

# Amikids Orlando

8-Step problem solving step zero school students strategic goals college and career needs assessment resources effective leadership strategies ambitious supportive environment improvement increased achievement instructional teaching family and community involvement public and mission vision



2014-15 School Improvement Plan

## Amikids Orlando

1461 S LAKE PLEASANT RD, Apopka, FL 32703

[ no web address on file ]

### School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	%
Alternative/ESE Center	Charter School	Minority
No	No	%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

##### Provide the school's vision statement

Developing competent, literate citizens, who take ownership for personal goal setting and towards achieving college and/or career readiness skills in order to be successful in competitive world.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Student Surveys, Data Chats, parent/student interviews, team building activities, collaborative environment, celebrating cultural days, creating positive relationship

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

AMIKids Orlando works to create positive relationships using a positive behavior support system. Safety training videos are provided for teachers, students and staff. Character education promotes positive behavior and teaches respect.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Strategies and clear class rules are used to set behavioral expectations, minimize distractions and keep students engaged. In addition, we review the code of conduct quarterly, and the deans conduct training for teachers on our behavior management system.

##### Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

AMIKids Orlando provide academic counseling, IEPs, 504 plans, instruction on social life skills and collaborate with their host agencies for mental health support where available. We utilize SAFE and community resources such as employers for collaborative interaction to support workplace skills as they relate to academic skills.

#### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

##### Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school  
Course failure in English Language Arts or mathematics  
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	6	7	8	9	10	11	
Attendance below 90 percent	3	6	5	15	5	3	37
One or more suspensions	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Our intervention strategies include after school tutoring, child study team-attendance, MTSS, data discussions with students, progress monitoring, FCIM process, credit retrieval, double block reading.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

1. Increase parental awareness of school events/initiatives through various media (i.e., notices sent home with student, telephone contact, email, notices mailed)
2. Create a more flexible meeting schedule for Parent Conferences and Treatment Teams in order to work around parent work schedules and other conflicts
3. Increase teacher communication with parents regarding behavior and academic strengths and areas for improvement

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

AMIkids builds partnerships through Partners in Education, the School Advisory Committee, the cooperative agreement with host agencies, direct community contact, guest speakers, Junior Achievement, Teach-In, education advocacy, home visits, Children's Cabinet, Expectation Graduation, mentorship programs, Job Connection, employment opportunities, and other vocational services.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Young, Tammye	Other
Wiedman, Janet	SAC Member
Thomas, Trevor	Assistant Principal
Tovine, William	Principal
Toffoli, Dan	Assistant Principal

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The leadership team meets weekly to share decision making for all school sites, sharing leadership and other practices that are working and problem-solving practices that need to be improved.

To track and guide student progress, the leadership team uses the CIM model to analyze data, determine needs, implement intervention and acceleration and adjust instruction as necessary. We engage in a monthly data cycle beginning with a meeting of representatives of all sites with the administrators, CRT and instructional coaches, followed by data meetings at each site, followed by biweekly individual student data meetings.

Site representatives bring data on all student SIP goals to the Principal's Data Meeting monthly. At these monthly meetings, the team evaluates screening data on reading, math, science and writing performance for each student, analyzing strengths and weaknesses. An intervention plan to target weaknesses is developed including specific instructional methods and targeted assessments.

Individual leadership team members monitor the progress of students at their sites on a weekly basis and the team as a whole reviews progress toward SIP goals monthly. If interventions are not effective, the team problem solves and develops an amended intervention plan for the student.

Teacher capacity SIP goals are tracked through Coaches' Reflective Logs in which they record coaching and observation data by goal. Coaches also collect data on teacher capacity goals from lead teachers and bring the data to biweekly coaches' meetings, where the CIM process is applied.

Administrators then add their input to the results of the coaches' meetings and apply the CIM process monthly in an administrative meeting.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

AMI's school leadership ensures achievement of all students by setting clear goals and purposes using evidence-based perspectives. These purposes help shape the criteria used to make resource allocation decisions that warrants sustained funding for pedagogical priorities. Resources are aligned with priorities by clearly defining "what" AMI intends to accomplish, develop an instructional model appropriate to the school and district goal, establish non-negotiable goals for achievement and instruction, as well as organize resources in a way to support the instructional model and improve student learning.

