

# FLORIDA DEPARTMENT OF EDUCATION



## AMIkids Emerald Coast School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

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

### 2012 – 2013 SCHOOL IMPROVEMENT PLAN

#### PART I: SCHOOL INFORMATION

School Name: AMIkids Emerald Coast	District Name: Okaloosa
Principal: Bernard Williams	Superintendent: Alexis Tibbets
SAC Chair:	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	Maria Przybylski	Bachelor of Social Work	10	5	DJJ QA deemed status 2002, 2004-2005 Education Exemplary Status 2007-2008, 2008-2009, 2009-2010
Lead Educator	Doyle Horton	Masters in Education		15	Was principal for 2 different schools. Was able to open several DJJ schools in the county. Has experience working as a teacher in district schools . Has at least 5 years as an administrator in Colorado and Alaska.

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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.
English/Language Arts Reading	Veronica Norden	Masters in Education Bachelor of Arts Needs Educator's Certification in English 6 - 12	6 months	5	Student scores have increased by at 1 grade equivalent gains as measured by the STAR Working on Reading Endorsement Earned 60 hours ESOL Accompanied group on experiential education trip to North Carolina

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Math, Science, Social Studies Career Planning	Ishmael Patterson	Bachelor of Arts Professional Educator's Certification in Mathematics 6 – 12, Mathematics 5 – 9, IS going to take Earth Science	1	7	Student scores have increased by 2 grade equivalent gains in Math for as measured by the STAR.

### 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. Incentive Pay for meeting Highly Qualified Requirements	Principal	ongoing	
2. Professional Development Opportunities	Director of Education	ongoing	
3. Generous Time Off.	Principal	ongoing	
4. Solicit referrals from current employees	Director of Education	ongoing	

### *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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1- Ishmael Patterson	Teacher currently has Educational Certificate in Math 6 – 12. Teacher plans to take his Earth Science certification
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### *Staff Demographics*

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
3	0	33%(1)	66%(2)	0	33%(1)	100%	33%(1)		

### *Teacher Mentoring Program*

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
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Lottie Humphries	Angela Griffith	Angela is a new reading teacher. Lottie Humphries has her Reading Endorsement.	Discuss Strategies in classroom at weekly meetings Daily observations

***\*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.

Each Teacher is incorporates reading strategies in their classes and documents on lesson plans. The Reading Teacher will present reading data at weekly faculty meetings. They will communicate reading strategies that all teachers should be using in their classrooms. The Director of Education will review lesson plans of all teachers to ensure that they are including appropriate reading strategies and will look for those when doing classroom observations.

***\*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?

Teachers use real world application as much as possible in all courses and attempt to make the courses relevant by moving students through the continuum of knowledge in one discipline, applying that knowledge within that discipline, using that knowledge across disciplines, using the knowledge in real-world predictable situations and then applying that knowledge to real world unpredictable situations.

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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?

Upon entry, the student meets with the Director of Education to plan their course of study. The Director of Education develops an academic plan for all students that explains what courses they have completed and what courses they need to complete while attending. Prior to exiting the program, the Director of Education completes an exit plan for each student that includes their plans for their next educational placement and their career and job plans.

### *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.

## 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 2011-2012 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?

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- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

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 continuously going and coming into program.	1.1. Enroll all level 1 and 2 students in remedial courses.	1.1. Principal	1.1. Learning Community meets weekly to review academic progress.	1.1. Monthly STAR progress monitoring in reading and math. Grade progress reports every 3 weeks.
Reading Goal #1:							
25% (11) more students will achieve above the 25th percentile on reading assessments as measured by the STAR Assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	76% (43) students are below the 25th percentile in reading as measured by the STAR Assessment	25% (11)more students will score above the 25th percentile in reading as measured by the STAR Assessments. 75% will make positive gains in reading as measured by the STAR Reading.					
			1.2.	1.2. Provide individualized instruct	1.2. Director of Education	1.2.	1.2. Grade progress reports every 3 weeks.
			1.3.	1.3.	1.3. All subject educators	1.3.	1.3.

