Amikids Jacksonville School

2023-24

Schoolwide Improvement Plan (SIP)

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Amikids Jacksonville

13375 BEACH BLVD, Jacksonville, FL 32246

http://www.duvalschools.org/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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 for a bright future.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Cobb, David	Director of Education	The Director of Education role provides overall supervision of the academic program. Ensure quality learning services are provided through professional development and effective classroom management. Primary objective and execution of duties is aligned with AMIkids mission to provide a safe and successful learning environment for a diverse population of youth, while encouraging social and emotional development through the achievement of academic and personal goals.
O'Brien, Stephanie	Executive Director	The role of the Executive Director is the realization of AMIkids' mission 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. The Executive Director is responsible for providing vision, leadership and management of program resources to meet the established mission and goals; to include but not limited to Program Operations, Board Development, Financial Performance, Compliance and Community and Public Relations while reflecting AMIkids values. The Executive Director is the key management leader of AMIkids', responsible for overseeing the administration, financial management, programs, implementation of the strategic plan and growth of the organization. The Executive Director also serves as the primary fundraiser for the organization.
Robinson, Edward		Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions. Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.
Copeland, Kimberly		The Assistant Principal monitors and supports community relations and curriculum instruction. The AP coordinates and assist with implementing district school policies and guidelines to support students in the program.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Principal will monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions. Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

The Assistant Principal monitors and supports community relations and curriculum instruction. The AP

coordinates and assist with implementing district school policies and guidelines to support students in the program.

The parents, students provide feedback when participating in parent engagement activities with their students. They fill out feedback forms for each activity. The parents, students and student's Juvenile Probation Officers are involved, participate and provide feedback regarding each youth and their academic and vocational progress during the students monthly multi-disciplinary team meetings. Students progress academically, behaviorally and vocationally are reviews and discussed. Students goals are reviewed with all parties and students progress toward these goals is monitored and addressed.

Input from all parties is taken in consideration on SIP development to include the Board Members whose input is obtained during our Monthly Board Meetings. During the Board Meetings is when Business Leaders and Community Leaders have the opportunity to provide input and feedback to our Executive Director, Stephanie O'Brien during that meeting.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will use the following plan and steps to monitor the SIP.

Stages for monitoring the SIP will include the following:
Creating checkpoints.
Ensuring fidelity of implementation.
Creating new tasks.
Adjusting goals.
Identifying points of progress.
Evaluating the plan.
Creating a report.
Updating the SIP

For the students with the greatest achievement gaps we will have an emphasis on remediation, with-in the class and after class. We have implented a tutoring program as well through Catapult Learning which takes place on campus. We can have both pull-out sessions with those struggling students and push-in class services as well.
We can provide Study Buddies to use with cartridges that target specific areas of deficiency. Peer Tutoring, accommodations and alternative text that address the same content are additional strategies that we can use o help those students close the achievement gaps.
We also have monthly progress monitoring and feedback which is utilized to monitor progress and growth. Additionally, growth and gains are recognized and incentivized.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12

Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	86%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	2022-23: Commendable 2021-22: Commendable 2020-21: Unsatisfactory

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	0	1	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	0	1	0	1

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	2	0	10
One or more suspensions	0	0	0	0	0	0	0	2	0	8
Course failure in ELA	0	0	0	0	0	0	0	1	0	7
Course failure in Math	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	2	0	2
One or more suspensions	0	0	0	0	0	0	0	2	0	2
Course failure in ELA	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		46	50		45	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		44	38		37	38			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		62	64		43	40			
Social Studies Achievement*		66	66		53	48			
Middle School Acceleration					52	44			
Graduation Rate		88	89		50	61			
College and Career Acceleration		77	65		63	67			
ELP Progress		37	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The ELA data showed the lowest performance based on the data from the STAR Reading Assessment. The STAR Reading Assessment is administered monthly at AMIkids Jacksonville for the purpose of monitoring individual students' performance to adapt instruction to improve their performance. Contributing factors to last year's low performance include: Decreased attention span in the classroom, low reading performance, and attendance, poor or lack of effort on assessment.

