

Orange County Public Schools

# Amikids Orlando



2017-18 Schoolwide Improvement Plan

## Amikids Orlando

1461 S LAKE PLEASANT RD, Apopka, FL 32703

[www.ocps.net/lc/district/sae](http://www.ocps.net/lc/district/sae)

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 6-12	No	74%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
Alternative Education	No	86%

### School Grades History

Year  
Grade

### School Board Approval

This plan is pending approval by the Orange 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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Amikids Orlando

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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.

To lead our students to success with the support and involvement of families and the community

##### b. Provide the school's vision statement.

To be the top producer of successful students in the nation

#### 2. School Environment

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

AMIKids Orlando learns about students' cultures and builds relationships through student surveys, data charts, parent/student interviews, team building activities, collaborative environment, celebrating cultural days and creating positive relationships.

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

AMIKids Orlando works to create relationships using a positive behavior support system. Monthly Safety training videos are provided to teachers, students, and staff to better understand and respect each other. Character education promotes positive behavior and teaches respect. AMIKids Orlando creates a culture of safety and trust through positive teacher and student interaction where everyone has a voice. These relationships build bonds and are reinforced throughout all facets of school life. School rules and procedures are reinforced to make students feel safe and respected.

##### 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.

AMIKids has put procedural safeguards in place to ensure that students are safe on campus before, during, and after school. These safeguards include adult supervision in all common areas, as well as adult supervised programs and classes. A review of the student code of conduct is completed with students quarterly and teachers and staff are trained on the behavior management system (Points Card and Token Economy System). Additionally, with direct phone calls and face to face meetings, staff promotes communication between the school and parents to share clear behavioral expectations. Leadership personnel and instructional staff follow the discipline plan that includes: conference with student and verbal warning, phone call and/or meeting with the parent/guardian, detention and then referral to administrative staff for student behavioral counseling.

##### 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.

AMIKids Orlando provides academic (IEPs, 504 Plans) counseling to include coaching on social life skills, and collaborate with host agencies for mental health support. Community resources are utilized, such as local employers, for collaborative interaction to support workplace skills as they relate to academic skills. Teachers work collaboratively to ensure student accommodations are met.

Guidance counselors work closely with students and administrations to stay abreast of issues that may arise throughout the year.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

AMIKids Orlando monitors the following early warning indicators:

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspension, whether in school or out-of-school
- GPA below 2.0 grade point average
- Course Credits below state requirement per grade level
- Course failure in English Language Arts and Mathematics
- A score of Level 1 on FSA English Language Arts or Mathematics

#### 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	3	2	4	15	14	8	0	46
One or more suspensions	0	0	0	0	0	0	2	0	4	5	10	3	0	24
Course failure in ELA or Math	0	0	0	0	0	0	3	2	3	15	18	8	1	50
Level 1 on statewide assessment	0	0	0	0	0	0	1	3	2	2	7	0	0	15

##### 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	3	2	4	14	16	7	0	46

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

The following include intervention that are provided to students who have exhibited one or more of the above early warning indicators:

- Child study team for attendance and academics
- MTSS -provides consistent monitoring and intervention implementation
- Weekly data discussion with students
- Progress monitoring Plans (designed to track academic progress)
- Credit retrieval using Edgenuity
- Parent communication through newsletters, mailings, direct phone calls, and parent conferences
- Standards driven lesson planning based on formative assessments to target needs

### B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

AMIKids works at building positive relationships with families by:

- Increasing parental awareness of school events/initiatives through various media, for example, notices sent home with students, telephone contact, email, and notices mailed
- Creating a more flexible meeting schedule for parent conferences and treatment teams in order to work around parent work schedules and other conflicts
- Increasing teacher communication with parents regarding behavior, academic strengths, and areas for improvement

**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.**

AMIKids has built and sustained partnerships with UCF, Valencia, DJJ, which have supported Student incentives, mentoring, and job placements which ultimately support student development and academic achievement. The below events take place in order to continue to foster continuous relationships with partners and stimulate community engagement.

