

Amikids Clay County

501 LEMON ST, Green Cove Springs, FL 32043

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	39%

School Grades History

Year	2017-18
Grade	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Amikids Clay County

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Provide the school's mission statement: AMIkids Clay County is a non-profit, community based program whose mission is to improve public safety and redirect the lives of our at-risk youth through gender specific growth, education and community partnership.

b. Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

To build positive teacher student relationships at AMIkids Clay, staff is provided opportunities to work closely with the families through monthly CARE meetings and home visits. They work on mentoring each youth and are provided with a tool kit of strategies on creating a strong structural environment that promotes respect for all learners.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

AMIkids Clay Staff use teamwork and communication to insure that youth feel safe and respected throughout the operational day.

At 7:30 am, staff meets for Morning Meeting to discuss the day activities and possible points of concern. Youth arrive at 8 AM and are searched outside the building and enter Large Group where they have breakfast and discuss plans for the week/day. They line up by class and transition to 1st period. All staff have hand radios and are proactive with checking in with the classes throughout the day. Youth who have behavior difficulties are pulled and counseled by staff.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

All staff are trained in using the AMIkids Clay Behavior Modification System, which is based on Choice Therapy, utilizing positive and negative consequences for behavior. Youths use a combination of Point Cards and the Rank System to successfully complete AMIkids Clay.

Youth have a weekly point card that monitors their progress through the program. They can earn a 1 (below expectations), 2 (on Expectations) or 3 (above expectations) in 6 areas. They are determined by what behavior a youth displays and what behavior a youth produces throughout the day. They are graded on: Safety, Supervision, Appearance, Responsibility, Communication and Leadership. Each class period, points are added together, summed up at the end of the day, and totaled at the end of the week.

The total amount of points youths earn for the week decides which one of the three point card the youth receives. Youths who earn 234 points and above receive a Gold Card, 220-233 points earns a

Blue Card, and 0-219 points and below earns a White Card. Top Gun may wear personal clothes all week and will be provided with a Top Gun lunch. Gold Cards are expected to be available to provide tours for visitors. Gold Card youths with rank earn the right to go off campus with staff. Blue card youths have other positive privileges. White card youth must remain on campus and work towards more positive behavior.

The youth make progress in rank by earning Blue and Gold cards and participating in Rank Board. There are 5 ranks at AMIkids Clay. They start out as a Recruit and earn the ranks as follows: Seaman, Petty Officer, Warrant Officer, Lieutenant and Captain. Youths start AMIkids Clay as a Recruit and progress through the rank system by:

- earning the appropriate amount of Gold or Blue cards
- turning in their rank packet on Wednesday
- having the rank packet approved by Staff
- attending Rank Board on Friday morning

Incentives: Youths who are Seaman and above and earn a Gold or Blue Card are eligible for off-campus activities, such as high-ropes course, whitewater river rafting, AMI Challenge Events, and field trips. We have Monthly Awards Assembly to celebrate positive behavior and improved grades and academic standing.

Token Economy: Youths earn Bid Bucks for accomplishment of targeted behaviors. AMIkids Clay Snack Shack is provided for all youth. The store is divided according to color of card and the amount of bid bucks the youth carries for that particular week.

Youth are also provided with a prosocial group, Boys Council. This is a 90 minute group session geared towards teaching responsibility, prosocial skills and shaping positive behavior. Another entity is Food Handler's Group, which allows for them to earn Food Handler's Certification to be employed in the food service industry. Casey Life Skills is also taught to our youth that also encourages prosocial activities and life skills.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Staff meets every morning to discuss possible early warning difficulties. Management Meetings occur on a weekly basis. Prior to enrollment, youth are screened for appropriateness to enter AMIkids Clay. Ongoing staff communication is key when working with families. Parent contact occurs on a regular basis. Staff Training occur once monthly to discuss policy and procedures, behavior modification and communication.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Staff meet every morning to discuss possible early warning difficulties. Management Meetings occur on a weekly basis. Prior to enrollment, youth are screened for appropriateness to enter AMIkids Clay. Ongoing staff communication is key when working with families. Parent contact occurs on a regular basis.

