

Alachua County Public Schools

Amikids



2020-21 Schoolwide Improvement Plan

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Amikids

6815 SW ARCHER RD, Gainesville, FL 32608

amikids-gainesville.org

Demographics

Principal: Jasmin Hall

Start Date for this Principal: 5/21/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	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	Northeast
Regional Executive Director	Cassandra Brusca
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 Alachua 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

6815 SW ARCHER RD, Gainesville, FL 32608

amikids-gainesville.org

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

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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.

It is the mission of AMIKids Gainesville to empower at-risk youth through life changing guidance, education, and discipline in a caring environment, thereby promoting public safety.

Provide the school's vision statement.

Transforming troubled pasts into brighter futures for 'at risk' youth.

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
Marek-Hargrove, Allison	Other	<p>Lead Teachers duties/responsibilities include but are not limited to overseeing the entire academic program: from intake and the creation of Progress Monitoring Plans & Transition Plans for each student to facilitating their exit assessments and documents, entry/exit assessment, maintaining student records/files, student PMP/Transition Plan/MDT, IEP & 504 plan, advisement/guidance, progress/report cards, exit transition documents, teacher certifications, student attendance, professional development, student grades and portfolios, teacher lesson plans, classroom walk throughs, observations and evaluations, SLC meetings, SIP, EQA action plan, ops reports, SIS system, student outcomes report, student education file review, education compliance report, DE audit box, administers all standardized tests, serves as the liaison between AMIKIDS, SBAC and DJJ, monitors compliance as it relates to the existing contracts between AMIKIDS & SBAC (including Title 1), oversees the curriculum, implements our PGM and token economy incentive program, provides support to students and parents, develops and manages our school bell schedule, course schedule and student schedules, managing the entire education team including 3 full time teachers, etc.</p>
McCaslin, Brenda	Teacher, K-12	<p>Ms. Brenda is responsible for teaching all English and social studies classes for both middle and high school levels, keeping up to date regarding curriculum content, understanding how to plan for effective classroom instruction by utilizing higher level thinking/reasoning skills, central concepts, tools of inquiry, and structure of the discipline and developmental tasks, creating meaningful learning experiences which foster memorable learning experiences, creating lesson plans that effectively utilize all materials and resources available to achieve the objectives of the curriculum while adhering to the Sunshine State Standards and our districts pupil progression plan, turning in lesson plans on a weekly basis to the lead teacher, planing assessment and monitors progress of student learning effectively, monitoring our students understanding of the curriculum and their individualized goals outlined on their MDT forms, maintaining our students point cards throughout the school day, utilizing AMIKIDS behavior modification system to maintain classroom management, recording attendance in SKYWARD on a daily basis for all students, maintaining SKYWARDS grade-book on a weekly basis populating it with at least 3 grades a week (2 classwork 1 quiz/test), creating and maintaining student work folders for each student we have regardless of their length of stay, communicating with the lead teacher on a daily basis regarding work related duties/issues and maintaining a professional work attitude at all times.</p>
Robinson, Melissa	Teacher, K-12	<p>Ms. Melissa is responsible for teaching all science and math classes for both middle and high school levels, keeping up to date regarding curriculum content, understanding how to plan for effective classroom instruction by utilizing higher level thinking/reasoning skills, central concepts, tools of inquiry, and structure of the discipline and developmental tasks, creating meaningful learning experiences which foster memorable learning experiences, creating lesson plans that effectively utilize all materials and resources available to achieve the objectives of the curriculum while adhering to the Sunshine State Standards and our districts pupil progression plan, turning in lesson plans on a weekly basis to the lead teacher, planing assessment and monitors progress of student learning</p>

Name	Title	Job Duties and Responsibilities
		effectively, monitoring our students understanding of the curriculum and their individualized goals outlined on their MDT forms, maintaining our students point cards throughout the school day, utilizing AMIKIDS behavior modification system to maintain classroom management, recording attendance in SKYWARD on a daily basis for all students, maintaining SKYWARDS grade-book on a weekly basis populating it with at least 3 grades a week (2 classwork 1 quiz/test), creating and maintaining student work folders for each student we have regardless of their length of stay, communicating with the lead teacher on a daily basis regarding work related duties/issues and maintaining a professional work attitude at all times.
Young, Jessica	Teacher, K-12	<p>Ms. Jessica is responsible for teaching all elective (MJ PCSD & PCSD) and CTE (Voc/Emp Skills) courses for both middle and high school levels, keeping up to date regarding curriculum content, understanding how to plan for effective classroom instruction by utilizing higher level thinking/reasoning skills, central concepts, tools of inquiry, and structure of the discipline and developmental tasks, creating meaningful learning experiences which foster memorable learning experiences, creating lesson plans that effectively utilize all materials and resources available to achieve the objectives of the curriculum while adhering to the Sunshine State Standards and our districts pupil progression plan, turning in lesson plans on a weekly basis to the lead teacher, planing assessment and monitors progress of student learning effectively, monitoring our students understanding of the curriculum and their individualized goals outlined on their MDT forms, maintaining our students point cards throughout the school day, utilizing AMIKIDS behavior modification system to maintain classroom management, recording attendance in SKYWARD on a daily basis for all students, maintaining SKYWARDS grade-book on a weekly basis populating it with at least 3 grades a week (2 classwork 1 quiz/test), creating and maintaining student work folders for each student we have regardless of their length of stay, communicating with the lead teacher on a daily basis regarding work related duties/issues and maintaining a professional work attitude at all times.</p>

