

Orange County Public Schools

Amikids Orlando



2020-21 Schoolwide Improvement Plan

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Amikids Orlando

1461 S LAKE PLEASANT RD, Apopka, FL 32703

www.ocps.net/lc/district/sae

Demographics

Principal: William Tovine

Start Date for this Principal: 8/15/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Orange 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.

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 Orlando

1461 S LAKE PLEASANT RD, Apopka, FL 32703

www.ocps.net/lc/district/sae

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
	Instructional Coach	Support teachers and administrators in using data to improve instruction on all levels. professional development targeted topics and designs. Develop coaching plans for teachers to ensure student improvement. Contribute to the development systems and structures to improve teacher practice within schools.
Tovine, William	Principal	The principal forms the head of the administrative team within a school and is responsible for overseeing the daily operations of the institution. The responsibilities of the principal include: coordinate staff schedules, oversee the development of curriculum and enforce school policies relating to themes like discipline or safety. The principal also coordinates staff training days and works directly with students who need help meeting or setting goals. The principal also serves as the direct liaison between the school and the school board and is responsible for ensuring that the school operates according to school board protocols.
Walker, Wanda	Principal	<p>The Executive Director is responsible for comprehensive administration of program operations, academic programming, treatment programs, behavior modification and individual case management.</p> <p>Employee functions as chief program administrator to oversee all components of the Personal Growth Model (PGM) and Evidence Based Practices. Position ensures compliance with all applicable local, State and Federal regulatory requirements governing non-profit education and treatment programs. Work includes implementing fundraising initiatives, overseeing financial resources, securing and maintaining relationships with community agencies and managing program budget. Primary objective is the realization of AMIkids' mission to provide a safe and successful learning environment for troubled youth, while encouraging social and emotional development through the achievement of academic and personal goals.</p>
Herman, Edward	Administrative Support	The Director of Education is responsible for the development, implementation and supervision of academic programming, policies and procedures. Employee functions to ensure quality learning services are provided through professional development and effective classroom management skills of instructional staff. Position is responsible for developing and maintaining positive relationships with school district contract managers and professionals. Employee executes all education components of the Personal Growth Model (PGM), and ensures compliance with all applicable local, State and Federal regulatory and contractual requirements governing academic programs.

Name	Title	Job Duties and Responsibilities
		Employee ensures all staff is appropriately trained and certified. Employee assists the Executive Director/ Principal in development and implementation of program policies and procedures. Primary objective is the realization of AMIkids' mission to provide a safe and successful learning environment for troubled youth, while encouraging social and emotional development through the achievement of academic and personal goals.

Demographic Information

Principal start date

Monday 8/15/2011, William Tovine

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

0

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

0

Total number of teacher positions allocated to the school

3

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade

	2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	2	2	6	3	2	15
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	2	2	2	2	10
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	1	1	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	1	2	1	2	7
Course failure in Math	0	0	0	0	0	0	0	0	0	2	0	2	1	2	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	1	2	0	3	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	2	0	0	1	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	0	0	0	2	2	2	2	2	10

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 6/10/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	5	6	10	28	6	5	60
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	2	3	0	6
One or more suspensions	0	0	0	0	0	0	0	3	3	2	7	1	0	16
Course failure in ELA or Math	0	0	0	0	0	0	0	4	2	7	12	1	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	0	3	2	2	4	1	1	13

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	3	3	2	5	1	0	14

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	3	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	5	6	10	28	6	5	60
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	2	3	0	6
One or more suspensions	0	0	0	0	0	0	0	3	3	2	7	1	0	16
Course failure in ELA or Math	0	0	0	0	0	0	0	4	2	7	12	1	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	0	3	2	2	4	1	1	13

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	3	3	2	5	1	0	14

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	3	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	55%	56%	0%	51%	53%
ELA Learning Gains	0%	53%	51%	0%	46%	49%
ELA Lowest 25th Percentile	0%	40%	42%	0%	34%	41%
Math Achievement	0%	43%	51%	0%	34%	49%
Math Learning Gains	0%	49%	48%	0%	33%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	33%	39%
Science Achievement	0%	70%	68%	0%	64%	65%
Social Studies Achievement	0%	73%	73%	0%	67%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

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

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

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

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

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

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

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

Subgroup Data

Analysis

Data Reflection

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

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

The data component that showed the lowest performance, is attendance below 90 percent. Compared to the 2018-2019 schoolyear and 2019-2020 school year, the number of students with attendance below 90 percent has increased from 6% to 10%, specifically after covid 19 impacted student's return to our program.