Teachers will have real-time data chats with students to immediately address students' learning gaps. The data from all core content will assist teachers in identifying students who need assistance and support in their course. Teachers will use differentiated instruction by implementing rotational stations

in which student academic needs based on assessment results will be addressed. Teacher will also participate in monthly CARE meetings with DOE, case managers parent and youth to address the needs of struggling students.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	6	10	6	3	1	0	26
One or more suspensions	0	0	0	0	0	0	0	5	5	6	6	4	0	26
Course failure in ELA or Math	0	0	0	0	0	0	0	4	6	3	8	5	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	0	4	5	5	7	5	0	26

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	5	5	5	7	4	0	26

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Teachers will have real-time data chats with students to immediately address students' learning gaps. The data from all core content will assist teachers in identifying students who need assistance and support in their course. Teachers will use differentiated instruction by implementing rotational stations in which student academic needs based on assessment results will be addressed. Teacher will also participate in monthly CARE meetings with DOE, case managers parent and youth to address the needs of struggling students.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Provide daily text to all parents concerning activities that are scheduled, FACEBOOK page which discusses prosocial activities and encourages communication, monthly meetings (CARE) to discuss progress, home visits, holiday celebrations, monthly awards ceremonies which include family members. Prior to enrollment, the family is invited for a tour and we discuss expectations and individual needs.

Student Government:

President: Diego Lebron
 Vice President: Joelan Rodriguez
 Councilman: Sage Furgeson
 Councilman: Dariun Deyo
 Councilman: Joshua Tirado
 Councilman: Thomas Helms
 Student Government meets every other week to discuss student concerns with staff members.
 Concerns may include: incentives for perfect uniform, fundraising activities, leadership expectations, bid store contents and daily operations.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Students participate in service projects on campus per quarter. Additionally, participation in service projects provides an opportunity for the boys to contribute to their community in a positive manner, to gain valuable exposure to career opportunities, to gain specific employability skills and to increase their self-esteem.

We are in the process of building a Board of Directors with key individuals from the community. Once the Board is established we will work on projects to partner with the community.

Our Board of Directors include:
 Wendall Watson – Regional Director, AMIkids
 Maria Przybylski – Executive Director

School Leadership Team:
 Maria Przybylski – Executive Director
 Renee’ Pleasant – Director of Education

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Przybylski, Maria	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Administration and the Leadership team monitor the effectiveness of the SIP and AMI Kids supports on a frequent and weekly basis, meeting biweekly to discuss findings and problem solve. Data based decision making framed the master schedule, as students’ academic levels scores were used to determine academic placement.

Leadership monitors core instruction for effectiveness by observing classrooms, reviewing lesson plans, and student work products. Further consideration is based on assessment results.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Executive Director – Works with CCDS for the development of our district contract. She is also responsible for the areas of financial resources development for the entire program.

Academic Director – Works to make sure compliance of the CCSD Contract, DJJ Contract, and AMI Kids Program Policies and Procedures are enforced and followed. Handles case management of girls and supervises Counselors, provides behavioral management support, coordinates psycho-educational groups.

Academic Manager – Serves as AMI Clay’s primary instructional leader at school.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Renee Pleasant	Principal
Maria Przybylski	Business/Community
Saryn Hatcher	Business/Community
	Student
Phildra Swagger	Business/Community
Wendell Watson	Business/Community
Natalie Helms	Parent
Rachel Brooks	Parent
Diego Lebron	Student
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

This is AMI Kids Clay initial School Improvement Plan. The SAC meets a minimum of once per quarter; however, can meet more frequently if needed. The council monitors the effectiveness of the SIP goals and collaboratively problem-solve when issues arise.

b. Development of this school improvement plan

Evaluation of last year’s school improvement plan: We opened October, 2015 and did not have a SIP for 2014-15.

Development of this school improvement plan: This plan was designed and goals developed with the intent to reduce anti-social behaviors and increase academic performance with our students.

Preparation of the school's annual budget and plan: The school adheres to state, corporate and local budgeting guidelines.

c. Preparation of the school's annual budget and plan

Annual budget is created by the regional director and Executive Director for AMI Kids-Clay

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

No SIP funds allocated for AMI Kids Clay for previous year

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Przybylski, Maria	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Reading Campaign and school-wide reading/Instructional strategies. Teachers will participate in researched-based professional development to improve reading and writing instruction in their content. Lesson Studies will be used to provide lesson implementation with fidelity to improve instructional delivery and create strategic intervention for struggling or novice teachers to improve academic reading.

