

Alachua County Public Schools

# Amikids



## 2021-22 Ungraded 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

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

### School Board Approval

This plan is pending approval by the Alachua 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.**

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.

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

The population at AMIKIDS is made up of at risk youth that have experience with the DJJ system. AMIKIDS is designed on a PGM (personal growth model) that contains 3 parts: education, treatment and behavior modification. These 3 areas are designed to support our students in all areas of their lives and that extends to their families as well. This model allows us to meet the mission and vision.

### 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
Marek-Hargrove, Allison	Lead Teacher	<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 &amp; 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 &amp; 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 &amp; 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		<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>
Young, Jessica		<p>Ms. Jessica is responsible for teaching all elective (MJ PCSD &amp; 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Hamed, Debra		<p>Ms. Debra 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, planning 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>

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

### Demographic Information

**Principal start date**

Thursday 5/21/2020, Jasmin Hall

**Number of teachers with professional teaching certificates?**

3

**Number of teachers with temporary teaching certificates?**

1

**Total number of teacher positions allocated to the school.**

3

**Total number of students enrolled at the school.**

12

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

1

**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	2	4	1	4	0	11	
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	2	0	1	0	4	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	1	0	2	
Course failure in ELA	0	0	0	0	0	0	0	0	1	1	0	1	0	3	
Course failure in Math	0	0	0	0	0	0	0	0	2	2	0	1	0	5	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	3	1	3	0	8	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	2	1	3	0	8	
Number of students with a substantial reading deficiency	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	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	1	0	0	0	1	

**Date this data was collected or last updated**

Wednesday 8/25/2021

#### 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	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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	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 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					59%	56%		57%	56%
ELA Learning Gains					52%	51%		55%	53%
ELA Lowest 25th Percentile					39%	42%		41%	44%
Math Achievement					54%	51%		48%	51%
Math Learning Gains					54%	48%		43%	48%
Math Lowest 25th Percentile					48%	45%		37%	45%
Science Achievement					68%	68%		67%	67%
Social Studies Achievement					75%	73%		73%	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					
	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	

ESSA Federal Index	
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?

Progress monitoring is in place for attendance, education and behavior modification. We also track their grades, credits earned, and academics with emphasis on math and ELA.

#### Based on ESSA subgroup progress monitoring, 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.

#### 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?

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.

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

A trends that I've noticed is that the longer a student is on probation, the less they care about school.

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

Strategies that continue to put focus on the following areas:

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

**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 and staff have a long list of annual training required by AMIKIDS. In addition, we are permitted/required to participate in all related district provided PD opportunities.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Culture & Environment specifically relating to Student Attendance****Area of Focus Description and Rationale:**

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

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 licensed/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:**

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

We plan to have an attendance rate of 80% or higher for all students by the end of semester 1.

**Monitoring:**

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

Monitoring will take place by tracking student attendance throughout the semester/year. Emails are sent out daily to all JPO's to assist in monitoring their attendance as well. Upon missing 3 consecutive days, Sylvester Brown at the district, the parent, & the JPO is notified separately and efforts are made to contact the student and get them to school. We also have monthly MDT meetings in which school staff, parent/guardian, JPO and student themselves are present to discuss the last 30 days of progress or lack thereof.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

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

We will use our 'Personal Growth Model' (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.

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 areas of leadership and academics

in order to finish our program successfully. AMIKids Gainesville makes

**Rationale for Evidence-based Strategy:**

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

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:**

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.

Emails are sent out daily to all JPO's to assist in monitoring their attendance as well. Upon missing 3 consecutive days, Sylvester Brown at the district, the parent, & the JPO is notified separately and efforts are made to contact the student and get them to school.

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

We also have monthly MDT meetings in which school staff, parent/guardian, JPO and student themselves are present to discuss the last 30 days of progress or lack thereof.

**Person Responsible** Allison Marek-Hargrove (gainesville-lt@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.

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.

**#2. Culture & Environment specifically relating to Early Warning Systems****Area of Focus  
Description and  
Rationale:**

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

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:**

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

**Monitoring:**

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

AMIKIDS uses the math and reading STAR tests to monitor our students outcome in these areas. Once a month every month all students take both tests. Prior to testing, we have our students choose the place that their 'reward lunch' will come from (so they are invested in the prize since they picked it themselves). We also remind them of their previous 'highest score' so they know what number to beat. All staff encourages youth to do well, try their best, and to take the tests seriously. Once all youth have been tested, their scores are analyzed and the 'reward group' is identified. On the Friday of 'STAR testing week' the student whose scores went up are rewarded with the food of their choice (that they picked earlier in the week). In addition to STAR testing, our student also "WIN" tested in the same 2 areas upon entry & exit.

**Person responsible  
for monitoring  
outcome:**

Allison Marek-Hargrove (gainesville-It@amikids.org)

**Evidence-based  
Strategy:**

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

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:**

Explain the rationale for selecting this

All strategies and interventions are evidence based and are backed up with research to demonstrate their effectiveness.

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

### 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.

All STAR test processes: pre-screening, score review, test administration, score review & analysis and reward.