Demographic Information

Principal start date

Thursday 5/21/2020, Jasmin Hall

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
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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	2	5	2	13
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	1	1	2	2	8
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	1	3	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	1	0	3	1	7
Course failure in Math	0	0	0	0	0	0	0	0	0	2	1	1	2	1	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	2	1	1	2	1	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	2	1	2	1	8

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	2	1	1	5	2	11	

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 8/26/2020

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
Number of students enrolled															
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level														Total
Students with two or more indicators															

The number of students identified as retainees:

Indicator	Grade Level														Total
Retained Students: Current Year															
Students retained two or more times															

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	57%	53%
ELA Learning Gains	0%	52%	51%	0%	54%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	42%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	54%	48%	0%	41%	44%
Math Lowest 25th Percentile	0%	48%	45%	0%	32%	39%
Science Achievement	0%	68%	68%	0%	65%	65%
Social Studies Achievement	0%	75%	73%	0%	74%	70%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data

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

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

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

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
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 was attendance. Attendance has always been an issue for our students, given the nature of how they come to our school. According to this year's data, 61% of our students have an attendance rate below 90%. Our students are court ordered to attend AMIKIDS Gainesville. That does not necessarily reflect their own personal wishes/desires. Oftentimes our students would rather be in regular school with their friends. There are several factors that contribute to our students' low attendance rates including lack of guidance/persistence in the home, lack of motivation to be successful, low self esteem, influences outside of school 'calling to them', and their desire to impress their friends, etc.

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

Looking at our students transcripts (specifically the testing section) one can see that most of our students score either 0001 or 0002 on previously taken FSA/EOC assessments. The data component that showed the greatest decline from last year is 'low scores of statewide assessments'. Due to the covid-19 global pandemic, all state assessments were completely suspended so many students did not get a chance to test. Therefore, it is reasonable to say that the greatest decline from the prior year was the number of students that had low scores of statewide assessments. Any number looks higher when compared to zero. According to this years data, 62% of our students had low scores on statewide assessments. There are several factors that contribute to our students low academic performance. Most of our students are significantly below grade level expectations in the area of reading comprehension and writing because of unfavorable/damaging experiences during their childhood/adolescence. Due to their unstable and often traumatic backgrounds, students have significant deficits as it relates to reading and writing skills. Additional factors include low intrinsic academic motivation, difficulty making connections to the text, truancy, and limited vocabulary, writing, and calculation skills. Often times they lack self esteem and many of them have learning disabilities as well. Upon entry and exit (and once a month) our students math and reading skills are

measured using the STAR test assessment. The data from these assessments are monitored closely and constantly and used to drive their educational goals.

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.

When compared to the state average, the data component that had the greatest gap was 'ELA Achievement' and 'Math Achievement'. In 2019, 59% of students in the district made ELA gains. In the same year, 56% of students in the state of Florida made ELA gains. The previous year in 2018 57% the district of students in the district made ELA gains and 56% of students in the state of Florida made ELA gains. When you compare those figures to the STAR scores of AMIKIDS students, they do not compare. The biggest factor that contributes to this gap is the fact that the students don't take their assessments seriously. As staff, we encourage our students to sleep well the night before an assessment. The morning of an assessment, we make sure our students are well fed and hydrated. As they are signing into their assessments we are encouraging them to take it seriously and to give it their best shot. We ask that they focus on their own work and refrain from talking to their neighbors or getting out of their seats. Regardless of what we say, our students do not like taking assessments for many various reasons related to their previous life experiences. When our students don't take their assessments seriously they usually preform poorly and do not make any educational gains. To combat this, we offer incentives for those who put forth real efforts, and who make gains on their scores compared to their previous highest score.

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

According to the data, 46% of our current students have a record of suspension. AMIKIDS works very hard and takes many steps before a student will be suspended from our school. Prior to a suspension, AMIKIDS offers things like 'work detail' where they have a constructive supervised activity when getting removed from class. We have case managers and advisers that counsel our students when they are having problems in school. We work closely with our students JPO's and parents to assure that we have a team of people supporting our youth. Students are handled on an individual basis so we won't always take the same steps for each person, because it depends heavily on their personal situations. Therefore, the area that would have shown the most improvements is the number of suspensions. Currently, we do not have any suspensions on record.

