FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: AMIKids Panama City Marine Institute	District Name: Bay
Principal: Mark Carroll	Superintendent: William Husfelt
SAC Chair: Cynthia Surber	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	Mark Carroll	B.S.	<1	29	Executive Director of AMIKids Panama City Marine Institute 2012-Present Grade: The school is not eligible to be graded under the A+ Plan.
Director of Education	Cynthia Surber	B.A. Biology Biology 6-12	7	2	Director of Education of AMIKids Panama City Marine Institute 2011-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.
Reading	Erica Bryant	B.A. Elementary Education Elementary Education k-6 Reading Endorsement	6	9	No data available
English/ ESE	Lorraine Younavjak	B.S. English Education English 6-12 Middle Grades Integrated	6 years	11	No data available

		5-9 ESE K-12 Physical Education K-12			
GED	Rick Flaugher	B.S. Business Management Mathematics 5-9 Business Education 6-12	9	11	No data available

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. Small Learning Community meetings	Cynthia Surber	On-going	
2. Professional Development- opportunities provided by the district to pursue endorsements, professional development, and additional certifications	Cynthia Surber	6/1/13	
3. Incentives for the completion of endorsements as well as additional certifications	Mark Carroll	On-going	
4. Utilizing Gulf Coast State College EPI program and FSU Career Placement	Cynthia Surber	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

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3	Use of EPI program at Gulf Coast State College Enrollment in applicable college level courses for subject area.

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
6	33%	17%	50%	0	0	50%	17%	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

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Erica Bryant	Doug Pritchard	Ms. Bryant has excellent classroom management and use of Kagan strategies.	Weekly meetings, shared classroom observations, collaboration on Kagan structures.
Lorraine Younavjak	Micah Duke	Ms. Younavjak has extensive experience in the classroom dealing with at-risk and ESE students.	Weekly meetings, shared classroom observations.
Richard Flaugher	Kenny Thaxton	Mr. Flaugher has many years experience working in education at AMIKids Panama City Marine Institute. He is a certified math teacher and Mr. Thaxton is working on becoming certified in Math.	Weekly meetings, collaboration on lesson plans, shared classroom observations, and instructional strategies for math.

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.

All teachers will work on getting their reading endorsements through Beacon online. The reading teacher will introduce strategies to be used in the content area to other teachers. New teachers will attend a CRISS training. The reading teacher works with the other teachers to 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. The subjects the students will be taking and their relevance are discussed at this time and at various times throughout their enrollment in order to identify areas of interest and potential careers.

The subjects the students will be taking and their relvance are discussed at this time and at various times throughout their enrollment.

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. CHOICES is used in the classrooms to allow the students to build a career portfolio.

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

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

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains- in reading.			1.1. Students often enter the program with significant reading deficiencies including being 1-3 years behind grade level.	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
<u>75% of students at AMIKids Panama City 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.</u>	<u>2012 Current Level of Performance:*</u> *Over 50% of the student population scored below their appropriate grade level according to STAR Enterprise entry assessments and 2012 FCAT data.*	<u>2013 Expected Level of Performance:*</u> *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. Ineffective reading instruction	1.2Research based reading instruction/intervention	1.2. Director of Education, Reading Teacher	1.2. Lesson plan reviews, classroom observations	1.2. monthly STAR assessments.
			1.3.Core instruction does not consistently provide scaffolded support for reading comprehension	1.3. Content teachers will implement school wide research based comprehension strategies to scaffold student's ability to read content texts.	1.3. Content teachers will monitor student's increasing ability to apply comprehension strategies independently and research as necessary for mastery.	1.3. Content teachers will review grade level STAR and Discovery Education data to determine student growth	1.3. STAR assessments, Discovery Education

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Florida Reading Endorsement program	6-12	Bay County School District	Cynthia Surber Rick Flaugher Ida Younavjak Micah Duke Doug Pritchard Kenny Thaxton	Ida Younavjak- minimum of 2 reading endorsement courses per semester. All others a minimum of one reading endorsement per semester.	Professional Development Folder/Checklist	Director of Education
Reading Strategies Literacy Strategies	6-12	District Supplied Reading Coach	All teachers	Staff, agency and district wide trainings (weekly, monthly, biannually)	Lesson Plans, classroom observations	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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Reading Endorsement competencies 1-6		*Free*	
			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)).

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MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics. Mathematics Goal #1: <u>75% of students at AMIKids Panama City 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.</u>			1.1. Inconsistent progress monitoring.	1.1. Monthly math progress monitoring.	1.1. Cynthia Surber	1.1. Analysis of student math data, class observations, review of math lesson plans/curriculum guide.	1.1. STAR Enterprise Math, District progress monitoring
	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.Students that begin the school year at AMIkids Panama City Marine Institute are not generally the same ones at the end of the year.	1.2. Create Instructional Focus Calendars from Bay District Curriculum guides to provide pacing for instruction..	1.2. Educational Coordinator	1.2. Teachers report progress for courses at Staff Meetings, Classroom observations.	1.2. Marked Focus Calendars/Evaluation of Pacing.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
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. 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. Tutoring, Classworks	1.1. Kenny Thaxton, Cindy Surber	1.1. review of data, classroom observations, review of lesson plans	1.1STARS Math monthly assessment Midyear and 3rd 9 weeks district progress monitoring.
Algebra Goal #1: Students enrolled in Algebra with attendance of 80% or higher will pass the Algebra EOC test upon the first attempt.	2012 Current 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*	2013 Expected Level of Performance:* *70% or more of the student population will display growth between their baseline and midyear assessments.*					
			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 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%. Algebra Goal #3:	**Baseline data 2010-2011**						

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<u>Geometry End-of-Course Goals</u>

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. 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. Kenny Thaxton, Cynthia Surber	1.1. review of data, classroom observations, review of lesson plans	1.1. Midyear and 3rd 9-weeks district progress monitoring.
Geometry Goal #1: Students enrolled in Geometry with attendance of 80% or higher will pass the Geometry EOC test upon the first attempt.	2012 Current 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*	2013 Expected Level of Performance:* *70% or more of the student population will display growth from their baseline and midyear assessments.*					
			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:							

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Math trainings/meetings	6-12	Bay County School District	Kenny Thaxton Rick Flaugher	Minimum of 1 district math meeting/training per month	Professional Development Folder/Checklist	Director of Educatoin

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
District math meetings/focus groups		*free*	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

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			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)).

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Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology.			1.1. Students often enter program after experiencing gaps in instruction. These students may experience challenges passing the EOC exam.	1.1. Intensive instruction. Classworks, Credit Recovery software	1.1. Doug Pritchard	1.1. Midyear and 3rd 9-weeks district progress monitoring, classroom observations, lesson plan review.	1.1. Midyear and 3rd 9-weeks district progress monitoring.
Biology Goal #1: Students enrolled in Biology with attendance of 80% or higher will pass the Biology EOC exam on first attempt. .	2012 Current Level of Performance:*	2013 Expected Level of Performance:* *70% or more students enrolled in Biology will display growth between the baseline and mid-year assessments.*					
			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						
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	Bay County School District	Doug Pritchard	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	Doug Pritchard	Minimum of one company-wide webinar per semester	Professional Development Folder/Checklist	Director of Education
Biology Partnership	6-12	PAEC	Doug Pritchard	One Saturday a month	Lesson Plan Review	Director of Education

Science Budget (Insert rows as needed)

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

Total:

End of Science Goals

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

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

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Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	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 Civics.			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

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Please note that each Strategy does not require a professional development or PLC activity.						

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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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

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.						

U.S. History Budget (Insert rows as needed)

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

End of U.S. History Goals

Career Education Goals

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

Guiding Questions to Inform the Problem-Solving Process
• 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 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. 70% of students will complete one application and a resume.	2012 Current Level :* *75% of student population complete interest profile assessment through Florida Choices Website.*	2013 Expected Level :* *100% of student population will complete interest profiler assessment through Florida Choices Website*	1.1. Lack of formal training on Florida Choices website	1.1. Attend online webinars on Florida Choices	1.1. Cynthia Surber	1.1. Student portfolio reviews	1.1. classroom observations, student work samples
			1.2. Careers may be limited due to criminal record.	1.2. My Florida Ready to Work	1.2. Director of Education	1.2. Self Assessment	1.2. Completion and My Florida Ready to Work receipt of certificate
			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 Bay County School District	School wide	ongoing	Professional Development Folder/Checklist, student portfolios	Education coordinator

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.
			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
Partnership with Eastern Shipbuilding	Technical training for students	Eastern Shipbuilding	

			Grand Total:

End of Career Education Goal(s)

Transition Goal(s)

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

Guiding Questions to Inform the Problem-Solving Process
• 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 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 :* *100% of student files contain exit transition documentation upon their exit from program.*	2013 Expected Level :* *100% of student files will contain exit transition documentation within 30 days of program completion.*	1.1. n/a	1.1.n/a	1.1 Director of Education	1.1. n/a	1.1.n /a
			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			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Transition Goal(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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

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

Guiding Questions to Inform the Problem-Solving Process
▪ What was the attendance rate for 2011-2012?
▪ How many students had excessive absences (10 or more) during the 2011-2012 school year?
▪ What are the anticipated barriers to decreasing the number of students with excessive absences?
▪ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?
▪ How many students had excessive tardies (10 or more) during the 2011-2012 school year?
▪ What are the anticipated barriers to decreasing the number of students with excessive tardies?
▪ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Goal # 1 AMIKids Tallahassee will maintain an attendance rate of 80% or higher. .	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	1.1. Lack of Motivation	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
	74%	AMIKids Panama City will maintain an attendance rate of 80% or higher.					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	not available	*All months will have less than 5 students.*					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	not available	*All months will have less than 5 students.*					
			1.2.	1.2	1.2.	1.2.	1.2
			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

Attendance Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly Awards for Perfect Attendance		Special Activity budget	Not available
			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
Orientation for Students and Parents		Special Activity Budget	Not Available
			Grand Total:

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget- Not available at this time
Total:
Mathematics Budget Not available at this time
Total:
Science Budget Not available at this time
Total:
Civics Budget Not available at this time
Total:
U.S. History Budget Not available at this time
Total:

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Career Budget Not available at this time	
	Total:
Transition Budget Not available at this time	
	Total:
Attendance Budget Not available at this time	
	Total:
	Grand Total:

School Advisory Council

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

☐ Yes   ☐No

If No, describe measures being taken to comply with SAC requirement.
Not available at this time

2012-2013 School Improvement Plan Juvenile Justice Education Programs

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