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

MDT meetings once a month. This process involves many people and reviews the students past 30 days.

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

Utilization of TIPA/TIPD supplemental materials in the classroom

**Person Responsible** Allison Marek-Hargrove (gainesville-lt@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.

**#3. Instructional Practice specifically relating to Differentiation****Area of Focus****Description and****Rationale:**

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

These are the items that Title 1 Part A funds are supporting. These items provide various ways for student to be supported with supplemental activities and materials. All students could use extra support in their core subjects as well as in their extra curricular activities as well.

**Measurable Outcome:**

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

**Monitoring:**

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

AMIKIDS uses the math and reading STAR tests to monitor our students outcome in these areas. Once a month every month all students take both tests. All staff encourages youth to do well, try their best, and to take the tests seriously. In addition to STAR testing, our student also "WIN' tested in the same 2 areas upon entry & exit. In addition to testing our students with those two assessments, they are also tested in the classrooms in their content areas as well. All students grades will be closely monitored and tracked throughout the semester to assure that progress is being made. Every nine weeks the students get either a progress report or report card from the district reporting their current grades. We will also use their daily point cards at AMI to track daily progress.

**Person responsible for monitoring outcome:**

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

**Evidence-based****Strategy:**

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

Differentiated Support in ELA and Math

**Rationale for****Evidence-based****Strategy:**

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

This strategy was selected due to it's huge impact on the students success. This is the area where the students are supported the most and I would love to feature those strategies here.

**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.

Recruit and hire paraprofessional to provide differentiated support in ELA and Math. (715 hrs @\$10/hr).

**Person Responsible**

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

Implement Edgenuity online curriculum for credit recovery in core classes only.

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

Implement IXL curriculum for ELA and Math.

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

Incorporate 'Math Dictionary for Kids' into differentiated math instruction.

**Person Responsible** Debra Hamed (dhamed@amikids.org)

Incorporate 'FSA Flashcards' in support small group instruction.

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

Incorporate 'McGraw Hill Geometry workbooks' into differentiated math instruction.

**Person Responsible** Debra Hamed (dhamed@amikids.org)

Incorporate 'math practice workbooks' into differentiated math instruction.

**Person Responsible** Debra Hamed (dhamed@amikids.org)

Incorporate 'mastering essential math skill book 2' into differentiated math instruction.

**Person Responsible** Debra Hamed (dhamed@amikids.org)

Incorporate 'Florida Geometry EOC' into differentiated math instruction.

**Person Responsible** Debra Hamed (dhamed@amikids.org)

Incorporate 'ready to use reading proficiency' into differentiated ELA instruction.

**Person Responsible** Brenda McCaslin (gainesville-english@amikids.org)

Incorporate 'spectrum 8th grade reading' into differentiated ELA instruction.

**Person Responsible** Brenda McCaslin (gainesville-english@amikids.org)

Incorporate 'vocabulary builder' into differentiated ELA instruction.

**Person Responsible** Brenda McCaslin (gainesville-english@amikids.org)

Incorporate 'poetry for young people' into differentiated ELA instruction.

**Person Responsible** Brenda McCaslin (gainesville-english@amikids.org)

Incorporate 'planners' into elective/CTE courses for all students.

**Person Responsible** Jessica Young (gainesville-pe@amikids.org)

Incorporate 'United States history guided reading workbook' into differentiated Social Studies instruction.

**Person Responsible** Brenda McCaslin (gainesville-english@amikids.org)

Incorporate 'United States history civil war to present' into differentiated Social Studies instruction.

**Person Responsible** Brenda McCaslin (gainesville-english@amikids.org)

Incorporate 'Mark Twain media: understanding the US constitution' into differentiated Social Studies instruction.

**Person Responsible** Brenda McCaslin (gainesville-english@amikids.org)

Incorporate 'spectrum 6 grade geography' into differentiated Social Studies instruction.

**Person Responsible** Brenda McCaslin (gainesville-english@amikids.org)

Incorporate 'Mark Twain media: US history 1607 - 1865' into differentiated Social Studies instruction.

**Person Responsible** Brenda McCaslin (gainesville-english@amikids.org)

Incorporate 'Mark Twain media: US history 6-12 grade American history' into differentiated Social Studies instruction.

**Person Responsible** Brenda McCaslin (gainesville-english@amikids.org)

Incorporate 'civics/economics guided reading' into differentiated Social Studies instruction.

**Person Responsible** Brenda McCaslin (gainesville-english@amikids.org)

Utilize the projector and speakers in all classrooms throughout the school year.

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

Recruit and hire a tutor to provide extended day intervention; differentiated support in ELA and Math. (135 hrs & 33 hrs of planning @\$28/hr).

**Person Responsible** Allison Marek-Hargrove (gainesville-It@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 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.

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

All AMI staff, JPOs, district employee's and board members play a direct role in promoting a positive culture and environment at AMIKIDS. We have everyone on the same page so that our youth have fair, firm and consistent support all around. The involvement of the students parent/guardians are also an integral component to their success in the program.