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

In order for data to be reported for the ESSA section, you have to have 10 students in a sub group. AMIKIDS is not listed as CS&I or TS&I school and therefore do not qualify as 'ESSA'. There is no data to report from in this section. N/A

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

1. Attendance
2. Scores on statewide assessments
3. Number of students failing math
4. Number of students failing ELA
5. Number of suspensions

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Attendance is probably the most important factor in whether or not a child succeeds in school. If the student is not in school, how can they learn anything? How can they be exposed to licenced/certified people that are there to help them? The answer is simple: they can't! In order for a child to be successful in school they have to be in school. The reason why attendance was chosen as a critical need is because that is where we suffer the most.
Measurable Outcome:	We plan to have an attendance rate of 80% or higher for all students by the end of semester 1.
Person responsible for monitoring outcome:	Allison Marek-Hargrove (gainesville-lt@amikids.org)
Evidence-based Strategy:	We will use our PGM to guide our students to success in attendance. The PGM is made up of 3 components: Treatment, Education & Behavior Modification. All 3 areas work together to support each other. We will do things like: communicate attendance expectations to our student as early as intake, intervene early to avoid chronic problems, and track the positivity ratio to provide incentives for those coming to school everyday.
Rationale for Evidence-based Strategy:	AMIKids Gainesville uses the AMIKids 'Personal Growth Model' (PGM) as a method of redirecting the lives of youth. The PGM is our 3 pronged approach to helping our students redirect their lives at school and at home. PGM consist of Education, Treatment and Behavior Modification. Most of our students have had behavioral issues at school and at home. Our Behavior Modification system teaches youth that hard work precedes reward. Our students must demonstrate growth in the ares of leadership and academics in order to finish our program successfully. AMIKids Gainesville makes daily contact with parents of youth who did not attend or are tardy. If attendance is chronic we meet with the child, parent and school district representative to determine what steps need to be taken to improve the child's attendance or performance.

Action Steps to Implement

Communicate attendance expectations as early as intake. I will also remind them on their 1st day back to school, and all staff has been instructed to express the importance of our students showing up to school on a daily basis. They have been told to encourage the kids to come to school as often as they can.

Person Responsible Allison Marek-Hargrove (gainesville-lt@amikids.org)

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	Culture & Environment is everything at AMIKIDS! All AMIKIDS staff are trained heavily on creating an environment conducive to learning, growing and facilitating change in our youth. Early warning systems are 'identifiers' that, when identified, can serve as an indicator that a student may be unsuccessful in school. Things like attendance, suspensions, grade level retention, low scores on statewide assessments, and course failure for math and ELA. This area was identified as a critical need from the data reviewed because the data revealed that most of my students have 2 or more areas of concern.
Measurable Outcome:	Currently, 54% of our students are failing math and/or ELA (which means only 46% are passing). More specifically, we plan to have at least 60% of our students maintain a passing grade for both math and/or English (ELA) during their stay with us.
Person responsible for monitoring outcome:	Allison Marek-Hargrove (gainesville-lt@amikids.org)
Evidence-based Strategy:	Give opportunities for students to earn as many credits as possible. Once a month students have an MDT meeting where a representative from each area (Education, B-Mod, & Treatment) are in attendance along with the parent, JPO, and the student themselves. In this meeting we go over all progress (the good, the bad and the ugly) from the past 30 days. If a student's grade is below a C for any given month, the parent or guardian will be asked to participate in a separate parent-teacher conference to determine what the cause of the low grades are and to develop a plan for improvement. Academic Improvement Plans will be created and updated as needed. Students will be offered small group instruction, gradual release, working with a partner to read out loud, Study Buddies, opportunities for repeated practice, Edgenuity for credit recovery, supplemental materials provided by Title 1 Part D.
Rationale for Evidence-based Strategy:	All strategies and interventions are evidence based and are backed up with research to demonstrate their effectiveness.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

The school leadership team will prevent the low scores on statewide assessments by utilizing the preparation/supplemental materials provided to us by Title 1 part D. Things like Florida Biology EOC prep' book, SAT vocabulary cards, Princeton SAT prep books, GED flashcards, 'Everything you need math' book, 'Everything you need ELA' book, 'Everything you need American History' book, 'Geometry EOC' book, 'Algebra 1 EOC' book, 'ELA test' book, etc. In reference to school suspensions, we plan on continuing to utilize our PGM and school incentive program to encourage our students to come to school everyday and behave in a positive conducive to learning manner.

Part IV: Positive Culture & Environment

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

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

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

AMIKids has established a set of Core Values that sets the tone for our environment. The first item on the list of core values is 'Kids First.' The list also includes: Integrity, Safety, Honesty, Diversity, Enthusiasm, Leadership, Excellence, Loyalty, Family, Dedication, Creativity and Goal Setting. New staff are trained and familiar with our Core Values and are expected to create an environment that promotes those values. Kids First keeps our focus on our bottom line, the youth we serve. We know building relationships with our students and their families is a critical ingredient to their success. Teachers are encouraged to keep the lines of communication open with their students and families. Through the help of our volunteer Board of Directors and other volunteer groups in the community our staff and students receive a wealth of insight into our community and the challenges we face. Our staff members are very diverse and passionate about the work we do.

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: Student Attendance	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
Total:			\$0.00