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



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achievement gap by 50%.							
<u>Reading Goal #2:</u> <i>Enter narrative for the goal in this box.</i>							

## 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
Reading instruction in all content areas	6-12	Lead Reading Educator	Education Learning Community	Once a month at LC meetings	Review Lesson plans Observations	Director of Education
					STAR progress monitoring	

## Reading Budget (Insert rows as needed)

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

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Companion	Evidence Based Reading Programs	IBM, AMIkids	0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Individualized computer assisted instruction	Ed Options	Title 1, Part D	4,000
STAR Assessments given monthly	Nationally recognized assessment and progress monitoring tool	AMIkids	0
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will participate in district in-service trainings	Yearly in-service training	Escambia District	0
Training for teachers in use of STAR assessments and the Common Assessment	WEBINAR; In house training	AMIkids	0
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Develop a research/library center for students to conduct research using computers and reading material	Research lab and library	Title 1, Part D	\$15,000.00
			<b>Grand Total:</b>

*End of Reading Goals*

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### Mathematics Goals

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

Guiding Questions to Inform the Problem-Solving Process	
<ul style="list-style-type: none"> <li>Based on a comparison of 2011-2012 common assessment data and 2012-2013 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.</li> <li>What percentage of students made learning gains?</li> <li>What was the percent increase or decrease of students making learning gains?</li> <li>What are the anticipated barriers to increasing the percentage of students making learning gains?</li> <li>What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>	

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics.			1.1. Students continuously going and coming into program.	1.1. Enroll all level 1 and 2 students in remedial courses.	1.1. Principal	1.1. Learning Community meets weekly to review academic progress.	1.1. Monthly STAR progress monitoring in reading and math.
Mathematics Goal #1:							
50%(28) students will earn above the 25th percentile as measured by the STAR Math if they stay for 120 days or more.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	40%(22) students are earning below the 25th percentile as measured by the STAR Math.	25% (6) more students will earn above the 25th percentile as measured by the STAR Math.					
			1.2.	1.2. Provide individualized instruction	1.2. Director of Education	1.2.	1.2. Grade progress reports every 3 weeks.
			1.3.	1.3.	1.3. All subject educators	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
<b>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2012-2013</b>						
<b>Mathematics Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>							

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1.1. Students continuously going and coming into program.	1.1. Enroll all level 1 and 2 students in remedial courses.	1.1. Principal	1.1. Learning Community meets weekly to review academic progress.
<b>Algebra Goal #1:</b>	<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:</b>				
75%(5) students will Pass the Algebra EOC in 2012.	75% (5) students taking the Algebra 1b and Algebra 1 will take the EOC in 2012.	75% (5 out of 6) students will pass the Algebra 1B and ! EOC in 2013.				
						1.1. Monthly STAR progress monitoring in math.

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			1.2.	1.2. Provide individualized instruction	1.2. Director of Education	1.2.	1.2. Grade progress reports every 3 weeks.
			1.3.	1.3.	1.3. All subject educators	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>			Baseline data 2012-2013				
Algebra Goal #3:							
Enter narrative for the goal in this box.							

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### *End of Algebra EOC Goals*

### **Geometry End-of-Course Goals**

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Students continuously going and coming into program.	1.1. Enroll all level 1 and 2 students in remedial courses.	1.1. Principal	1.1. Learning Community meets weekly to review academic progress	1.1. Monthly STAR progress monitoring in reading and math.
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
75% (3) students will take the EOC at the end of the year 2012 and earn a credit in geometry, if they stay until the end of the year.	75% (3) students will take the EOC at the end of the year 2012 and earn a credit in geometry.	75% (3) students will take the EOC at the end of the year 2013 and earn a credit in geometry.					
			1.2.	1.2. Provide individualized instruction	1.2. Director of Education	1.2.	1.2. Grade progress reports every 3 weeks
			1.3.	1.3.	1.3. All subject educators	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.

