| | 2012 Current Number of Students with Excessive Absences (10 or more) | | | | | | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| | Enter numerical data for current number of absences in this box. | | | | | | Enter numerical data for expected number of absences in this box. |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | | |
| Enter numerical data for current number of students tardy in this box. | Enter numerical data for expected number of students tardy in this box. | I.2. Challenges of working with students and families who do not value education. | I.2. Incentives used to encourage regular attendance. Plans done with counselors to set attendance goals. Meeting with and informing parents of the importance of education and attendance. | I.2. Counselors Director of Education Teachers Executive Director | I.2. Treatment Team addresses attendance concerns. Review of goals and objectives are done during this time as well. | I.2. Attendance Report File review Goal review | |
| | | | | | | | |
| | | I.3. Transportation challenges (e.g. students live in surrounding towns) | I.3. Students are given Votran passes. Incentives used to encourage regular attendance. Counselor to review attendance goals. | I.3. Counselors Director of Education Teachers Executive Director | I.3. Treatment Team addresses attendance concerns. Review of goals and objectives are done during this time as well. | I.3. Attendance Report File review Goal review | |

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 |
|------------------------------------|---------------------|----------------------------------|--|---|-----------------------------------|---|
| Improving Attendance | All grades | TBD | All staff | On-going | Daily, weekly, monthly reports | Director of Education |
| | | | | | | |
| | | | | | | |

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

| Strategy | Description of Resources | Funding Source | Available Amount |
|----------|--------------------------|----------------|------------------|
| | | | |
| | | | |

Subtotal:

Technology

| Strategy | Description of Resources | Funding Source | Available Amount |
|----------|--------------------------|----------------|------------------|
| | | | |
| | | | |

Subtotal:

Professional Development

| Strategy | Description of Resources | Funding Source | Available Amount |
|----------|--------------------------|----------------|------------------|
| | | | |
| | | | |

Subtotal:

Other

| Strategy | Description of Resources | Funding Source | Available Amount |
|----------|--------------------------|----------------|------------------|
| | | | |
| | | | |

Grand Total:

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | |
|----------------------------|---------------------|
| Reading Budget | Total: |
| Mathematics Budget | Total: |
| Science Budget | Total: |
| Civics Budget | Total: |
| U.S. History Budget | Total: |
| Career Budget | Total: |
| Transition Budget | Total: |
| Attendance Budget | Total: |
| | Grand Total: |

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes

x No

| |
|--|
| If No, describe measures being taken to comply with SAC requirement. |
| <i>Alternative Education Site; Participates in District Advisory Committee</i> |

| Describe projected use of SAC funds. | Amount |
|--------------------------------------|--------|
| | |

2012-2013 School Improvement Plan Juvenile Justice Education Programs

| | |
|--|--|
| | |
| | |

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