- Partners in Education
- IEP and ELL meetings
- Parent involvement activities
- School Advisory Committee
- Partnerships with host agencies
- Guest speakers
- OCPS Teach-In
- Education advocacy
- Home visits
- OCPS Expectation Graduation
- Mentorship programs
- Employment opportunities and other vocational services

## **C. Effective Leadership**

### **1. School Leadership Team**

**a. Membership**

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

Name	Title
	Instructional Coach
Tovine, William	Principal
Walker, Wanda	Principal
Herman, Edward	Administrative Support
Large, Gwendolyn	Instructional Coach

## b. Duties

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

The leadership team meets weekly to collaborate among Alternative Education school sites. Topics shared include leadership and other practices that are successful in areas that need to be improved. The leadership team uses the Continuous Improvement Model (CIM) to analyze data, determine needs, implement intervention and acceleration, and adjust instruction as necessary. We engage in a monthly data cycle meeting with PLC representatives from all sites administrator offering Alternative Education options/opportunities, CRT, and Instructional Coaches followed by data meetings at each site including biweekly student data meetings.

Site representatives bring data on all student SIP goals to the principal's monthly data meeting. At these monthly meetings, the team evaluates Renaissance Learning testing data on reading, math, science, and writing performance for each student including analyzing strengths and weaknesses. After identifying students areas that need support, a Progress Monitoring Plan developed to craft instructional methods and target assessments that improve and monitor academic skills. Individual leadership team members monitor the progress of students at their sites on a weekly basis while the team as a whole reviews monthly progress toward SIP goals. If interventions are not effective, the team problem solves and develops an amended intervention plan for the student.

### **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.**

AMIKids Orlando's school leadership ensures the success of all students by setting clear goals ELL, ESE Transitions using evidence-bases measurements. These measurements help shape the criteria used to make resource allocation decisions that warrant sustained funding for pedagogical priorities. Resources are aligned with outcomes, parallel AMIKids Orlando develops an instructional model to the school and district goal, establishing non-negotiable goals for achievement and instruction, as well as organizing resources in a way to support the instructional model and improve student learning.

AMIKids Orlando school leadership coordinates student tutoring that support student achievement through collaboration with the district office. Entitlements from the Every Student Succeeds Act (ESSA) such as Title I Part A funding, allows school leadership to invest continuously in improving teacher quality and parental involvement. Title I Part D funded programs allow the hiring of supplemental positions to support the sites through programs such as before/after school tutoring, job training, materials and supplies required. Title II Part A helps fund professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication, or are classified as at-risk/high needs, including homeless services (Title X) under the McKinney-Vento Act. These programs are primarily managed by the administrative team,

along with compliance data managers and monitored internally on a weekly basis.

AMIKids school leadership promotes continuous use of multiple resources to generate ideas for problem-solving opportunities. Products of this process include character education embedded curriculum, project-based learning to pique students' interests and maximizing academic time to support relevant career/industry learning (i.e. remedial support) to support/enhance students overall academic performance.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
William Tovine	Principal
Wanda Walker	Business/Community
Tammye Young	Parent
Edward Herman	Education Support Employee
Erica Collins	Teacher
Lawana Raines	Parent
Rafaela Riveria	Education Support Employee
Renee Butts	Teacher
Tammy Loftus	Teacher
Tawanda Smith	Teacher
Theresa Culpepper	Education Support Employee
Oswaldo Laracuent	Education Support Employee
Deborah Johnson	Teacher
Charnetta Star	Teacher
Peggy Schwartz	Teacher
Mary Jo Schwartz	Teacher
Holly Wilson	Teacher
Carlos Mercado	Parent
Tiffany King	Business/Community
Luciana Edmond	Parent
Tabitha Jackson	Parent
Konosheka Williams	Parent
Janet Wideman	Education Support Employee
Beverly Middleton	Education Support Employee
Listine Beckford	Education Support Employee
Gwendolyn Large	Education Support Employee
Takia McClendon	Education Support Employee
Eddie Banks	Education Support Employee
Roy Maynard	Education Support Employee
Mildred Oxendine	Education Support Employee

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

1. Evaluation of last year's school improvement plan  
School Advisory Council (SAC) members and stakeholders collaborate to review all data from previous year's School Improvement Plan. A sub-committee then meets and brings suggestions to the current year's School Improvement plan goals. The committee as a whole participates in the

evaluation and development of the plan.

2. Development of this school improvement plan

The SAC was an integral part of the development and approval of the SIP. SAC members were divided into sub-committees for data review and goal setting.

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

The SAC meets with the principal to ensure a fair and aligned use of the school improvement funds and the general school budget.

*b. Development of this school improvement plan*

The SAC was an integral part of the development and approval of the SIP. SAC members were divided into sub-committees for data review and goal setting.

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

The SAC also meets with the principal to ensure a fair and aligned use of the school improvement funds and the general school's annual budget and plan.

