

# 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 Tallahassee	District Name: Leon
Principal: Shannon Baker	Superintendent: Jackie Pons
SAC Chair: Joseph Gerstenfeld	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	Shannon Baker	B.S.	14	12	Executive Director of AMIKids Tallahassee 2001-Present Grade: The school is not eligible to be graded under the A+ Plan.
Director of Education	Dorian Swinton, M. Ed.	English (B.A.) Masters-Education Administration	8	2	Director of Education of AMIKids Tallahassee 2010-Present Grade- The school is not eligible to be graded under the A+ Plan

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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.

### 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.
History	Joseph Gerstenfeld	History Education/History 6-12	5	5	No data available
Science	Brett Braner	Temporary Certification/Biolgoy 6-12	6 months	0	No data available
Math/Lang uage Arts (Middle	Brandon McCovery	Middle Grades Integrated 5-9	3 months	5	No data available

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grades)					
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**Effective and Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Participation in district, state, and company recruiting events	Dorian Swinton, M. Ed., Shannon Baker	On-going	
2. Participation in District Professional Development opportunities in pursuit of endorsements, professional development, and permanent certification.	Dorian Swinton, M. Ed., Shannon Baker	6/1/13	
3. Incentives for the completion of endorsements as well as additional certifications	Shannon Baker	On-going	
4.			

***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
1. J. Gerstenfeld (English) 2. Brandon McCoverly (High School Math)	Both staff members are participating in district content area focus/support groups. Both staff members are studying for the certification exams for the subjects in which they are currently teaching out-of-field. Incentives will be provided for both teachers who are pursuing additional certifications.

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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
3	33%	66%	0	0	0	66%	33%	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
Joseph Gerstenfeld	Brett Braner	Mr. Gerstenfeld has 5 years teaching experience at AMI.	Weekly pair/share activities, lesson plan development sessions, class observations

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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.

Although one teacher at AMIKids Tallahassee is reading endorsed (B. McCovery), all teachers at AMIKids Tallahassee are pursuing their Florida Reading Endorsements in order to learn specific, researched based strategies and interventions for struggling readers. Another teacher (J. Gerstenfeld) is one competency away from completion of the Florida Reading Endorsement. The reading teachers shares reading practices with the rest of the teachers. The teachers collaboratively plan reading instruction.

### ***\*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?

All students complete a career interest profile assessment at the beginning of their enrollment in order to identify areas of interest and potential careers. Student activities are often designed based on the career interest profiles.

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 complete a career interest profile assessment at the beginning of their enrollment in order to identify areas of interest and potential careers. Student activities are often designed based on the career interest profiles. Students are also enrolled in the PCSD elective in which career exploration/planning is a component.

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### Postsecondary Transition

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

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

Representatives from various post-secondary institutions make presentations to students in regards to programs of study, financial aid, admission requirements, etc.

## 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					
<ul style="list-style-type: none"> <li>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?</li> <li>What percentage of students made learning gains?</li> <li>What was the percent increase or decrease of students making learning gains?</li> <li>What are the anticipated barriers to increasing the percentage of students making learning gains?</li> <li>What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>					

\* 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
<b>1. Percentage of students making learning gains in reading.</b>	1.1. Students often enter the program with significant reading deficiencies including being 1-3 years	1.1. Researched-based reading instruction/intervention. Monthly Reading progress monitoring (STAR Enterprise Reading)	1.1. Director of Education, All teachers	1.1. Analysis of monthly STAR Reading test data and FAIR data, lesson plan reviews, classroom observations	1.1. STAR Enterprise-Reading

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70% of students at AMIKids Tallahassee with attendance of 80% or higher will increase their Reading SS one or more points per month for each month of enrollment as evidenced by STAR Enterprise Reading assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	behind grade level.				
	Over 50% of the student population scored below their appropriate grade level according to STAR Enterprise entry assessments and 2012 FCAT data.	70% or more of the student population will score at or above their appropriate grade level and read at a minimum of a level 3 on the 2013 FCAT.					
			1.2.	1.2. FAIR data will be reviewed and analyzed by the academic staff.	1.2. Director of Education, Reading Teacher	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

## 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.

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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
Florida Reading Endorsement program	6-12	Leon County School District, FOR-PD (Florida Online Reading Professional Development)	*Joseph Gerstenfeld *Brett Braner *Dorian Swinton, M. Ed.	*Joseph Gerstenfeld-competency 6 completion target date 6/1/12 *Brett Braner-competency 1-3 completion target date 6/1/12 *Dorian Swinton, M.Ed. competency 6 completion target date 6/1/12	Professional Development Folder/Checklist	Director of Education

## Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
<i>Purchase additional reading instructional material</i>	<i>6 Minute Solutions</i>	<i>Title I funds</i>	<i>\$20, 825</i>
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<i>Plato</i>		<i>Title I funds</i>	<i>\$20,825</i>

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<i>Florida Reading Endorsement competencies 1-6</i>		<i>Free</i>	
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Reading Goals*

## Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process	
<ul style="list-style-type: none"> <li>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.</li> <li>What percentage of students made learning gains?</li> <li>What was the percent increase or decrease of students making learning gains?</li> <li>What are the anticipated barriers to increasing the percentage of students making learning gains?</li> <li>What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>	

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\* 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 often enter the program with significant deficiencies including being 1-3 years behind grade level. These students will experience challenges passing the End of Course exams.	1.1. Intensive instruction. Plato (computer based) instruction.	1.1. B. McCovery	1.1. Analysis of student math data, class observations, review of math lesson plans/curriculum guide.	1.1. STAR Enterprise Math, District progress monitoring
Mathematics Goal #1:							
70% of students at AMIKids Tallahassee with attendance of 80% or higher will increase their Math SS one or more points per month for each month of enrollment as evidenced by STAR Enterprise Math assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Over 50% of the student population scored below their appropriate grade level according to STAR Enterprise entry assessments and 2012 FCAT data	70% or more of the student population will score at or above their appropriate grade level and score at a minimum of a level 3 on the 2013 FCAT.					
			1.2.	1.2. Midyear and 3 <sup>rd</sup> 9-weeks district progress monitoring.	1.2. B. McCovery	1.2. review of data	1.2. District progress monitoring
			1.3.	1.3.	1.3.	1.3.	1.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their</b>	<b>Baseline data 2010-2011</b>						

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achievement gap by 50%.							
<b>Mathematics Goal #2:</b>  <i>Enter narrative for the goal in this box.</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
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1.1. Students often enter the program with significant deficiencies including being 1-3 years behind grade level. These students will experience challenges passing the End of Course exams.	1.1. Intensive instruction. Plato (computer based) instruction.	1.1. B. McCovery	1.1. review of data, classroom observations, review of lesson plans	1.1. Midyear and 3 <sup>rd</sup> 9-weeks district progress monitoring.
<b>Algebra Goal #1:</b>  Students enrolled in Algebra with attendance of 80% or higher will pass the Algebra EOC test upon the first attempt.	<b>2012 Current Level of Performance:*</b>  <i>Over 50% of the student population scored below their appropriate grade level according to STAR Enterprise entry assessments and 2012 FCAT data</i>	<b>2013 Expected Level of Performance:*</b>  <i>70% or more of the student population will display growth between their baseline and midyear assessments.</i>					
			1.2.	1.2. Monthly math progress monitoring through STAR Enterprise.	1.2. B. McCovery	1.2.	1.2.

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		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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>Algebra Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>				
			2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b> <b>2016-2017</b>
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b> <b>Algebra Goal #3:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>					

*End of Algebra EOC Goals*

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### 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
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1. Students often enter the program with significant deficiencies including being 1-3 years behind grade level. These students will experience challenges passing the End of Course exams.	1.1.. Intensive instruction. Plato (computer based) instruction.	1.1. B. McCovery	1.1. review of data, classroom observations, review of lesson plans	1.1. Midyear and 3 <sup>rd</sup> 9-weeks district progress monitoring.
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students enrolled in Geometry with attendance of 80% or higher will pass the Geometry EOC test upon the first attempt.	<i>Over 50% of the student population scored below their appropriate grade level according to STAR Enterprise entry assessments and 2012 FCAT data</i>	<i>70% or more of the student population will display growth from their baseline appropriate grade and midyear assessments.</i>					
			1.2.	1.2. Monthly math progress monitoring through STAR Enterprise.	1.2. B. McCovery	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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Geometry Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in</i>							

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this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Geometry Goal #3:  Enter narrative for the goal in this box.								

## 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
District Math trainings/meetings	6-12	Leon County School District	Brandon McCovery	Minimum of 1 district math meeting/training per month	Professional Development Folder/Checklist	Director of Educatoion

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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
<i>Purchase additional math resources</i>	<i>Multi-level math workbooks</i>	<i>Title I funds</i>	<i>\$20, 825</i>
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<i>Plato</i>		<i>Title I funds</i>	<i>\$20,825</i>
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<i>District math meetings/focus groups</i>		<i>free</i>	
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Mathematics Goals*

May 2012

Rule 6A-1.099811

Revised May 25, 2012

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### Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
<b>1. Students scoring at Achievement Level 3 in Biology.</b>			1.1. Students often enter program after experiencing gaps in instruction. These students may experience challenges passing the EOC exam.	1.1. Intensive instruction. Plato (computer based) instruction.	1.1. Brett Braner	1.1. Midyear and 3 <sup>rd</sup> 9-weeks district progress monitoring, classroom observations, lesson plan review.
<b>Biology Goal #1:</b>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *				
Students enrolled in Biology with attendance of 80% or higher will pass the Biology EOC exam on first attempt. .	<i>Currently no Biology student enrolled.</i>	<i>70% or more students enrolled in Biology will display growth between the baseline and mid-year assessments.</i>				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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

## 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
District Science trainings/meetings	6-12	Leon County School District	Brett Braner	Minimum of one district math meeting/training per month	Professional Development Folder/Checklist	Director of Education
Company wide Science experiential education trainings	6-12	AMIKids Corporate	Brett Braner	Minimum of one company-wide webinar per semester	Professional Development Folder/Checklist	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