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<b>Geometry Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
			2.2.	2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	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
<b>3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2012-2013</b>							
<b>Geometry Goal #3:</b>  <i>Enter narrative for the goal in this box.</i>								

## Mathematics Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Math	6-12	Math Educator	Education Learning Community	Learning community review student progress monthly.	Review Classroom plans and observations	Director of Education

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*End of Geometry EOC Goals*

### Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Individualized Instruction	Ed Options	Title 1, Part D	\$4,000.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students Assessed on STAR Math Monthly	Nationally recognized assessment program	AMIkids	\$0.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will participate in district in-service	Yearly in-service training	Escambia County School District	\$0.00



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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Mathematics Goals*

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

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology.			1.1. Students continuously going and coming into program	1.1. Enroll all level 1 and 2 students in remedial courses.	1.1. Principal	1.1. Learning Community meets weekly to review academic progress.	1.1. Monthly STAR progress monitoring in reading and math.
Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
75% (3) of the students will earn a credit taking the EOC at the end of the year if they are still enrolled.	75% (3) of students will take the EOC if they stay the entire year.	75% (3) students will earn a credit taking the EOC at the end of the year if they stay at this school.					

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			1.2.	1.2. Provide individualized instruction	1.2. Director of Education	1.2.	1.2. Grade progress reports every 3 weeks.
			1.3.	1.3.	1.3. All subject educators	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Biology Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

## Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science	6-12	Science and Math Teacher	Principal Director of Education Science and math teacher	Monthly learning community meetings to review progress	Review classroom Plans and classroom observations.	Director of Education

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### 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
Prentice Hall, McGraw Hill, Glenco	Science materials	AMIkids	0.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer based individualized learning	Ed Options	Title 1, Part D	\$4,000.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher will attend in-service for science.	District in-service training, yearly.	Escambia county	\$0.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Science Goals*

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

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement
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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1. Students continuously going and coming into program.	1.1. Enroll all level 1 and 2 students in remedial courses.	1.1. Principal	1.1. Learning Community meets weekly to review academic progress.	1.1. Monthly STAR progress monitoring in reading and math.
Civics Goal #1:  90%(15) students will perform on or above grade level, if they stay in the program for 120 days, as measured by the teacher grading system.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33% (5) students are performing below grade level.	85%(14) students will perform on or above grade level, if they stay in the program for 120 days.					
			1.2.	1.2. Provide individualized instruction	1.2. Director of Education	1.2.	1.2. Grade progress reports every 3 weeks.
			1.3.	1.3.	1.3. All subject educators	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:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

## 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	6-8	Social Studies Teacher	Education Learning Community	Monthly learning community reviews of academic progress.	Review classroom lesson plans and observations.	Director or Education

### 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
We The People, Center for Civic Education	Course material	AMIkids	0
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will attend in-service training as offered by the district	District in-service Training	Escambia District	0
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Civics Goals*

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1. Students continuously going and coming into program.	1.1. Enroll all level 1 and 2 students in remedial courses.	1.1. Principal	1.1. Learning Community meets weekly to review academic progress.	1.1. Monthly STAR progress monitoring in reading and math.
<b>U.S. History Goal #1:</b>  <i>80% (29) students will perform above grade level, if they stay in school for more than 120 days, and will pass the EOC.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>28%(10) students are below grade level in U.S. History for the year 2012.</i>	<i>85% (31) students will be above grade level for the year 2013, and will pass the EOC, if they stay in school 120 days or longer.</i>					
			1.2.	1.2. Provide individualized instruction	1.2. Director of Education	1.2.	1.2. Grade progress reports every 3 weeks.
			1.3.	1.3.	1.3. All subject educators	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Civics Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.

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

		2.3	2.3	2.3	2.3	2.3

## U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
U.S. History	9-12	Social Studies Teacher	Education Learning Community (LC)	Once a month at LC meetings.	Review Lesson plans, observations, STAR Assessment.	Director of Education

## 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
McDougall Littell course, The Americans	Course material	AMIkids	0
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will participate in in-service training at the beginning of the year	In-service training at the beginning of the year	Escambia County	0
			<b>Subtotal:</b>
Other			

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

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

### *End of U.S. History Goals*

## **Career Education Goals**

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

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

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

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	Evaluation Tool
<b>1. Career Education Goal</b>			1.1.	1.1.	1.1.	1.1.
75%(45) students will participate in a career day event.	2012 Current Level :*	2013 Expected Level :*	Scheduling time with Northwest Florida State College State College.	1.1. Develop a yearly schedule with Northwest Florida State College.	1.1. Director of Education	1.1. Review Schedule
	100% (56) of students are enrolled in career education.	100% (56) of students will participate in a career ed class 75% (45) will participate in a career day event.	JOBS Plus Programming-advocating initiatives JOB Corps – initiating services, providing information and setting appointments.			1.1. Observation and participation