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

Expenditures for SIP related activities included:

- Reading Support Substitutes for teachers to attend professional development \$2,000.00
- Mathematics Budget Substitutes for teachers to attend professional development \$1,000.00
- Science Support: Substitutes for teachers to attend professional development and supplies/equipment \$3,000.00
- Writing Support: Substitutes for teachers to attend professional development \$1,000.00
- Stem Support: Substitutes for teachers to attend professional development \$1,000.00
- Highly Qualified Mini Grants \$2,000.00
- Educational Materials. \$3,000.00

**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
Schwartz, Peggy	Administrative Support
Butts, Renee	Administrative Support
	Administrative Support
Wiedman, Janet	Administrative Support
Walker, Wanda	Principal
Tovine, William	Principal
Starr, Charnetta	Instructional Coach
Hardman, Tiffany	Instructional Coach
Schwartz, Mary Jo	Instructional Coach
Middleton, Beverly	Assistant Principal
Lebron, Maribel	Assistant Principal
Herman, Edward	Administrative Support
McCray, Ima	Assistant Principal
Merchant, Daniel	Assistant Principal
Davis, Leonard	Dean
Large, Gwendolyn	Instructional Coach
Davies, Albert	
Concepcion, Rafael	

## b. Duties

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

The Literacy Leadership Team convenes weekly to plan, monitor, adjust, evaluate, and address school-based issues and activities. Teaches, models, and practice the following student-owned literacy strategies with evidence to foster independent success: predication, clarification, visualization, asking questions, making connections, summation/synthesis, and evaluation.

Instructional Coaches:

- Support SIP goals through professional development
- Model lessons through instructional delivery
- Conduct Observations
- Facilitate reflective conversations
- Research and guide the implement scientifically-based curriculum, assessments and intervention approaches
- Disaggregate student data
- Provide assistance interpretation of data
- Assist teachers with implementation of differentiated instruction
- Maintain reflective logs which record data on implementation of SIP teacher capacity goals by instructional staff
- Meet monthly to analyze the data
- Make staff development decisions through the CIM process

Assistant Principal, Dean and Administrative Supporters

- Oversees the implementation of the district's vision and mission
- Ensures that effective school-based strategies and interventions are implemented, documented, and monitored to address the diverse needs of all students
- Guides and supports the school-based leadership team to develop research-based instructional strategies for faculty to impact student achievement through professional development
- Forms a partnership with all shareholders to communicate site based plans and activities

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

AMIKids encourages collaborative planning and instruction through Professional Learning Communities (PLCs); the use of Safari Montage to enable easy communication between teachers at separate sites; and curriculum rounds, allow API curriculum resource teacher, and site coaches to visit classrooms regularly to encourage and promote collaboration while providing instructional support. Additionally, all content area teachers have common planning. These planning periods are used for weekly site meetings, PLCs, and common planning sessions. Teachers collaborate on data, student achievement, curriculum, and planning lessons that are aligned with data results. Lesson preparation and instructional rounds are practiced across the curriculum in PLCs to give our teachers an opportunity to observe and learn from their peers, as well as provide feedback on the lesson plan writing process which includes implementation of common assessments.

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

AMIKids recruit, develop, and retain highly qualified teachers by:

- Providing training opportunities to assist teachers with professional growth development
- Seeking teachers with multiple certifications
- Providing beginning teachers with a mentor program to provide instructional support
- Involving stakeholders in the decision-making process
- Encourage input from teachers
- Creating a nurturing team-oriented school climate
- Providing instructional coaching for all teachers

Lead teacher pairs with New teachers

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

AMIKids mentor program includes the following activities to support new teachers:

- Weekly observations and feedback
- Continuous coaching and modeling with the use of graphic organizers, technology, data chats, and differentiated instruction
- Bi-weekly meetings with mentees to discuss curriculum, procedures, and instructional strategies specific to their content areas
- Lead Teacher pairs with new teachers

## 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.**

AMIKids incorporates OCPS' rigorous core curriculum adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are aligned to utilize the standards-based resources during daily instructional delivery.