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

The data component that showed the greatest decline from the prior years is course failure in ELA. Much of student failure was due to students prior grades and placements prior to entering our program, failure to complete semesters which left them with failing grades.

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

The data component that has had that had the greatest gap compared to the state average is course failure in math. The main factor that contributed to this is students enrolling for second semester of math course never passed the first semester of the course.

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

The data component that showed the most improvement is the number of students entering our program with less suspensions than the year prior. We don't have control over the students enrolled with us, as they are either court ordered or committed to our program. The trend with students enrolled with us are not committing school offenses as in years passed.

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

One particular area of concern remains with reducing course failure in mathematics.

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

1. Course Failure in Math
2. Course Failure in ELA
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	According to the 2019-2020 Panorama social emotional learning survey, 60% of the students at Amikids Orlando reported they are able to manage their emotions, thoughts and behaviors in different situations in the competency of Self-Management. As a result students will increase their awareness in social and emotional learning in the competency of Self-Management.
Measurable Outcome:	By the end of 2020-2021, Project Compass students will reflect a 3% increase from 60% to 63% in the competency of Self-Management.
Person responsible for monitoring outcome:	Edward Herman (edward.herman@ocps.net)
Evidence-based Strategy:	We will use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational

Action Steps to Implement

Schools may consider using the topics below to craft Action Steps that connect their SIP to district-wide Social and Emotional Learning & Leadership professional learning. * Understand how social and emotional learning is connected to instructional strategies * Establish a common language to support a culture of social and emotional learning at your school with adults and students * Use a process to examine the current school climate and culture * Determine relevant strategies to strengthen team dynamics and collaboration across the school * Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture * Understand the connections between social and emotional learning and instructional strategies * Use cycles of professional learning that integrate academics and social and emotional learning * Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts.

Person Responsible Edward Herman (edward.herman@ocps.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the 2018-2019 school Data, 0%(0/5) of students who took the Algebra 1 EOC, scored below proficiency (level 3 or above). We will use evidence based strategies to increase student achievement in math. In addition we will use progress monitoring assessment data, to create intervention groups that will assist with closing the academic achievement gap in math.

Measurable Outcome: For the 2020-2021 school year the percent of students scoring a level of 3 or above on the Algebra 1 EOC will increase by 3% (0% -3%).

Person responsible for monitoring outcome: Edward Herman (edward.herman@ocps.net)

Evidence-based Strategy: The high yield evidence-based strategies we will use to enhance instruction are:

- Help students process new content when introducing new Math standards
- Help students elaborate on new content
- Organize students to practice and deepen new knowledge.

The leadership team and coaches will attend the district professional learning community trainings to assist teachers with evidence-based strategies and interventions to enhance instruction across curricula content. Administrators and coaches will conduct weekly classroom walk throughs, provide actionable feedback to teachers and monitor student learning strengths and weaknesses. This will be evident with the use of classroom walkthroughs. To increase learning gains and narrow the achievement gap with our ESE and ELL subgroups, we will utilize the following high yield strategies.

Rationale for Evidence-based Strategy:

ESE

- Build a culture of collaboration between professionals (ESE and non-ESE) to increase student success
- Explicitly teach students to maintain and generalize new learning across time and settings
- Build up our system of how we will analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes

ELL

- Frontload academic vocabulary by utilizing the 7- step approach adapted from Dr. Calderon's ExCELL (Expediting Comprehension for English Language Learners).
- Activate or build background knowledge.
- Use sentence frames to give students practice with academic language.
- Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.

Action Steps to Implement

1. Use of Google classroom to implement classroom activities to build on mathematical skill sets with study island.
2. Use Teams to communicate with students while at home, and implement pre-recorded tutorials for skills in mathematics.
3. Monitor quarterly progress monitoring assessments and common assessments.
4. Academic data will be collected and reviewed during weekly site meetings.
5. Conduct child study team meetings to track and monitor student attendance every 9 weeks.
6. Collaboration with guidance counselors to monitor the course failure rate.