AMI's school leadership coordinates supplemental services that support student achievement through collaboration with the district office. Entitlements from the No Child Left Behind Act (NCLB) such as Title I Part A and Set-Asides which allows school leadership to invests continuously in improving teacher quality through hiring supplemental positions to support Title I Part D programs, before/afterschool tutoring, job training, materials and supplies. Title II, Part A funding helps with professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication or at-risk/high needs classification such as homeless services (Title X), who qualify under the McKinney-Vento Act. These programs are primarily managed by an Assistant Principal through the Title I Part A Compliance and Data Managers and are monitored internally on a weekly basis. Meetings occur twice monthly, inventory of materials are tracked through a monitored system.

AMI's school leadership promotes continuous use of multiple resources to increase ideas for problem-solving techniques. Such as, the development of character education embedded into the curriculum, project-based learning to peek students' interests and maximizing academic time to support learning (i.e. remedial support) to improve overall academic performance in students.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Bill Tovine	Principal
Melinda Chisolm	Parent
Wanda Walker	Education Support Employee
Trevor Thomas	Education Support Employee
Tammye Young	Education Support Employee

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

SAC members review overall data from the previous year's School Improvement Plan. A sub committee then meets and brings suggestions to the table for the following year's plan. The committee as a whole participates in the development of the plan.

*Development of this school improvement plan*

The SAC committee was an integral part of the development and approval of the SIP. SAC members were divided into sub-committees for data review and goal setting for the SIP.

*Preparation of the school's annual budget and plan*

The SAC committee meets with the Principal to ensure proper spending of the school improvement funds and the general school budget.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Reading Budget: Substitutes for PD \$2000.00

Mathematics Budget Substitutes for PD \$1000.00

Science Budget: Substitutes for PD and supplies/equipment \$3000.00

Writing Budget: Substitutes for PD \$1000.00

STEM Budget: Substitutes for PD \$1000.00

Highly Qualified Mini Grants \$2000.00

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Schwartz, Peggy	Administrative Support
Butts, Renee	Administrative Support
Granger, Shronda	Other
Young, Tammye	Administrative Support
Wiedman, Janet	Administrative Support
Thomas, Trevor	Other
Toffoli, Dan	Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership team convenes weekly to plan, monitor/adjust, evaluate, and address school based issues and activities.

Instructional Coaches: Spend a minimum of 50% of their time in classrooms, supporting SIP goals by professional development, modeling, observation and reflective conversation. They research and guide implementation of scientifically based curriculum, assessment and intervention approaches. They help to disaggregate student data, provide assistance with interpretation of data and assist teachers with implementation of differentiated instruction. They also maintain reflective logs which record data on implementation of SIP teacher-capacity goals by instructional staff, and meet monthly to analyze the data and make staff development decisions through the CIM process.

Assistant Principal: Oversees the implementation of the principal's and district's vision and mission. Ensures that effective school based strategies and interventions are implemented, documented, and continuously monitored to address the diverse needs of all students. Guides and supports the school based leadership team to develop research based methods for faculty to impact student achievement through professional

development. Forms a partnership with all shareholders to communicate site based plans and activities.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

AMIKids has teacher meetings every morning where teachers develop and share effective instructional practices. We also have weekly small learning community meetings where we discuss school data, behavior modifications and lesson plan development. Teachers are encouraged to participate in training offered through OCPS.

### Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Professional Learning on site and resources provided to assist teachers in acquiring multiple certifications that are needed to be highly qualified at Alternative Education. Person responsible: Principal, Site Administrator, Lead Teacher.
2. Seek teachers with multiple certifications. Person responsible: Principal, Assistant Principal/Site Administrator.
3. Resource team offers Extensive Professional Learning which assists teachers to renew certifications. Person responsible: Assistant Principal, Lead Teacher.
4. Mentor-Mentee program for beginning teachers and as instructional support for Out-of-Field teachers. Person responsible: Assistant Principal, Lead Teacher, Instructional Leaders.
5. School decision making process is open to active input from teachers. Person responsible: Assistant Principal/Site Administrator.

### Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The following activities are implemented for teachers that require mentoring: observations and feedback, biweekly mentoring meetings, coaching and modeling lessons with the use of thinking maps, technology, data chats and differentiated instruction, oversight of certification course work and exam preparation. Pairings of mentors and mentees are based on an experienced classroom teacher, staff developer and/or coach and someone who is highly qualified in their subject area.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

##### **Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

AMIKids Orlando incorporates OCPS scope and sequence, measurement topic plans, and district-adopted curriculum and materials into all instruction and monitors implementation through lesson plan checks and classroom observations.

#### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

AMIKids implements a comprehensive data analysis cycle, including weekly monitoring of student achievement, intervention strategies and results; weekly data discussions with students; and monthly leadership meetings to discuss progress and problem-solve. We support differentiation through use of the rotational model during class and by setting aside time for interventions outside of class.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Summer Program

**Minutes added to school year:** 9,000

AMIKids students are traditionally below grade level and behind in credits, we provide summer school opportunities to earn credits and shorten the gap between the students and their cohort groups.

**Strategy Rationale**

AMIKids provides additional instruction to help students that are traditionally below grade level and behind in credits.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Thomas, Trevor, orlando-de@amikids.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The Education Manager determines the number of credits earned towards graduation and which core classes provided the most student success through collected data.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Based on Students' Pupil Progression Plan, the Director of Education advises students on the academic courses relative to their specific grade level and cohort year. A course checklist is designed to track course completion and presented during student enrollment. Weekly academic counseling includes individual and group counseling sessions to discuss graduation requirements that are aligned with state benchmarks and Florida State Standards and assessments. When appropriate, counselors in accordance with IDEA standards identify differentiated delivery of services based on student need. Students are given opportunities to discuss their academic plan along with their future interests in order for counselors to create an overall individual graduation plan.

The Director of Education provides a framework as outlined in the Comprehensive Developmental Guidance Program that begins in 6th grade to prepare students with career and academic planning along with social and emotional connections which involves parents/guardians in the process. These career and academic goals are tracked each year and finalized before the end of the second semester of students' 8th grade year.

By the time students are in 9th, 10th and 11th grades, counselors provide guidelines and curricula that will enable students to complete individual graduation plans that would successfully prepare them for a seamless transition to relevant employment, further training or post-secondary study by their senior year. The framework of the guidance program shows relevance to the students' goals by meeting the core and elective requirements for qualifications as defined within the Florida's Bright Future's Scholarship program.

The Director of Education offers an additional support system of opportunities for students to attend before or after-school tutoring, character development, career training and/or credit recovery as a result of their individual graduation/academic plan.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

The Director of Education works with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. The Director of Education meets with students in small groups and individually to discuss future plans, investigate careers and post secondary requirements and helps students seeking financial assistance. The Director of Education also arranges college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure student course of study is more meaningful to them, now in high school and beyond.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. AMIkids literacy vision is to develop competent, literate citizens who take ownership for personal goal setting and development in a competitive world. The Director of Education provides a framework that assists students in choosing courses that meet high school graduation requirements and include benchmarks of the Next Generation Sunshine State Standards. The framework shows relevance to the students' goals by meeting Bright Futures Scholarship core and elective requirements, comprehensively align with the essential workforce skills and align with the US Department of Education Career Clusters. The Director of Education meets with each student and works with them to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. The Director of Education meets with students in small groups and individually to discuss future plans, investigate careers and post secondary requirements and helps students seeking financial assistance. The Director of Education also arranges college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure student course of study is more meaningful to them, now in high school and beyond. Provide a course checklist outlining specific courses based on cohort, grade level and academic needs as it relates to the district's Student Progression Plan. Students on target for meeting the graduation requirement are given the opportunity to experience a curriculum with career influence which promotes positive outcome for future endeavors.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