## **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.**

AMIKids uses the Florida Continuous Improvement Model and data analysis cycle to improve instruction and student learning. Several intervention strategies are in place to support differentiated instruction to meet the diverse needs of our student population are utilized, as indicated below:

- Weekly data discussions with students
- Monthly principal data meetings to determine student progress
- Daily use of rotational model in class settings
- Ongoing use of gradual release model
- Weekly instructional rounds conducted to assist teachers in acquiring different strategies
- Daily academic support services in the areas of English and Mathematics
- Tutoring

### **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:** 9,000

AMIKids students are traditionally below grade level and behind in high school. We provide summer school opportunities for students to earn credits and in an effort shorten the path toward high school graduation. Additionally, summer school provides credit retrieval opportunities to earn credits toward graduation.

### **Strategy Rationale**

AMIKids students are typically behind in their graduation cohort and through summer school, students are awarded the opportunity to advance in their projected graduation schedule.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Walker, Wanda, orlando-ed@amikids.org

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

Student grades and credit retrieval completions will determine student progress toward graduation. Data is analyzed through the CIM data cycle process to determine the effectiveness of implemented enrichment to accelerate the curriculum.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Based on Students' Pupil Progression Plan, the Director of Education advises students on their specific academic course progression relative to their specific grade level and cohort year. Counselors have designed course checklist to track course completion which is presented during the student's initial enrollment. Weekly academic counseling includes individual and group counseling sessions to discuss graduation requirements that are aligned with state benchmarks and Florida State Standards and assessments. When appropriate, counselors in accordance with IDEA standards identify differentiated delivery of ESE or ELL services based on student need. Students are given opportunities to discuss their academic plan along with their future interests in order for counselors to create an overall individual graduation plan.

The Director of Education provides a individualized student framework as outlined in the Comprehensive Developmental Guidance Program that begins in 6th grade to prepare students with career and academic planning along with social and emotional connections which involve parents or guardians in the process. These career and academic goals are tracked each year and finalized before the end of the second semester of students' 8th grade year.

Once each student reaches high school, counselors provide guidelines and curricula that will enable

them to complete individual graduation plans that will successfully prepare them for a seamless transition to relevant employment, further training, or post-secondary study by their senior year. This framework meets core and elective course requirements as defined by the Florida's Bright Future's Scholarship program and prepares them for basic qualification requirements.

The Director of Education offers an additional support system of opportunities for students to attend before or after-school tutoring, character development, career training and/or credit recovery as a result of their individual graduation/academic plan.

## **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.**

School counselors work with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. School guidance counselors meet with students both in small groups and individually to discuss future plans, investigate careers, post secondary requirements, and help students seeking financial assistance. The counselors also arrange college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure each student's career courses are meaningful to them, now, in high school, and beyond.

Post-secondary planning begins at the time students are enrolled in school. The school counselor and career coach collaboratively work together to formulate an individual plan to prepare students for a successful transition. Some of the strategies used to advance college and career awareness include the following:

- Facilitate individual and small group sessions to discuss career opportunities and college interests
- Schedule interviews for students with local businesses for employment opportunities
- Arrange college and career visits
- Conduct college and career fairs
- Provide financial aid assistance
- Offer academic guidance
- Connect students with community-based programs for volunteer opportunities

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

Applied and integrated courses help students make connections between academic and career/technical subjects. AMIKids provides a framework that assists students to choose courses that meet high school graduation requirements. This framework meets Bright Futures Scholarship core and elective requirements, comprehensively aligns the essential workforce skills, and the US Department of Education Career Clusters.

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

To measure student skills needed for college, all 9th and 10th grade student will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students' have the opportunity to enroll in college preparatory courses during their senior year (Math for College Readiness and/or English IV. (College Prep) in areas indicated on the PERT.

Counselors help students develop an individual graduation plan that takes into account the students'

interests as well as educational and career plans.

During enrollment, some students are scheduled for a vocational course to prepare them with appropriate training to be competitive in the work force. Applied and integrated courses give students the exposure to relevant relationships between academic, career and technical subjects that would serve as a link to their future endeavors.

Students are presented with a variety of career clusters as aligned with the Career and Technical Education program and the Florida Department of Education. This helps students to discover their interests and passion, and empowers them to make a good career choice. Some students are given an Interest Inventory to guide them through additional training, knowledge and skills. A partnership and relationship is built with community employers to support students seeking employment.

