Amikids Miami Dade South

2021-22 Ungraded Schoolwide Improvement Plan

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Amikids Miami Dade South

1820 ARTHUR LAMB JR RD, Miami, FL 33149

[no web address on file]

Demographics

Principal: Theron Clark

Start Date for this Principal: 1/27/2016

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
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 was approved by the Dade County School Board on 1/28/2022.

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 is a non-profit organization dedicated to helping youth develop into responsible and productive citizens. AMIkids' mission is to protect public safety and positively impact as many youth as possible through the efforts of a diverse and innovative staff. AMIkids works in partnership with youth agencies, local communities and families.

Provide the school's vision statement.

Separating a troubled past from a bright future.

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

Day treatment programs are co-ed, serving both boys and girls, and typically last from 4-6 months. Staff are able to address issues in both the homes and in the students' neighborhoods by working with the kids and family together. Youth have been adjudicated delinquent by the court for misdemeanors and lesser felonies. Students are referred through juvenile justice agencies.

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
Batista, Claudia	Lead Teacher	The role of the Lead Teacher is to ensure the educational quality of the program by coordinating the educational assessment program, teaching middle and senior high school classes, assist other instructors to improve teaching skills, establish and maintain educational plans, and maintain related administrative systems.
Black, Clansci	Lead Behavior Interventionist	The role is 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. This role holds the person accountable for providing vision, leadership, and management of program resources to meet the established mission and goals.
Wynne, Dan		MDCPS - Administrative Support
Sawyer, Melissa		AMIKids - Regional Support for AMIkids. Ensure compliance for AMIkids throughout the state of Florida.
Iber, Alberto		MDCPS - JJEM, administrative support
Lafaille, Eddy		MDCPS Administrative Support
Antonini, Enrique		MDCPS - Math coach and instructional support
Nortelus, Joella		MDCPS - Reading coach and instructional support
Cabell, Ben		MDCPS - Truancy and attendance support and social work.
Fletcher-Dawkins, Andrea		MDCPS - School counselor and transition support.
Thrasher, Catrilia		MDCPS - SPED instruction, planning and collaboration.
Tomasso, Margarita		MDCPS - MTSS/RTI support, school psychologist

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

AMIkids, Inc.

Demographic Information

Principal start date

Wednesday 1/27/2016, Theron Clark

Number of teachers with professional teaching certificates?

4

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

4

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.

0

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	1	0	2	2	2	0	7
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	2	1	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	0	2	1	1	0	5
Course failure in Math	0	0	0	0	0	0	0	1	0	2	1	2	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	0	2	2	2	0	7

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

Tuesday 7/27/2021

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	
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	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	
Level 1 on 2019 statewide FSA ELA assessment	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	

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 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%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	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					

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

	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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											

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?

N/A- No previous plan

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

School was not flagged for ESSA subgroups. Rather, the school was identified following DJJ accountability concerns.

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?

Data integrity. The area that is most problematic is pre and post testing for Common Assessment. This is based on 9% compliance score for DJJ data integrity accountability standards.

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

There is insufficient data to address trends. Subgroup data is limited.

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

Create data chats, discuss student progress and annotate in progress monitoring plans. Create transition plans for students.

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 school leaders would benefit from training in progress monitoring plans. Training on data management would also be beneficial.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

DJJ Accountability standards determined Math learning gains as an area of critical need since we scored 25%.

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

We anticipate 45% of students to make learning gains on the FSA math given data chats and progress monitoring.

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

Progress monitoring plans and data chats. Area is being further reviewed through the compliance monitoring process with the district.

Person responsible for monitoring outcome:

Claudia Batista (cbatista@amikids.org)

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

Progress monitoring plans that include specific, measurable, attainable, realistic, and timely goals designed to assist students in maximizing academic achievement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Fuchs and Fuchs (2002) conducted an analysis of research on student progress monitoring that considered only experimental, controlled studies. These researchers concluded that When teachers use systematic progress monitoring to track their students' progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better. (p. 1)

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.

Identify students who are deficient in specified area and develop Progress monitoring plans for each student.

Person Responsible   Claudia Batista (cbatista@amikids.org)

New IXL platform will be utilized to track student progress based on district standards. IXL combines a comprehensive K-12 curriculum, real-time diagnostic, personalized guidance, and actionable analytics to give everything for personalized instruction. This platform, combined with the Diagnostic STAR test, will be useful to achieve math learning gains.

Person Responsible   [no one identified]

A district math coach will be available to meet with students and Director of Education on a weekly basis in order to supervise instruction in the math classroom and assist with the implementation of the district's course pacing guide as a method of intervention that is necessary for student success.

Person Responsible   [no one identified]

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for

N/A

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.

#2. DJJ Components specifically relating to Employment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

DJJ Accountability standards determined Employment as an area of critical need since we scored 64%.

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

We anticipate 75% of our students will be employed following intervention at the program.

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

This area of focus will be monitored using weekly follow-up calls during the first month of the student's transition and then monthly follow-up calls for every month after that for a year for each student who completed the program successfully. Area is being further reviewed through the compliance monitoring process with the district.

Person responsible for monitoring outcome:

Claudia Batista (cbatista@amikids.org)

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

Follow-up with the students has been beneficial in encouraging students to continue pursuing employment upon graduation from the program.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

(John J. Wilson, 2000)
Programs are more likely to be effective if participants have long-term monitoring and support followup for 6 months to several years after they find jobs or go on to postsecondary education or training. In particular, long-term employment retention and gains in earnings occur when programs support participants through their first jobs and on to more advanced jobs up a career ladder. (p. 31)

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.

Case manager will secure at least three working phone numbers before the student exits the program. The student will also be instructed to contact the case manager at least once a week during the first month after transition services are provided and at a rate of at least once a month after that for the following 12 month period.