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

The ELA data showed the lowest performance based on the data from the STAR Reading Progressing Monitoring Assessment. The contributing factors include but not limited to multiple grade levels behind; attendance; inappropriate behaviors; juvenile delinquency; and foster care.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The ELA Reading data showed the greatest gap. The factors contributing to this gap include multiple grade levels behind; attendance; inappropriate behaviors; juvenile delinquency; and foster care and lack of effort or motivation.

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

The Math data showed improvement. Students received effective lessons and direct instructions in small group and one-on-one support that contributed to the improve achievement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students lack of effort or concern when taking the assessment. Are they properly motivated to assess given the multiple factors and delinquency concerns

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

1. Increasing student achievement on ELA/Reading assessments and State Reading Assessments
2. Increase student achievement on STAR Math assessments and State Math Assessments
3. Teachers will incorporate the four (4) pillars of instruction, (Full engagement, rigorous content, student ownership, and demonstration of student learning), with an emphasis on student engagement.
4. Teachers and staff will engage in professional development will be provided to support student engagement and differentiation
5. Use Title 1 Funds to purchase resources to enhance instructional delivery. Also, the purchase of classroom supplies to supplement learning.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

teacher turnover matters is its impact on students. Research shows that high teacher turnover rates in schools negatively impact student achievement for all the students in a school, not just those in a new teacher's classroom.

These rates are highest in schools serving low-income students and students of color. Constant churn exacerbates staffing difficulties that lead to shortages. Thus, students in these hard-to-staff schools disproportionately suffer the consequences of both turnover and shortages: substitute teachers, canceled classes, and inexperienced, underprepared teachers. Office for Civil Rights data show that districts serving children of color are about four times more likely to be assigned uncertified teachers.

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

Our goal is that AMIkids Jacksonville will retain all current teachers, its full teaching staff throughout the 23-24 school year.

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

Salary and benefits, working conditions, school culture, peer support, teacher-to-teacher collaboration, and individual and family circumstances are only few of the elements that might affect teacher retention and turnover. AMIkids will support teachers in all of those areas through a strong Teacher retention program that provides incentives for training, retention, additional certifications and endorsements. We also have a supportive EPA program combined with wellness and PTO days.

Person responsible for monitoring outcome:

David Cobb (cobbd2@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

According to the National Education Association, approximately 50 percent of new teachers will leave the profession within their first five years of teaching. This high turnover rate is forcing several school districts to spend substantial amounts of time and money on recruiting new teachers, ultimately hindering the district's success and bottom line. Fortunately, schools can overcome this expensive and frustrating roadblock by increasing teacher retention rates. Evidence based strategies that we will use are: Addressing salary and benefits, improving working conditions, peer support, teacher-to-teacher collaboration, training and support provided by an Instructional Coach, training, feedback, coaching and newer instructional resources

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

To retain our Teachers to increase stability and provide consistency for the students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Differentiation of instruction in Math and Reading will be the areas of focus for the upcoming school year. Differentiated classrooms respond to student variety in readiness levels, interests, and learning profiles. If this
area improves, so will student achievement. It allows all students to be successful.
Rationale: Teachers have multiple preparations of subject area content; Example: M/J Math, Algebra 1, Algebra 2, and Geometry are taught simultaneously.

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

We plan to continue to provide incentives for testing gains. We plan to involve the teachers more regarding the testing process, results, accountability and remediation with students for both areas of instruction. We will also move to the Edgenuity on-line platform for mathematics to enhance the math instruction. The measurable outcomes will be shown by improved WIN Assessment scores, Math and ELA gains on district and state EOC assessments, and improved promotion rate.