**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.**

To measure student skills needed for college, all 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible students will take the PERT. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Seniors are provided with SAT and ACT study guides and practice tests, and are exposed to and encouraged to apply for the various scholarships available to them.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.** AMIKids Orlando will improve the school's attendance rate by 10% through the use of multiple strategies that will produce an increase to student achievement. (Division Priority: Providing Empowering Environments)
  
- G2.** Teachers will improve standard-based instructional delivery focusing on gradual release and rigorous academic language within the Instructional Framework as measured by performance-based data to ensure career and college readiness. (Division Priority: Invest in Human Capital)

## 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.** AMIKids Orlando will improve the school’s attendance rate by 10% through the use of multiple strategies that will produce an increase to student achievement. (Division Priority: Providing Empowering Environments) 1a

G095547

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	20.0

**Targeted Barriers to Achieving the Goal** 3

- Students have a history of poor attendance which affects their academic performance.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Social Worker
- Attendance reports from EDW
- Lead Teacher/Administrator
- Child Study Team
- IMS
- SMS
- City Bus Passes
- Quarterly updates of student-parent contact information

**Plan to Monitor Progress Toward G1.** 8

An Attendance Action plan will be implemented in order to track Student attendance . This data will be collected and used to demonstrate that the goal is being monitored and whether there is progress being made toward the selected students. With new methods of instruction and the introduction of vocational education and job placement student attendance and progress will increase.

**Person Responsible**

Wanda Walker

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Attendance reports, grades, student achivement data, and intervention plan results

**G2.** Teachers will improve standard-based instructional delivery focusing on gradual release and rigorous academic language within the Instructional Framework as measured by performance-based data to ensure career and college readiness. (Division Priority: Invest in Human Capital) 1a

G095548

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	1.0
Attendance Below 90%	75.0
Algebra I EOC Pass Rate	10.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have difficulty developing common assessments that are aligned to the standard.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Literacy Leadership Team
- Deliberate practice process
- Supported Curriculum
- Instructional Framework
- Instructional Coaches
- PLC's

**Plan to Monitor Progress Toward G2.** 8

Regular lesson plan checks, instructional rounds and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.

**Person Responsible**

Wanda Walker

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Observation feedback, feedback from instructional rounds, feedback and minutes from professional development and formative, summative and program data will be reviewed.

## 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.** AMIKids Orlando will improve the school's attendance rate by 10% through the use of multiple strategies that will produce an increase to student achievement. (Division Priority: Providing Empowering Environments)

**1**

 G095547

**G1.B1** Students have a history of poor attendance which affects their academic performance. **2**

 B257258

**G1.B1.S3** The leadership team will implement new methods of instruction in order to re-engage student interest in the importance and want to attend school **4**

 S272197

### Strategy Rationale

New components to instruction, including vocational services have been implemented to increase student's want to attend school

### Action Step 1 **5**

The leadership team will implement new methods of instruction in order to re-engage student interest in the importance and want for attending school

#### Person Responsible

Wanda Walker

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Monthly Attendance reports, progress reporting via grading through out the year.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Vocational Services will be offered as an essential component to assisting in maintaining strong increases in attendance

**Person Responsible**

Wanda Walker

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Monthly Operation Reports demonstrating utilization and monthly attendance rates

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

The leadership team will support and encourage staff implementation of vocational services for our youth

**Person Responsible**

Wanda Walker

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Monthly leadership team meetings will be held to check progress of attendance goal and the implementation of vocational services

**G2.** Teachers will improve standard-based instructional delivery focusing on gradual release and rigorous academic language within the Instructional Framework as measured by performance-based data to ensure career and college readiness. (Division Priority: Invest in Human Capital) **1**

G095548

**G2.B2** Teachers have difficulty developing common assessments that are aligned to the standard. **2**

B257263

**G2.B2.S1** Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process for common assessments. **4**

S272199

### Strategy Rationale

The need for teachers to become more familiar with the Florida standards and alignment to common assessments.

### Action Step 1 **5**

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process to include academic language and common assessment alignment.

#### Person Responsible

Wanda Walker

#### Schedule

Quarterly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Agenda and attendance rosters

### Action Step 2 **5**

The leadership team will conduct observations and provide teachers feedback as it relates to learning goals and scales aligned to the standards.

#### Person Responsible

Wanda Walker

#### Schedule

On 5/30/2018

#### Evidence of Completion

Coaching logs, lead teacher anecdotal records, administrative observations, curriculum round minutes and lesson plan reviews.

### Action Step 3 5

Struggling teachers will be provided follow-up support through modeling and peer to peer observations.

#### **Person Responsible**

Wanda Walker

#### **Schedule**

On 5/30/2018

#### **Evidence of Completion**

Observation reports, discussions, conference feedback, peer reflection logs

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Through observations, the leadership team will provide ongoing feedback regarding the design questions to ensure utilization of state standards throughout instructional delivery focusing on gradual release and rigorous academic language.