Person Responsible | Claudia Batista (cbatista@amikids.org)

Inclusion of a job recruiter who will be specifically focused on finding employment and building partnerships with agencies to help employ our youth.

Person Responsible | Clansci Black (cstrong@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%

N/A

threshold according to the Federal
Index.

#3. DJJ Components specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

DJJ Accountability standards determined graduation as an area of critical need since we scored 27%.

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

50% of students that enter our program as seniors will graduate with a high school diploma or GED.

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

This area of focus will be monitored via transition plans. Area is being further reviewed through the compliance monitoring process with the district.

Person responsible for monitoring outcome:

Claudia Batista (cbatista@amikids.org)

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

The transition plan is an individualized exit plan that include each 12th grade student's diploma options, entry and exit assessment scores (when available), anticipated upcoming educational placement, and post-release education plan.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

(Takajo, D. H., 2018)
Utilizing student-led individual transition plans and self-determination surveys, the researcher concluded that including students throughout the transition process increases motivation, self-determination, builds autonomy, independence, and leadership skills while developing the skills necessary to be autonomous individuals in life after high school.

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.

Identify seniors in the program and review transition plan with guidance counselor to ensure student is on track for graduation

Person Responsible	Claudia Batista (cbatista@amikids.org)

Discuss student progress during monthly treatment team meetings

Person Responsible	Claudia Batista (cbatista@amikids.org)

Students will remain on the traditional track while they are enrolled, but they will also be offered several other options for graduation including the 18-credit ACCEL diploma and the GED availability. The best course of option for this student will be discussed and a transition plan will be developed that will track the student's progress in relation to their graduation option.

Person Responsible	[no one identified]

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.

N/A

#4. DJJ Components specifically relating to Common Assessment Data Integrity	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	DJJ Accountability standards determined Data Integrity as an area of critical need since we scored 9%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	60% of students that enroll in our program and remain for 40 or more days will have pre and post scores for the Common Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored using an entry and exit checklist to to confirm scores . Area is being further reviewed through the compliance monitoring process with the district.
Person responsible for monitoring outcome:	Claudia Batista (cbatista@amikids.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Entry and exit checklist will be created that include the student's entry date, date of initial and exit Common assessment, as well as the student's exit date. Information will be monitored using spreadsheet provided in floridajjca website
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to FLDOE administrative rule, entry assessments shall be administered within 10 school days of initial placement into the program. Exit assessments should be administered as close to the student's exit as possible.

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.	
Upon enrollment, include student on entry checklist and test them within 10-days of enrollment.	
Person Responsible	Claudia Batista (cbatista@amikids.org)
Once the student has progressed to the final rank at the program, the student will be tested for the exit common assessment before he/she is withdrawn from the program	
Person Responsible	Claudia Batista (cbatista@amikids.org)
Director of Education is responsible for ensuring that all entrance assessments, including the Common Assessment, is administered upon 10 days of student enrollment. All entry and exit assessments will be monitored weekly through the Common Assessment Record Excel Sheet.	
Person Responsible	[no one identified]

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.	N/A

#5. DJJ Components specifically relating to Increased Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	DJJ Accountability standards determined Attendance as an area of critical need since we scored 29%.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on our performance on the DJJ accountability rating for attendance, following the completion of AMIkids Miami-Dade south intervention, the goal would be for students to increase their attendance to 35%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored using monthly follow-up calls to each student who completed the program successfully and will be transitioning to a traditional school setting in Miami-Dade County. Area is being further reviewed through the compliance monitoring process with the district.
Person responsible for monitoring outcome:	Claudia Batista (cbatista@amikids.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Continue student follow-up to provide monthly contact with students in order to encourage youth to continue with their post-completion enrollment, and potentially increase attendance
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	(Roshon R. Bradley) Follow-up phone calls to students' homes were helpful, when the students were absent. All of these strategies supported the increase of the daily student attendance rate. (p. 26)

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.

Identify the students who have graduated from the program successfully within the last year and determine which of those students were subsequently enrolled in a traditional school setting in Miami-Dade County. Contact those students for follow-up and annotate progress.	
Person Responsible	Clansci Black (cstrong@amikids.org)
In regards to increased attendance in the following school placement, enrollment in the consecutive school will be completed prior to the student's withdrawal from AMIkids Miami-Dade South program. This will ensure a seamless transition between schools and will promote continued attendance since there will be no breaks in between school enrollment. Additionally, school counselor will ensure that all records are maintained electronically for Miami-Dade County Schools. Any additional support that is not included in the electronic records will be provided and available upon request. For those students who will not be enrolled in a Miami-Dade County Public School, records will be sent to the transition specialist of the new county 3-days prior to the student's release from the AMIkids Miami-Dade South program. One-stop services will also be explained and provided to parents and students, respectively, by the certified school guidance counselor appointed by the district.	
Person Responsible	Claudia Batista (cbatista@amikids.org)
Monitoring ESSA Impact:	N/A

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.

The school addresses building family values, including the creation of an environment that provides warmth, discipline, and empowerment from students and staff. Our program also creates an environment that protects the public, where staff and students can function free from hazard or injury.

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

AMIkids is accredited nationally by AdvancED, the world's largest education community. This formal accreditation speaks to our emphasis on education and gives additional credibility to our successful approach, which is holistic and strength- based. AMIkids is contracted by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP) and their model programs guide for successful results with our day treatment program. AMIkids-Miami Dade South stakeholders consist of Miami Dade County Public Schools Educational Alternative Outreach Program (EAOP) provides oversight and ongoing support to ensure equitable learning amongst all youth, creating a positive culture and learning environment. Additional stakeholders include families, students, the Department of Juvenile Justice, and agency staff.