FLORIDA DEPARTMENT OF EDUCATION

AMIkids Southwest Florida

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: AMIkids Southwest Florida (Southwest Florida Marine Institute)	District Name: Lee District Schools
Principal: Mr. Herman Williams	Superintendent: Dr. Joseph Burke
SAC Chair: Mr. Rex Breedlove	Date of School Board Approval: December 4, 2012

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	Mr. Herman Williams	BS Alabama State MS Alabama State Specialist Nova Southeastern University	9	21	2011-2012 BASI results: Reading gains=54.1% Math gains=50.0%
Lead Educator	Mr. Rex Breedlove	BS Indiana State U. MS Indiana University	6	6	2011-2012 BASI results: Reading gains=54.1% Math gains=50.0%

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Ms. Anne Berchtold	BS MS Prof. Educ. Certification Elementary Ed. 1-6 Reading Endorse. ESE Endorse. ESOL Endorse.	21	12	2011-2012 BASI results: Reading gains=54.1%

Effective and Highly Effective Teachers

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Koko Baysah	BS Prof. Educ. Certification	1	Instructional Teacher	Reading gains=54.1%

		Elementary Ed. 1-6 Reading Endorse.		21	
Social Science Math.	Jeffrey Morris	BS MS Prof. Educ. Certificate Social Science 6-12 Middle Grades Integrated Curriculum Grades 5-9	8	14	Mathematics gains= 50.0%

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. Program provides salaries with medical and dental plans which are directly competitive with the local school district.	Executive Director AMIkids Southwest Florida	On-going	
2. AMIkids hold multiple recruitment efforts across the State of Florida along with an internet site.	AMIkids Corporate in Tampa, Fl. Florida Director of Education	On-going	
3. On-going professional activities with the Lee School District, AMIkids South Florida Cohorts, and AMIkids Corporate to assist teachers with their development and instructional improvement.	Principal for DJJ Education/Lee District Schools. AMIkids Florida Director of Education	On-going	
4. Small Learning Community weekly meetings provide a forum for constant instructional improvement.	AMIkids Southwest Florida Director of Education	On-going	

Non-Highly Effective Instructors

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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. 1 non-highly/33%	Provide the strategies that are being implemented to support the staff in becoming highly effective

(1) Sue Scarfpin
   BS
   MS
   ESE Endorse.
Applied for Temporary Certificate: DOE #1201513
ELIGIBLE Status
First year at AMIkids Southwest Florida
Taught 21 years in Ohio before moving to Florida	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
3	0	0	33%	66%	66%	66%	33%	0	0

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jeffrey Morris	Sue Scarfpin	Team leader Morris has longest tenure at the school and is best prepared to mentor the new teacher to our school.	Mentee will be given basic documents for attendance, protocols, templates for lesson plans, tips on individual personalities etc..
			Attend District meetings for specific core areas to work in conjunction with peers from other DDJ facilities to enhance instruction, engagement, and assessment.

*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.

Core curriculum vocabulary instruction is the primary goal of every classroom teacher. Roughly five to fifteen minutes is designed into every core class daily to promote vocabulary gains for every student. Competition is incorporated into reading strategies to motivate practice and involvement. Additionally, periodic themes are introduced, such as the 'Olympics" during the weeks of the AMI Experiential Challenge (hosted twice a year for a week each for terms from several states who compete in everything from spelling bees to rope tying, and quiz bowls). Weekly Treatment Team Meetings including the Director of Education , the Mental Health Therapist, and Case Managers help monitor individual student progress. The District Reading Coach, the district ESE Staff Specialist, and the District Contact Manager are all weekly additions to monitor student

achievement and educational 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?

Beginning at the time of student intake, each student is given a battery of assessments which includes: STAR Reading and Math, DJJ/DOE Common assessment, Choice Intake Profiler, Modality Strength Inventory and Self-Inventory of Multiple Intelligences. Each student is instructed on how their area of interest can be used to enable them to determine how specific classes provide the needed understanding of skill sets necessary to be successful in their chosen careers. Students quickly discover that to be proficient in the areas they find most interesting, specific skills are required. When students discover the results of their career and intelligence assessments, additional interests and newly found intelligences suggest to students a more integrated approach is necessary. A student who has an interest in becoming a carpet installer is driven to understand how basic geometry skills are critical to success in his high interest career choice.

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?

When students are properly assessed for their personal interests and abilities, they become more focused and aware of who they are, what they like and what they might want to do with their life. Student centered instruction is a very important key to meeting the needs of students. Students who are aware of their interests are more focused on their personal "gifts" and this in turn helps them discover themselves and thus determine the skills needed for success. The very essence of education is summed up in the often quoted phrase, "know thy self".