#### **Person Responsible**

Wanda Walker

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Observation data and feedback to teachers, coaching logs and lesson plan reviews will be monitored.

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Leadership team will review professional development activities and participation throughout the year.

#### **Person Responsible**

Wanda Walker

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

PD presentations, agendas, sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Through observations, the leadership team will provide ongoing feedback regarding the design questions to ensure utilization of state standards throughout instructional delivery focusing on gradual release and rigorous academic language.

**Person Responsible**

Wanda Walker

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Observation data and feedback and lesson plan reviews

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M390943	An Attendance Action plan will be implemented in order to track Student attendance . This data will...	Walker, Wanda	8/14/2017	Attendance reports, grades, student achievement data, and intervention plan results	5/30/2018 monthly
G2.MA1  M390949	Regular lesson plan checks, instructional rounds and classroom observations will verify that...	Walker, Wanda	8/14/2017	Observation feedback, feedback from instructional rounds, feedback and minutes from professional development and formative, summative and program data will be reviewed.	5/30/2018 monthly
G2.B2.S1.MA1  M390946	Through observations, the leadership team will provide ongoing feedback regarding the design...	Walker, Wanda	8/14/2017	Observation data and feedback and lesson plan reviews	5/30/2018 weekly
G2.B2.S1.MA1  M390947	Through observations, the leadership team will provide ongoing feedback regarding the design...	Walker, Wanda	8/14/2017	Observation data and feedback to teachers, coaching logs and lesson plan reviews will be monitored.	5/30/2018 weekly
G2.B2.S1.MA3  M390948	Leadership team will review professional development activities and participation throughout the...	Walker, Wanda	8/14/2017	PD presentations, agendas, sign-in sheets	5/30/2018 monthly
G2.B2.S1.A1  A365109	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and...	Walker, Wanda	8/14/2017	Agenda and attendance rosters	5/30/2018 quarterly
G2.B2.S1.A2  A365110	The leadership team will conduct observations and provide teachers feedback as it relates to...	Walker, Wanda	8/14/2017	Coaching logs, lead teacher anecdotal records, administrative observations, curriculum round minutes and lesson plan reviews.	5/30/2018 one-time
G2.B2.S1.A3  A365111	Struggling teachers will be provided follow-up support through modeling and peer to peer...	Walker, Wanda	8/14/2017	Observation reports, discussions, conference feedback, peer reflection logs	5/30/2018 one-time
G1.B1.S3.MA1  M390941	The leadership team will support and encourage staff implementation of vocational services for our...	Walker, Wanda	8/14/2017	Monthly leadership team meetings will be held to check progress of attendance goal and the implementation of vocational services	5/30/2018 monthly
G1.B1.S3.MA1  M390942	Vocational Services will be offered as an essential component to assisting in maintaining strong...	Walker, Wanda	8/14/2017	Monthly Operation Reports demonstrating utilization and monthly attendance rates	5/30/2018 monthly
G1.B1.S3.A1  A365106	The leadership team will implement new methods of instruction in order to re-engage student...	Walker, Wanda	8/14/2017	Monthly Attendance reports, progress reporting via grading through out the year.	5/30/2018 weekly

## V. Professional Development Opportunities

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

**G2.** Teachers will improve standard-based instructional delivery focusing on gradual release and rigorous academic language within the Instructional Framework as measured by performance-based data to ensure career and college readiness. (Division Priority: Invest in Human Capital)

**G2.B2** Teachers have difficulty developing common assessments that are aligned to the standard.

**G2.B2.S1** Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process for common assessments.

### **PD Opportunity 1**

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process to include academic language and common assessment alignment.

#### **Facilitator**

Wanda Walker

#### **Participants**

All instructional staff

#### **Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S3.A1	The leadership team will implement new methods of instruction in order to re-engage student interest in the importance and want for attending school				\$0.00
2	G2.B2.S1.A1	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process to include academic language and common assessment alignment.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0101 - Amikids Orlando	General Fund		\$2,000.00
			<i>Notes: Notes</i>			
3	G2.B2.S1.A2	The leadership team will conduct observations and provide teachers feedback as it relates to learning goals and scales aligned to the standards.				\$0.00
4	G2.B2.S1.A3	Struggling teachers will be provided follow-up support through modeling and peer to peer observations.				\$0.00
					<b>Total:</b>	<b>\$2,000.00</b>