Manatee County Public Schools

Amikids Manatee

2020-21 Schoolwide Improvement Plan

Table of Contents

Amikids Manatee

6423 9TH ST E, Bradenton, FL 34203

amikids.org

Demographics

Principal: Carol Mcbeam

Start Date for this Principal: 7/14/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

AMIkids is a non-profit organization dedicated to helping youth develop into responsible and productive citizens. AMIkids' mission is to protect public safety and positively impact as many youth as possible through the efforts of a diverse and innovative staff. AMIkids works in partnership with youth agencies, local communities and families.

Provide the school's vision statement.

Separating a troubled past from a bright future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
McBean, Carolyn	Principal	Effectively lead and manage the administration of program operations to ensure the program is effective and aligned with contract(s) and AMIkids' requirements, Integrate and oversee the AMIkids Personal Growth Model (PGM) along with the Vocational Education initiatives, Implement policies and procedures; plan, organize and direct program goals and objectives; in alignment with AMIkids goals and objectives and contract requirements, Provide day to day leadership and management; motivate and lead your team: attract, recruit, retain (guide, develop and provide growth opportunities), Assess/project compliance and risk management situations and address occurrences immediately, Foster productive working relationships with all stakeholders, (e.g. AMIkids Inc., peer AMIkids programs, Community partners, local Board of Trustees, and regulatory agencies, etc.), Effectively perform and manage Executive Director accountabilities with Regional Director and Board of Directors, Understand Program financial reports and take appropriate action to identify trends and discrepancies, Manage finances within approved budget, Support resource development activities to include grant writing, cultivation and stewardship of donors; actively seeking and maintaining a diverse donor base while maintaining AMIkids values, Develop partnerships and maintain contact with stakeholders; serve as a liaison for the Program, Create a strong marketing/branding initiative to ensure successful promotion and fund raising of the Program within the community and interested parties, Expand local revenue generating and fundraising activities to support existing program operations and regional expansion while simultaneously retiring debt.

Demographic Information

Principal start date
Tuesday 7/14/2020, Carol Mcbeam

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
4

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A

Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	10	16	3	0	0	0	29
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	8	11	3	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	4	14	3	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	10	14	3	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Thursday 9/3/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	0%	49%	56%	0%	48%	53%
ELA Learning Gains	0%	47%	51%	0%	45%	49%
ELA Lowest 25th Percentile	0%	37%	42%	0%	35%	41%
Math Achievement	0%	51%	51%	0%	52%	49%
Math Learning Gains	0%	47%	48%	0%	46%	44%
Math Lowest 25th Percentile	0%	45%	45%	0%	38%	39%
Science Achievement	0%	67%	68%	0%	73%	65%
Social Studies Achievement	0%	69%	73%	0%	63%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	**7**	**8**	**9**	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL					30						
HSP	6	22		11	33						
FRL	4	26		12	28			7			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	77
Total Components for the Federal Index	5
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	8
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	18
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	15
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading showed the lowest performance. Existing gaps in their learning are extensive due to previous, consistent. lack of participation in the learning experiences in the traditional learning environment. Students are referred to AMIkids after several suspensions and their commitment to educational excellence is low. Students continue to show downward trends after attempting online learning due to COVID-19 attendance restrictions. Learning loss is apparent at every level.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Data was the same as last year

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Not enough data available.

Which data component showed the most improvement? What new actions did your school take in this area?

Not enough data available.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Reading and Literacy skills

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Maintain a safe and secure environment in compliance with all CDC and School District Guidelines
2. Maximize academic achievement in a personalized 21st Century learning environment
for every child to graduate college and career ready.
3. Regain community connections potentially lost due to administrative changes.
4. Build background knowledge during vocabulary exercises to increase academic vocabulary understanding.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:

The youth served are at various levels of achievement, however almost all are experiencing missing schema that assists with learning new information. Without relational examples, it has become difficult to fill gaps. Academic vocabulary is difficult to learn when background information is missing. The word "slope" in a math problem is an example of being unable to relate the word to anything the youth already knew since they live in a flat geographical area. During small group instruction, the teacher would be able to better build background and connect academic vocabulary to background knowledge already present or to help build the knowledge needed.

Measurable Outcome:

Data results from STAR and Teacher assessment results will indicate 80% accuracy or better in targeted literacy skills, specific to the content being taught, by June 30, 2021.

Person responsible for monitoring outcome:

Carolyn McBean (mcbeanc@manateeschools.net)

Evidence-based Strategy:

The Sheltered Instruction Observation Protocol (SIOP) framework allows for building background using small-group instruction, visual aids, and collaboration.

Rationale for Evidence-based Strategy:

This proven strategy will be give all students an opportunity to build on current schema as well as create schema where it is absent through collaboration and visual assistance. The Sheltered Instruction Observation Protocol (SIOP) model is a research-based method of instruction that addresses the academic needs of English language learners (ELLs). In the building background component of SIOP modeling, instructors look for opportunities to create links between past lessons and experiences; hence, building background knowledge as a launch pad for the new lessons.

Action Steps to Implement

Focus and motivate students by connecting to what they already know.
Address how students' personal experiences can relate to content area.
Directly link concepts to students' background experiences, or make learning relevant. This experience can be personal, cultural, or academic.
Link past learning to new content by referring to books, lessons, or charts that students have worked on previously.
Use what students have learned in the past to help them learn new vocabulary.

Person Responsible

Carolyn McBean (mcbeanc@manateeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The CDC and district authorities have outlined, and in some cases mandated, safety guidelines related to COVID-19. All staff and students have been properly trained to ensure compliance. PPE is available for all students and staff members. All student and staff occupied areas have been properly marked to indicate social distancing including classrooms. All students are screened, including temperature checks prior to boarding school vehicles. Temps are taken again upon arrival to school, prior to entering the building. Protocols put in place by the district ensure students suspected of infection are properly quarantined and the proper notifications made.

Each student, both in-person and eLearning have been equipped with a school chromebook. Teachers continue to be trained in synchronous teaching strategies that allow all youth to participate in well-planned learning experiences that include 21st Century strategies; focusing on college and career readiness in all content areas.

Reconnecting with the community will require an innovative approach that include but is not limited to virtual tours, field trips, as well as taking smaller groups of youth to various workplace environments as permitted. Community service opportunities may include a community garden and donation to feed the hungry organizations, writing letters or making cards for seniors in convalescent homes, and the like.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

AMIkids Manatee uses a research-driven approach to behavior modification that includes positive reinforcement, experiential learning, and sound theory and research-based interventions. The staff have all been trained in de-escalation that includes verbal redirection and reinforcement of program policies and procedures. This approach ensures a safe and supportive environment; giving youth the opportunity to learn about their roles in the classroom, their school, and their community. Partnerships with outside agencies such as Florida legislatures, Sheriff's Dept, as well as businesses and corporations allow for opportunities to learn from a variety of community members and civil servants.

Our community service component gives each youth an opportunity to serve others. Pre-COVID volunteer experiences included reading to preschoolers, visiting nursing homes and participating in feeding the homeless on a monthly basis. Having a heart of service, AMIkids incorporates this concept to encourages community involvement.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.