

Orange County Public Schools

Amikids Orlando



2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
R.A.I.S.E	0
Positive Culture & Environment	0

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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

AMIkids Orlando's mission is to provide a safe and meaningful learning environment for troubled youth, while encouraging social and emotional development through the achievement of academic and personal goals.

Provide the school's vision statement.

AMIkids Orlando's vision is to ensure every student has a promising and successful future.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Our population is comprised of approximately 74% African American youth, 26% Hispanic youth, 0% Caucasian youth, and 0% other. Approximately 89% of our youth are males and 11% females. All of our students come from a low income home. Out of 17 students, 3 students have a 504 and 2 have an active individualized education plan.

AMIkids Orlando has a unique population because 88% of our students are behind one or more grade levels. Many of our students have large gaps in their education due to living situations, legal trouble, etc. When a youth enters our program, they are tested within the first 10 attendance days. Each student has a Progress Monitoring Plan that is updated on a monthly basis based on the data from STAR testing, Career skills training, and writing class. Students also play an active role in their education by setting monthly STAR goals and discussing their progress during their multi-disciplinary team meeting.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Administrative Support		The Administrative Dean/ District Liaison serves as a direct liaison between the school board and the school. The Dean ensures compliance with all applicable local, State, and Federal regulatory requirements. The Employee also supports teachers and administrators in using data to improve instruction on all levels, as well as contribute to the development systems and structures to improve teacher practice within school.
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 discipline and safety. 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.
Layton, Kaylea	Other	The Director of Education is responsible for the development, implementation, and supervision of academic programming, policies, and procedures. The Director of Education also ensures all staff is appropriately trained and certified. Quality learning services are provided through professional development and effective classroom management skills of instructional staff. In addition, the position is responsible for 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 the applicable local, state, and Federal regulatory and contractual requirements governing academic programs. The Director of Education assists the Executive Director/Principal in development and implementation of program policies and procedures.
Walker, Wanda	Other	The Executive Director is responsible for comprehensive administration of program operations, academic programming, treatment programs, behavior modification, and individual case management. Employee functions as a chief program administrator to oversee all components of the Personal Growth Model (PGM) and the 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.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

AMikids Orlando and Orange County Public School System work together to provide educational services to the youth.

Demographic Information

Principal start date

Monday 8/15/2011, William Tovine

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

1

Total number of teacher positions allocated to the school.

2

Total number of students enrolled at the school.

18

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

2

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

1

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	4	5	11	5	5	30
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	1	9	1	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	2	4	1	3	12
Course failure in Math	0	0	0	0	0	0	0	0	0	3	2	4	2	3	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	3	2	3	1	2	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	2	2	5	1	1	11
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	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	3	2	7	2	3	17

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 8/11/2021

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	4	5	11	5	5	30
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	1	9	1	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	2	2	4	1	3	12
Course failure in Math	0	0	0	0	0	0	0	0	3	4	2	2	3	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	3	2	3	1	2	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	2	5	1	1	11

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	3	2	7	2	3	17

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					55%	56%		54%	56%
ELA Learning Gains					53%	51%		51%	53%
ELA Lowest 25th Percentile					40%	42%		40%	44%
Math Achievement					43%	51%		49%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					49%	48%		44%	48%
Math Lowest 25th Percentile					46%	45%		39%	45%
Science Achievement					70%	68%		66%	67%
Social Studies Achievement					73%	73%		69%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
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 Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

During the 20-21 school year, we focused on reading and mathematics deficits. Students progress was monitored monthly by using STAR testing. A progress monitoring plan was created and updated monthly with goals for both reading and mathematics. Each goal was created based off the individual student report from STAR data.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Based on STAR data, reading has shown the most improvement in student gains. In addition to differentiation and focusing on specific reading areas, I believe the improvement is also due to monthly data chats with students about their progress and encouraging students to take accountability of their learning.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The greatest need of improvement for AMikids Orlando is attendance. The average monthly attendance from June 2020 to June 2021 is 80%. According to AMikids Daily Billing Attendance, every month since October 2020, there has been an average monthly attendance of 80% or below.

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

Some of the trends across grade levels, subgroups, and core content areas are students who are severely behind grade level (2 or more grade levels), students who are enrolled as a 10th grader or higher with 0 credits, and weaknesses in mathematics and reading.

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

Project based learning, progress monitoring, differentiation, and tutoring are strategies that are being implemented to accelerate learning.

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

Teachers will have multiple professional developments this year. Including, project based learning, I-ready, and using data to direct teaching.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on student feedback and teacher evaluations, it was identified that students were not participating in engaging lessons.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2021-2022 school year all students will participate in a minimum of 1 project based learning cross-curricular assignment per nine weeks.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will conduct weekly classroom walk throughs, provide actionable feedback to teachers, review lesson plans, and monitor student learning strengths and weaknesses.

Person responsible for monitoring outcome:

Kaylea Layton (klayton@amikids.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use www.pblproject.com to plan their project based learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Project based learning has been proven to improve student's attitude towards education while teaching students to use 21st century skills such as critical thinking, communication, collaboration, and creativity. The majority of our students have difficulty in school or have had a bad experience when it comes to their education so it is vital that we make learning engaging and positive.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be required to plan a minimum of 1 PBL project per 9 weeks. Teachers will be required to submit their plan in advanced for approval.

Person Responsible

Kaylea Layton (klayton@amikids.org)

Teachers will receive 1 evaluation based on their project based learning activity.

Person Responsible

Kaylea Layton (klayton@amikids.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

AMIkids Orlando builds a positive school culture and environment by ensuring all staff are engaged in ongoing, district wide professional learning in social and emotional learning as well as leadership for student success. In addition, AMIkids Orlando was one of 4 schools chosen to pilot a Social/Emotional Program Quality Assessment created by The Weikart Center. With the help of the Program Quality Assessment and through professional learning, administration and staff will promote a positive culture of social and emotional learning while connecting cognitive and conative strategies to support students and their individual successes.

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

AMIkids Orlando's stakeholders include the Orange County Public School System and the Department of Juvenile Justice. The school leadership team collaborates with stakeholders on a routine basis to reflect on implementation and determine the best options for the program and students. In addition, schools utilize staff such as parent engagement liaisons to foster community and school culture.