Person Responsible Edward Herman (edward.herman@ocps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the 2018-2019 school Data, 0%(0/6) of students who took the FSA ELA, scored below proficiency (level 3 or above). We will use evidence based strategies to increase student achievement in ELA. In addition we will use progress monitoring assessment data, to create intervention groups that will assist with closing the academic achievement gap in ELA.

Measurable Outcome: For the 2020-2021 school year the percent of students scoring a level of 3 or above on the FSA ELA will increase by 3% (0% -3%).

Person responsible for monitoring outcome: Edward Herman (edward.herman@ocps.net)

Evidence-based Strategy: The high yield evidence-based strategies we will use to enhance instruction are:
 • Help students process new content when introducing new ELA standards
 • Help students elaborate on new content
 • Organize students to practice and deepen new knowledge.

The leadership team and coaches will attend the district professional learning community trainings to assist teachers with evidence-based strategies and interventions to enhance instruction across curricula content. Administrators and coaches will conduct weekly classroom walk throughs, provide actionable feedback to teachers and monitor student learning strengths and weaknesses. Teachers will address areas of concern utilizing progress monitoring and common assessment data. This will be evident with the use of classroom walkthroughs. To increase learning gains and narrow the achievement gap with our ESE and ELL subgroups, we will utilize the following high yield strategies:

ESE • Build a culture of collaboration between professionals (ESE and non-ESE) to increase student success • Explicitly teach students to maintain and generalize new learning across time and settings • Build up our system of how we will analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes • Develop and implement a system of teaching social behaviors
 ELL • Frontload academic vocabulary by utilizing the 7- step approach adapted from Dr. Calderon’s ExCELL (Expediting Comprehension for English Language Learners). • Activate or build background knowledge. • Use sentence frames to give students practice with academic language. • Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, and student demonstration.

Rationale for Evidence-based Strategy: Culturally Responsive Plan
 Teachers and staff will utilize a Culturally Responsive School Plan to help establish positive communication with families, teachers, and staff. Some culturally responsive teaching strategies will include activities that encourage teachers to learn about their students, integrate relevant word problems and promote real world scenarios and experiences, in addition to presenting new concepts in student vocabulary. As we actively engage in the implementation of our Culturally Responsive School Plan, we will build parent-school collaboration that will include parent involvement meetings, communication through school newsletters and telecommunication using Skylert messaging. Furthermore, we will motivate parents to become school volunteers and we will connect with community stakeholders as a part of our Student Advisory Council. Develop specific plans for addressing the school’s highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/ Analysis).

Action Steps to Implement

1. Use of Google classroom to implement classroom activities to build on reading skill sets with study island.
2. Use Microsoft Teams to communicate with students while at home, and implement pre-recorded tutorials for skills in reading.
3. Increase proficiency in reading and responding to complex text-based writing through evidence-based writing across curricula.
4. Students will participate in weekly writing assignments related to current events real world experiences.
5. Students will cite evidence and analyze themes and author's choices.
6. Monitor quarterly progress monitoring assessments and common assessments.
7. Academic data will be collected and reviewed during weekly site meetings.
8. Conduct child study team meetings to track and monitor student attendance.

Person Responsible Edward Herman (edward.herman@ocps.net)

Additional Schoolwide Improvement Priorities

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

Culturally Responsive Plan

Teachers and staff will utilize a Culturally Responsive School Plan to help establish positive communication with families, teachers, and staff. Some culturally responsive teaching strategies will include activities that encourage teachers to learn about their students, integrate relevant word problems and promote real world scenarios and experiences, in addition to presenting new concepts in student vocabulary. As we actively engage in the implementation of our Culturally Responsive School Plan, we will build parent-school collaboration that will include parent involvement meetings, communication through school newsletters and telecommunication using Skylert messaging. Furthermore, we will motivate parents to become school volunteers and we will connect with community stakeholders as a part of our Student Advisory Council.

Part IV: Positive Culture & Environment

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

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

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

In order to establish a positive school culture and climate at AMikids Orlando, all staff are engaged in ongoing, districtwide professional learning in leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to

strengthen team dynamics and collaboration such as to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes mental health designee, attend this district wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School advisory council, to reflect on implementation and determine next steps. Schools utilize staff such as parent engagement liaisons to bridge the community and school culture.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00