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.

District statistics indicate the school's percentage of graduates completing a college prep curriculum, enrolled in an Algebra I course before 9th grade, completed at least one level 3 high course and completed a Dual Enrollment math course were all well below District averages. Math, English, Science and Social Studies instruction are supplemented with the new Experiential Education Curriculum
Designed by AMI Kids Corp. to supplement core curriculum with high interest, more relevant and more hands-on instruction. The Chinese

proverb, "Tell me and I will forget, Show me and I will remember, INVOLVE ME AND I WILL UNDERSTAND…this best describes the adoption of the new EEC.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in reading. Reading Goal #1:For the 2012-2013 SY we will expect 58.7% (15) of AMI Kids student attending the program for four months will demonstrate a positive STAR Reading gain of 4% per the SS score.			1.1. Average student is often more than 3 years below grade level	1.1. Additional Star Reading assessments, given every 30 days will shorten the gap for intervention. It will also provide more information to guide instruction and thus improve skills. Star's Diagnostic Tool helps individualize classroom instructional objectives which are reviewed at monthly	1.1 DOE, District Reading Coach , Reading Teacher, Academic Manager..	1.1. Assessment Results, SIP results.	1.1. STAR FAIR
58.7% of Students that successfully complete four months	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

				treatment team meetings.			
at AMI Kids will demonstrate at least a 4% learning gain in reading as measured by the STAR assessment per the SS score.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
	(2012)54.1% (20) of students that successfully completed four months at AMI kids showed a learning gain on the STAR reading assessment of 4% per the SS score. (2013) 58.7% (15) of students who successfully complete four months at AMIkids demonstrate a learning gain on the STAR reading assessment of 4% per the SS score.	1.2.	1.2.	1.2.	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
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #2: *Enter narrative for the goal in this box.*	**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.						
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
Teaching Reading across all content areas (vocabulary)	6th-12th all core subjects	Reading coach	School Wide	July 1, 2012 – June 30, 2013 ONCE PER MONTH	Lesson Plans and observation	Academic Manager

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
	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TEACHING VOCABULARY IN ALL CORE SUBJECTS.	Reading Coach	N/A	N/A

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

End of Reading Goals

Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process
▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
▪ What percentage of students made learning gains?
▪ What was the percent increase or decrease of students making learning gains?
▪ What are the anticipated barriers to increasing the percentage of students making learning gains?
▪ What strategies will be implemented to increase and maintain proficiency for these students?
▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Percentage of students making learning gains in mathematics. Mathematics Goal #1: For the 2012-2013 SY we will expect 55.0% (15) of all students who attend the program for at least four months will demonstrate a positive learning in Math on the STAR math assessment of 4% per the SS score.			1.1. Lack of interest and relevancy.	1.1. Introduction of AMI Experiential Education Curriculum, Addition of STAR Math. Inclusion of web based programs such as "fun math", etc.	1.1. DOE, Classroom teacher, Academic manager	1.1. Testing every 30 days with interventions.	1.1. STAR Assessment
55% (15) of all students that successfully complete four months at AMI kids will demonstrate a learning gain in MATH as measured by the STAR math assessment of 4% per the SS score.	2012 Current Level of Performance:* *50% (15) of students that successfully complete four months at AMI kids showed a learning gain on the STAR math assessment. of 4% per the SS score*	2013 Expected Level of Performance:* *55% (15) of students that successfully complete four months at AMI kids will show a learning gain on the STAR math assessment. of 4% per the SS score.*					
			1.2.	1.2.	1.2.	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
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						

Mathematics Goal #2: *Enter narrative for the goal in this box.*					

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student 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.	1.1	1.1.	1.1.	1.1.
Algebra Goal #1 AMO Baseline data	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in*	2013 Expected Level of Performance:* *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**						
Algebra Goal #3: *Enter narrative for the goal in this box.*							

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal AMO Baseline data	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

			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 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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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. Lack of a lab with equipment and so few students taking Biology.	1.1. Focus on differentiated education in classes.	1.1. Director of Education Principal	1.1. Review of Biology EOC results	1.1. Florida EOC Assessments.
Biology Goal #1: *For the 2012-2013 school year, 50% of all AMIkids Southwest Florida students who take the Biology EOC will score at Achievement Level 3.*	2012 Current Level of Performance:* *No current data*	2013 Expected Level of Performance:* *50^ of all AMIkids Southwest Florida students who take the Biology EOC will score at least at achievement level 3.*					
			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 Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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

Science 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

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

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:
			Total:

