

Orange County Public Schools

# Amikids Orlando



## 2022-23 Ungraded Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the Ungraded SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>11</b>
<b>R.A.I.S.E</b>	<b>0</b>
<b>Positive Culture &amp; Environment</b>	<b>13</b>

## 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: 1/15/2023

<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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 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 was approved by the Orange County School Board on 1/24/2023.

### 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
Greene, Robin	Director of Education	<p>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 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 (PMG), and ensures compliance with 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 programs policies and procedures.</p>
Walker, Wanda	Executive Director	<p>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 and initiatives, overseeing , financial resources, securing and maintain relationships with community agencies and managing program budget.</p>
Tovine, William		<p>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, over see 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 the school board protocols.</p>
	Administrative Dean	<p>The Administrative Dean/District Liaison serves as a direct liaison between 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 level, as well as contribute to the development systems and structures to improve teacher practice within school.</p>

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

Yes

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

Robin Greene

**Demographic Information**

**Principal start date**

Sunday 1/15/2023, William Tovine

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

17

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

2

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

2

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

1

**Number of teachers with ESE certification?**

1

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

0

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

1

**Demographic Data****Early Warning Systems****2022-23****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	1	3	7	3	3	17
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	1	1	0	1	4
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	1	1	0	1	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1

**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	2	0	0	2

**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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Thursday 8/25/2022

## 2021-22 - 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	4	5	11	5	30
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	1	9	1	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	2	4	1	12
Course failure in Math	0	0	0	0	0	0	0	0	0	3	2	4	2	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	3	2	3	1	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	2	2	5	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	

**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

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		49%	51%					55%	56%
ELA Learning Gains								53%	51%
ELA Lowest 25th Percentile								40%	42%
Math Achievement		36%	38%					43%	51%
Math Learning Gains								49%	48%
Math Lowest 25th Percentile								46%	45%
Science Achievement		31%	40%					70%	68%
Social Studies Achievement		43%	48%					73%	73%

**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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21

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

### ESSA Data Review

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	

## Part III: Planning for Improvement

### 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 related to the Areas of Focus?**

During the 2021-2022 school year, we focused on reading and mathematics deficits. Student progress was monthly with goals for both reading and mathematics. A progress monitoring plan was created and updated with monthly goals for both reading and mathematics. Each goal was created based off the individual.

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

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

**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 2021-June 2022 is 80 percent. According to AMIKids Daily Billing Attendance every month since October 2021, there has been an average monthly attendance of 80 percent 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 ( two or more grade levels), students who are enrolled as a 10th grader or higher with zero credits, and weaknesses in mathematics and reading.

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

Progress monitoring, Project based learning, 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 to support teachers and leaders.**

Teachers will have multiple professional developments this year. Including Project base learning, using data for direct teaching and progress monitoring.

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Collaborative Planning****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 2022-2023 school year all students will participate in a minimum of 1 project based learning cross-curricular assignment per nine weeks to improve student postsecondary readiness.

**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:**

Robin Greene (rgreene@amikids.org)

**Evidence-based Strategy:**

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

Teachers will use [www.pblproject.com](http://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.

***No action steps were entered for this area of focus***

**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.

**Positive Culture & Environment**

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Student Attendance

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

A monthly attendance report will be pulled from Skyward and a AMIKids applications call K.I.D.S to assess student attendance. This data will help us monitor how frequently students are attending school.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

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.

**Describe how implementation will be progress monitored.**

A monthly attendance report will be pulled from Skyward and a AMIKids applications call K.I.D.S to assess student attendance. We will create a questionnaire to see what the students interest are in order to increase attendance.

**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.

Action Step	Person Responsible for Monitoring
Creating a student questionnaire	Greene, Robin, rgreene@amikids.org
Student Government addressing any concerns they have with the program	Greene, Robin, rgreene@amikids.org