Maria Przybylski – Executive Director
Renee' Pleasant – Director of Education

Through the LLT, we will strive to increase the literacy rate of our students through best practices for reading instruction across all content areas as well as strategies to entice reluctant readers. When the program opened in October 2015, our average student was in the 9th grade with a grade equivalent reading of 4.3 per the STAR Reading assessment.

The team's objective is to increase the reading proficiency of each student to be at or above grade level.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are given 90 minutes of uninterrupted planning Monday – Wednesday, one hour on Thursday and 45 minutes on Friday for a total of 285 minutes per week.

Academic Team collaborates on the following levels:

- Course Content – Teachers work to coordinate lessons on different subjects to give the girls a multifaceted learning environment.
- Preparing girls for testing – tutoring to help prepare for State testing requirements
- Care Review – collectively, the whole staff works together to ensure that the highest level of care is provided to girls in our program.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Recruit via referrals from educational colleagues from Clay County School District (CCCS) and Department of Juvenile Justice.
2. Recruit via www.Teachers-Teachers.com
3. Recruit via www.Indeed.com
4. Retain with mentoring by Director of Education, CCSD Curriculum Specialists and other AMIkids employees.
5. Provide on-going professional development for teachers.

AMI Clay pays a competitive salary to teachers. We currently have an Academic Team of teachers with diversified experience in the classroom. When reviewing credentials for new teacher candidates their level of expertise and their certifications are number one on our list. We have worked hard to retain teachers in by developing a system that allows them (as well as all staff) to have a Wellness Week in addition to their vacation time.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teachers have planning with other content and with their grade level peers; which increases the teachers opportunity to work with other instructors and plan for improved student outcomes. PD is also planned with School District Professional Development office as needed.

Director of Education works collaboratively with each teacher based upon their level of educational training / certification.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

AMI Kids Clay curriculum is the Compass Odyssey Program. Compass Odyssey is approved by the CCSD and meets Florida standards.

b. The Renaissance STAR reading and math assessments are administered upon enrollment and then every 9 weeks to monitor student's academic progress. Individual Academic Plans are developed based on individual diagnostics.

i. All classes have a maximum teacher to student ratio of 1:10, which ensures individualized attention and small group instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

ii. Teachers apply integrated learning and collaborative instruction.

iii. The Academic Manager works with the academic team through Care Reviews and individual meetings to monitor implementation of strategies

iv. Updated STAR testing determines progress and effectiveness. Academic progress is a Key Performance Indicator for PACE Centers state-wide.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 100

Extended School Year

Strategy Rationale

Provide more time on task to increase positive behavior and academic success

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Przybylski, Maria, mprzybylski@amikids.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Final teacher referral reports

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Transition planning begins at Intake. Starting with the Intake process, the Intake Team and the Academic Team work with each boy and his parent/guardian to assess the boys service needs and project a transition date. The boys intro plans are developed with these goals in mind. AMI Kids staff members will discuss each's progress during the initial review to ensure he is achieving is care plan goals and moving towards transition.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

• AMI Kids Clay is developing relationships with local businesses, industry and community organizations to create opportunities for employment and awareness. Tours are given on a regular basis and guest speakers such as the Health Department, local leaders, representatives from the Department of Juvenile Justice, and MADD all add enrichment to the program goals.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Will explore Microsoft Office Certification as a possible Career and Technical Education option for at-risk youth.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

AMI kids provides leadership and transition training that address the students academic needs. The program encourages those students who have the ability to succeed, but need a support system and organizational skills. This program provides students the opportunity to acquire those critical skills in preparation for both high school and career/college.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

First year of AMI Kids Clay. No High School Feedback Report created.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

- G1.** Decrease student violent behavior

- G2.** Create a Boys Council

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Decrease student violent behavior 1a

🔑 G086111

Targets Supported 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	20.0

Targeted Barriers to Achieving the Goal 3

- Student behavior systemic

Resources Available to Help Reduce or Eliminate the Barriers 2

- Behavior Modification Specialists Available with Additional Social Workers Counseling

G2. Create a Boys Council 1a

G086112

Targets Supported 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	40.0

Targeted Barriers to Achieving the Goal 3

- Non compliance of participation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Council for boys and young men curriculum

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. Decrease student violent behavior 1

G086111

G1.B1 Student behavior systemic 2

B228780

G1.B1.S1 One-on-one counseling available 4

S241239

Strategy Rationale

Provide a caring counseling professional to assist students social needs

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Total:	\$0.00
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