End of Science Goals

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

<table>
<tr><th colspan="3">Civics EOC Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1. Students scoring at Achievement Level 3 in Civics.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td></tr>
<tr><td>Civics Goal #1:

Enter narrative for the goal in this box.</td><td>2012 Current Level of Performance:*

Enter numerical data for current level of performance in this box.</td><td>2013 Expected Level of Performance:*

Enter numerical data for expected level of performance in this box.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="2"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td></td><td colspan="2"></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</td><td>2.1.</td><td>2.1.</td><td>2.1.</td><td>2.1.</td><td>2.1.</td></tr>
<tr><td>Civics Goal #2:

Enter narrative for the goal in this box.</td><td>2012 Current Level of Performance:*

Enter numerical data for current level of performance in this box.</td><td>2013 Expected Level of Performance:*

Enter numerical data for expected level of performance in this box.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="2"></td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td></tr>
<tr><td></td><td colspan="2"></td><td>2.3</td><td>2.3</td><td>2.3</td><td>2.3</td><td>2.3</td></tr>
</table>

Civics Professional Development

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

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)*

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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 U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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

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
PLC math teachers	6th – 12th	Math Department Head at Vince Smith	All math teachers at Juvenile Justice Educational sites in Lee County except PACE.	Once every 3 months	Lesson Plans and classroom observation	Academic manager

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
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CORE SUBJECT VOCABULARY	READING COACH	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total:

2012-2013 School Improvement Plan Juvenile Justice Education Programs
End of U.S. History Goals

Career Education Goals

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

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 N/A	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs
End of Career Education Goal(s)

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process
• How does the program deal with transition planning (entry and exit transition)?
• How many students successfully transition (e.g., return to school, find employment)?

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

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student 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 School year 2012-2013: 93.9% (71) of students who attended AMIkids for more than 45 days, returned to a program, charter school or public school.	2012 Current Level :* 90.1% *In school year 2011-201, a total of (71) students met the guidelines for data use. Of these students, 64 went to programs, charter schools or returned to public school.*	2013 Expected Level :* 93.9% *For school year 2012-2013 we expect 93.9% (50) of students to be sent to programs, charter schools, or public schools.*	1.1. Parents moving out of the district and state, students absconding and students with pending legal issues plus a variety of social situation affecting the family unit.	1.1. Every student intake, with a parent present, now includes a 10-20 minute discussion with the DOE, who presents an education overview and a question and answer period. Parents are encouraged to keep up this line of communication via phone during the student's monthly treatment team. This fosters communication between JPO'S, Case Managers, Education and the District Transition Specialist. We have instituted a notification system in which the Transition Specialist is sent a notice of exit transition prior to release, that originates from the Case Managers and that is passed to the DOE and sent overnight to the District Transition Specialist.	1.1. Director of Education Director of Operations Executive Director	1.1. Constant review and discussion on current student issues and activities at daily staff meetings.	1.1. AMIkids Operations Report Data, School level student exit data.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Transition Professional Development

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

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)).

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Goal # 1			1.1	1.1.	1.1.	1.1.	1.1.
The attendance goal for school year 2012-2013 is 99.1%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Poor personal habits and preparation.	Foster better habits by employing programs such as the Breakfast of Champions which provides McDonalds for perfect weekly attendance.	Director of Education Director of Operations	Review of AMIkids Operations reports data and AMIkids SWFL Daily Attendance Roster.	MONTHLY REPORT ANNUAL REPORT
	98.9% (71) Enter numerical data for current attendance rate in this box.	*99.1%(50) Enter numerical data for expected attendance rate in this box.*	Lack of proper discipline.				
	2012 Current Number of Students with Excessive Absences (10 or more	2013 Expected Number of Students with Excessive Absences (10 or more)	Breakdown of family structure.	Direct phone calls to homes 15 minutes before pick up by buses. (Case Management). Same day calls to parents of student who have missed the bus.			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	Enter numerical data for current number of absences in this box. 2012 Current Number of Students with Excessive Tardies (10 or more)	Enter numerical data for expected number of absences in this box. 2013 Expected Number of Students with Excessive Tardies (10 or more)					
	0%(71) No student had 10 or more tardy violations in a grading period	*0% (50) No student will have 10 or more tardy violations in a grading period.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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:

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

School Advisory Council

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

X ☐ Yes   ☐ No

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

Describe projected use of SAC funds.	Amount
SAC funds will be used to train teachers and administrators in best instructional practices.	

Describe the activities of the School Advisory Council for the upcoming year.
The School Advisory Council will meet once per quarter to provide guidance in academics, budget and transition of students.