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

District Progress Monitoring Assessments and the WIN Assessments

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will use the District provided curriculum including but not limited to the blended learning platforms to enhance the instructional outcomes of the students. Curriculum mapping, inquiry-based learning, and the PLATO instructional software will also be implemented.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, learning styles, personal interests and more, and teachers must be aware of these varieties as they plan in accordance
with the curricula. By considering varied learning needs, teachers can develop lessons and provide instruction so that all students in the classroom can learn effectively.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Resources will be allocated based on the school needs such as instructional resources, teacher retention, student outcomes, student activities, student engagement and facility needs to name a few. The items will be prioritized by the program management staff, particularly the Executive Director and the Board of Directors.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be posted on AMIKids Facebook web page and on AMIKids.org for public viewing. The SIP will be passed out and made available at our next Parent Engagement Activity which should take place in September.
The SIP will also be reviewed and discussed with the Stakeholders at the next Board Meeting. Parent will

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

(1) Information regarding parent involvement activities will be communicated through the facility via newsletter or flyer, website, and phone or e-mail. AMIKids will also monitor the accuracy of contact information including telephone numbers and addresses.
(2) Information will be provided in different languages as needed along with the support of staff that speak multiple languages at the facility.
(3) Related data will be shared at proceeding meetings/events from when the data is collected.
AMIKids will develop a Parent Engagement Events timeline to ensure implementation of annual parent meetings/events will take place along with collecting evidence of effectiveness to know what parents learned and what is desired for them to learn.
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meetings/events will take place along with collecting evidence of effectiveness to know what parents learned and what is desired for them to learn.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Provide students with more engaging instruction and activities. Facilitate learning versus teaching to include more blended learning opportunities with technology with the purchase of Title I Funds. Increase reading time during the school day and make good use of the time. Purchase books at the right level and interest and instruct students to reread to build fluency. Contact the parents for support and implement attendance incentives to increase attendance.
1. Professional development will be provided to support student engagement and differentiation.
2. Quarterly Professional Development will be provided to assist teachers in cross-curricular lesson plan development.
3.Teachers will incorporate the four (4) pillars of instruction, (Full engagement, rigorous content, student ownership, and demonstration of student learning), with an emphasis on student engagement.
4. Professional Development will be used to development multiple strategies for lesson plan development.
5. In-service days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms.
6. With the use of Title I funds, supplemental resources will be purchased such as printers, toner, projectors, and laptops for teachers to be able to utilize during instruction to enhance instructional delivery. Also, the purchase of classroom supplies from Quill and classroom libraries from Perfection Learning to supplement learning.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

AMIkids has a Licensced Mental Health Therapist on site daily to address any student counseling needs.

AMIkids provides on-site, supervised individual and small-group mentoring to help youth develop important life skills, gain exposure to new opportunities, develop meaningful relationships, and access a wide array of resources. We have volunteer mentors that come in from time to time to mentor students as well as all staff serving as mentors on a regular basis. There are also various mentor agency services that work with our youth as well such as Child Guidance Center, Bridge to the Cure and Vocational Rehabilitation services.

Family services programs provide home-based skills building and/or family counseling and intervention using evidence-based practices. Family services may include program models such as Functional

Family Therapy, Wraparound Services, and the AMIkids Family Centric Model. Family Services programs last approximately two to six months.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Career and Technical Education is provided in two age-appropriate models:
The AMIkids Career Exploration Model, for ages 11-15, helps youth build self-awareness, learn about potential careers, and develop a plan for reaching future goals.
The AMIkids Workforce Development Model, for ages 16-24, utilizes a combination of school-based and work-based learning to help youth learn job readiness skills, earn industry-recognized certifications, and transition to the workforce. AMIkids also has a scholarship program for students enrolling in post secondary education.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The behavior modification component is designed to develop or strengthen desired prosocial behaviors and eliminate or weaken antisocial behaviors through three techniques using positive reinforcement: a point card system, a token economy, and a rank system. Staff implementing this component must be designated AMIkids Behavior Modification professionals (i.e., those who have completed the AMIkids Behavior Modification System training).

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teacher participate in professional development training on-site, on-line, in coordination with District trainings and through coursework at the local colleges and community colleges. AMI offers a comprehensive onboarding training and annual trainings that are to be completed annually be each and every staff member. AMI also have an extensive and motivating teacher retention package that encourages and rewards participation, completion and achievement in regards to adding additional endorsements and certifications.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00

	Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes