Manatee County Public Schools

Amikids Manatee

2021-22 Schoolwide Improvement Plan

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Amikids Manatee

6423 9TH ST E, Bradenton, FL 34203

amikids.org

Demographics

Principal: Carol Mcbeam

Start Date for this Principal: 9/22/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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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amikids.org

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

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	Position 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
Wednesday 9/22/2021, 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.*

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.*

Total number of teacher positions allocated to the school
4

Total number of students enrolled at the school
28

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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	2	6	14	6	0	0	0	28
Attendance below 90 percent	0	0	0	0	0	0	1	2	8	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	3	7	2	0	0	0	13
Course failure in Math	0	0	0	0	0	0	0	0	7	2	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	4	2	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	3	7	3	0	0	0	13
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	1	3	0	0	0	5

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	1	9	5	4	0	0	0	19

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	2	2	2	0	0	0	6
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

Wednesday 9/22/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					49%	56%		50%	56%
ELA Learning Gains					47%	51%		51%	53%
ELA Lowest 25th Percentile					37%	42%		45%	44%
Math Achievement					51%	51%		51%	51%
Math Learning Gains					47%	48%		49%	48%
Math Lowest 25th Percentile					45%	45%		49%	45%
Science Achievement					67%	68%		71%	67%
Social Studies Achievement					69%	73%		69%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR assessment and Classroom quarterly assessments along with Focus student breakdown report.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	3	2
	Economically Disadvantaged	1	1	0
	Students With Disabilities	1	1	1
	English Language Learners	0	0	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	0	6
	Economically Disadvantaged	1	0	2
	Students With Disabilities	1	0	3
	English Language Learners	0	0	1

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	2	2
	Economically Disadvantaged	0	0	0
	Students With Disabilities	2	0	1
	English Language Learners	0	2	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5	3	8
	Economically Disadvantaged	2	1	4
	Students With Disabilities	2	1	2
	English Language Learners	1	1	2
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3	2	8
	Economically Disadvantaged	3	2	5
	Students With Disabilities	0	0	2
	English Language Learners	0	0	1

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3	2	6
	Economically Disadvantaged	3	1	3
	Students With Disabilities	0	1	2
	English Language Learners	0	0	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	5	2
	Economically Disadvantaged	2	3	1
	Students With Disabilities	2	2	1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	2
	Economically Disadvantaged	0	0	2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 9				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	0	1	1
	Economically Disadvantaged	0	1	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	2	2	5
	Economically Disadvantaged	1	0	3
	Students With Disabilities	1	1	1
	English Language Learners	0	1	1
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
US History	All Students	1	0	3
	Economically Disadvantaged	0	0	2
	Students With Disabilities	1	0	1
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12					
English Language Arts	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Biology	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
FRL		9			9						

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	3
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	16
Total Components for the Federal Index	5
Percent Tested	79%

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%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	

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%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
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%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	4
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Attendance is the most prominent factor across all areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Reading showed the lowest performance.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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. Learning loss is apparent at every level due to a lack of engagement in the learning process. Engagement has been especially difficult following mass shut downs of schools during the height of the pandemic and continued missed days from individual students due to COVID positive cases and quarantine after COVID exposure. The trauma faced by our adolescent youth due to the pandemic combined with trauma that accompanies poverty are also contributing factors. Paying more attention to the basic needs of each youth, their mental and emotional needs and providing resources to meet those needs is important.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

No significant change from last reported data

What were the contributing factors to this improvement? What new actions did your school take in this area?

Not applicable

What strategies will need to be implemented in order to accelerate learning?

Training for teachers, including but not limited to ESOL courses will continue to be explored. Corrective Reading Literacy program is also being implemented. All teaching staff will be trained and assigned an intervention group to implement the program on a school-wide level.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

MYPGS courses have been assigned for all teachers related to working with SWD as well as ESOL. Training for Corrective Reading and trauma informed care is also being implemented.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Corrective Reading Literacy program is also being implemented. Continuing education for teaching staff, focusing on trauma informed care has also been planned. Many of our youth are suffering from intense trauma due to sickness and death caused by the pandemic along with the challenges that come with socio-economic disadvantages.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

No Data available

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Manatee County Sheriff's Department-members of the Sheriff's department have provided mentoring services for our youth.
AMIkids Board of Trustees-financial support in the form of fund raising as well as supporting events,

mentoring youth, and making community connections

AMIkids staff-implementing the positive reinforcement, mentoring (including staying connected with youth up to one year after transition to traditional school). Providing a quality education that includes the use of blended learning and access to computers and other technology.

Manatee Community Foundation-provides financial support in the form of grants.

Selby Foundation-provides financial support in the form of grants; a major funding source for buying laptop computers; creating a 1:1 access to online resources.

Numerous other supporters of the program have made it possible for AMIkids Manatee to purchase full uniforms, including shoes and classroom supplies that allow each youth to begin their day on equal/level ground.