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Purchase lab supplies	Petri dishes, goggles, gloves, microscopes, etc	Title I funds	\$20, 825
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

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

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	<i>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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Civics Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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

## 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)

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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			
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
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.
<b>U.S. History Goal #1:</b>  <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</i>	<i>Enter numerical data for expected level of performance in this</i>				

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

	performance in this box.	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 U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	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

## 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)

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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"> <li>• What career type does the program offer?</li> <li>• How does the program provide career exploration for all students?</li> <li>• What hands-on technical training does the program provide (type 3 programs)? <ul style="list-style-type: none"> <li>▪ For type 3 programs what industry certifications are offered?</li> <li>▪ How many students earned industry certifications?</li> <li>▪ Is the program a Career and Professional Education (CAPE) Academy?</li> </ul> </li> </ul>

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

	<b>Problem-Solving Process to Increase Student Achievement</b>
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

CAREER EDUCATION GOAL(S)							
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. Lack of formal training on Florida Choices website	1.1. Attend online webinars on Florida Choices	1.1. B. Braner	1.1. Student portfolio reviews	1.1. classroom observations, student work samples
100% of students with attendance of 70% or higher will identify 2-3 career interests and maintain a career portfolio through the Florida Choices Website and PCSD elective course.	2012 Current Level :*	2013 Expected Level :*					
	100% of student population complete interest profile assessment through Florida Choices Website.	100% of student population will visit the Florida Choices website a minimum of once a week for career exploration					
			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 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
Florida Choices webinar	6-12	Florida Department of Education	Brett Braner	12/2012	Professional Development Folder/Checklist, student portfolios	D. Swinton

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

### 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
Career day (minimum of one per semester)		Education funds	t.b.a.
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Career Education Goal(s)*

### Transition Goal(s)

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

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

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

	<b>Problem-Solving Process to Increase Student Achievement</b>
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## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

TRANSITION GOAL(S)							
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
<b>1. Transition Goal</b>			1.1. n/a	1.1.n/a	1.1 Director of Education	1.1. n/a	1.1.n /a
100% of student population will have an identified transition goal within 30 days of program completion as documented on an exit transition form located in student file.	2012 Current Level :*	2013 Expected Level :*					
	100% of student files contain exit transition documentation upon their exit from program.	100% of student files will contain exit transition documentation within 30 days of program completion.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

## Transition Professional Development

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

## 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			
			<b>Subtotal:</b>

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Transition Goal(s)*

## **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"> <li>What was the attendance rate for 2011-2012?</li> <li>How many students had excessive absences (10 or more) during the 2011-2012 school year?</li> <li>What are the anticipated barriers to decreasing the number of students with excessive absences?</li> <li>What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?</li> </ul>

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

- 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
<b>1. Attendance Goal # 1</b>			1.1. Transportation may be a barrier as half of our students catch the school bus and the other half arrive through public transportation.	1.1. Incentives for perfect attendance and timeliness.	1.1. Behavior Intervention Specialist, Director of Education	1.1. Increased Attendance Rates, Monthly reports, Director of Education	1.1. Monthly attendance reports, Director of Education
AMIKids Tallahassee will maintain an attendance rate of 80% or higher..	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<i>not available</i>	AMIKids Tallahassee will maintain an attendance rate of 80% or higher.					
	<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>					
	<i>not available</i>	<i>All months will have less than 5 students.</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>	1.2.	1.2. Provide bus cards	1.2. Behavior Intervention Specialist	1.2. Increased Attendance Rates, Monthly reports	1.2. Monthly attendance reports
	<i>not available</i>	<i>All months will have less than 5 students.</i>					
			1.3.	1.3. Parent phone calls	1.3. Behavior Intervention Specialist	1.3. Increased Attendance Rates, Monthly reports	1.3. Monthly attendance reports

## Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training- Genesis	6-12	Leon County	Director of Education	On-going	Monthly review	Director of Education

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

attendance		Schools				

### 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
Monthly perfect attendance breakfast		Special Activity budget	Not available
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Attendance Goals*

### Final Budget (Insert rows as needed)

Please provide the total budget from each section.
<b>Reading Budget-</b> Not available at this time
<b>Total:</b>
<b>Mathematics Budget</b> Not available at this time

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<b>Total:</b>
<b>Science Budget</b> Not available at this time	
	<b>Total:</b>
<b>Civics Budget</b> Not available at this time	
	<b>Total:</b>
<b>U.S. History Budget</b> Not available at this time	
	<b>Total:</b>
<b>Career Budget</b> Not available at this time	
	<b>Total:</b>
<b>Transition Budget</b> Not available at this time	
	<b>Total:</b>
<b>Attendance Budget</b> Not available at this time	
	<b>Total:</b>
	<b>Grand Total:</b>

## 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.

May 2012

Rule 6A-1.099811

Revised May 25, 2012

## 2012-2013 School Improvement Plan Juvenile Justice Education Programs

☐ Yes

☐ No

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

Not available at this time

Describe projected use of SAC funds.

Amount

Not available at this time

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

Not available at this time