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

			1.2. Scheduling time with different businesses for tours.	1.2. Planning a school day career fair	1.2.	1.2.	1.2.
			1.3.	1.3. Field trips to different businesses to explore career interests.	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
Career Planning	6-12	All educators	Education learning community.	Monthly reviews by LC of academic progress	Observations Participation	All LC Participants

## 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

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

<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will use Choices to identify career areas/interest	Online Program	District	0
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Guest Speakers talking about different career options	Personal contacts of staff	AMikids Emerald Coast	0
Field Trips to businesses	Personal contacts of staff	AMikids Emerald Coast	0
Partner with Northwest Florida State College career Center	Local college	AMikids Emerald Coast	0
Conduct school career fair	Career Fair	AMikids Emerald Coast	0
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Career Education Goal(s)*

### **Transition Goal(s)**

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

Guiding Questions to Inform the Problem-Solving Process	
<ul style="list-style-type: none"> <li>How does the program deal with transition planning (entry and exit transition)? Entrance and Exit testing, set up meeting with future school</li> <li>How many students successfully transition (e.g., return to school, find employment)? 98% in 2012</li> </ul>	

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

Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Transition Goal</b>			1.1. Students leave/transition unexpectedly	1.1. Coordinated with the case managers concerning status of students	1.1. Director of Education Director of Case management	1.1. Multi-disciplinary team.	1.1. Monthly operations report
100% of students that enter program will be will have required testing and enrollment done in a proper time frame. 100% of students that attend and finish their requirements at AMI will follow the correct procedure for exiting. Placements, whether work or school, will be in place.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>All students enter the program with all the requirements but some of the testing has been delayed. 90% (50) students are exited with the proper requirements necessary and placements, whether school or work, in order.</i>	<i>All students will enter the program with all the requirements in the proper time frame. 90%(50) Students will be exited with all the requirements necessary. 100% (50) of those students will return to school or find gainful employment</i>					
			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
Transition	6-12	Director of Education	All students and Director of Ed	Entry and exits	Learning community will review new students and those exiting once a month.	Principal Learning Community Director of Education

## Transition Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

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

Strategy	Description of Resources	Funding Source	Available Amount
College Prep Tests	Northwest Florida State College	AMikids	0
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Choices Online Research	Choices online program to look up careers	AMikids	0
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Transition Goal(s)***Attendance Goal(s) (For Day Treatment Programs Only)**

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

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

### 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
<b>1. Attendance Goal # 1</b>			1.1. Students not motivated to attend school	1.1.Create an environment for motivation increasing school attendance	1.1.All Organizational Personnel	1.1.Review weekly and monthly attendance rates.
85% (48) attendance rate	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	79.6% attendance rate	85% attendance rate				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	10% (7) students have excessive absences	Enter numerical data for expected number of absences in this box.				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	Enter numerical data for current number of students tardy in this box.	Enter numerical data for expected number of students tardy in this box.				
			1.2.	1.2.	1.2.	1.2.
			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	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

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

*End of Attendance Goals*

### Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>15,000</b>

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

	<b>Total:</b>
<b>Mathematics Budget</b>	<b>4,000</b>
	<b>Total:</b>
<b>Science Budget</b>	<b>4,000</b>
	<b>Total:</b>
<b>Civics Budget</b>	
	<b>Total:</b>
<b>U.S. History Budget</b>	
	<b>Total:</b>
<b>Career Budget</b>	<b>250</b>
	<b>Total:</b>
<b>Transition Budget</b>	
	<b>Total:</b>
<b>Attendance Budget</b>	
	<b>Total:</b>
	<b>23,250</b>
	<b>Grand Total:</b>

## School Advisory Council

*School Advisory Council (SAC) Membership Compliance*

May 2012

Rule 6A-1.099811

Revised May 25, 2012

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

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

☐ Yes☐ No

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

Describe projected use of SAC funds.	Amount

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