To measure student skills needed for college, all 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students' area(s) of weakness will be addressed by providing students the opportunity to enroll in college preparatory courses during their senior year (Math for College Readiness and/or English 4 College Prep). Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Seniors are provided with SAT and ACT study guides and practice tests and are exposed to and encouraged to apply for the various scholarships available to them.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

To measure student skills needed for college, all 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Seniors are provided with SAT and ACT study guides and practice tests and are exposed to and encouraged to apply for the various scholarships available to them.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                    **B** = Barrier                    **S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** With the implementation of an effective monitoring system for attendance, student attendance and achievement will increase
- G2.** Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** With the implementation of an effective monitoring system for attendance, student attendance and achievement will increase 1a



**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	61.9
AMO Reading - All Students	

**Resources Available to Support the Goal** 2

- Attendance Reports
- Child Study Team
- Social Worker

**Targeted Barriers to Achieving the Goal** 3

- Currently no systematic way of monitoring student attendance

**Plan to Monitor Progress Toward G1.** 8

Attendance reports, grades and other student achievement data will be examined for progress

**Person Responsible**

Trevor Thomas

**Schedule**

Monthly, from 12/1/2014 to 6/1/2015

***Evidence of Completion***

Attendance reports, grades, student achievement data, and intervention plan results

**G2.** Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas **1a**

**Targets Supported** **1b**

 G045509

Indicator	Annual Target
ELA/Reading Gains	1.0
AMO Reading - All Students	
Attendance Below 90%	61.9
Algebra I EOC Pass Rate	10.0

**Resources Available to Support the Goal** **2**

- Literacy Leadership Team, math coaches, reading coaches, deliberate practice process, curriculum rounding process

**Targeted Barriers to Achieving the Goal** **3**

- Teachers lack understanding of Instructional Framework
- Teachers lack understanding of standards

**Plan to Monitor Progress Toward G2.** **8**

Administrator will monitor Observation feedback, feedback from instructional rounds, feedback from professional development

**Person Responsible**

Trevor Thomas

**Schedule**

Monthly, from 9/17/2014 to 6/12/2015

**Evidence of Completion**

Observation feedback, feedback from instructional rounds, feedback from professional development

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal      **B** = Barrier      **S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

**G1.** With the implementation of an effective monitoring system for attendance, student attendance and achievement will increase **1**

 G045508

**G1.B1** Currently no systematic way of monitoring student attendance **2**

 B112388

**G1.B1.S1** Attendance reports will be examined to monitor attendance. **4**

 S123771

### Strategy Rationale

Students cannot learn unless they are in school

### Action Step 1 **5**

Attendance clerk will print attendance reports each month

### Person Responsible

Trevor Thomas

### Schedule

Monthly, from 12/1/2014 to 6/1/2015

### Evidence of Completion

Attendance reports

## Action Step 2 5

Attendance reports will be analyzed to identify students with ten (10) or more absences

### **Person Responsible**

Trevor Thomas

### **Schedule**

Monthly, from 12/1/2014 to 6/1/2015

### ***Evidence of Completion***

List of students with >10 absences

## Action Step 3 5

Child study team will meet to discuss identified students

### **Person Responsible**

Trevor Thomas

### **Schedule**

Monthly, from 12/1/2014 to 6/1/2015

### ***Evidence of Completion***

Child Study Team notes and agendas

## Action Step 4 5

Students with attendance issues will be contacted by social worker

### **Person Responsible**

Trevor Thomas

### **Schedule**

Monthly, from 12/1/2014 to 6/1/2015

### ***Evidence of Completion***

Social Worker call and visitation logs

## Action Step 5

Child Study team will identify root cause of individual student attendance issues and create a plan for wraparound services to improve attendance. Team will continue to monitor attendance and change intervention if needed.

### **Person Responsible**

Trevor Thomas

### **Schedule**

Monthly, from 12/1/2014 to 6/1/2015

### ***Evidence of Completion***

Individual attendance support plans

## Plan to Monitor Fidelity of Implementation of G1.B1.S1

6

Administrators will monitor attendance reports, Child Study Team notes, and attendance intervention plans

### **Person Responsible**

Trevor Thomas

### **Schedule**

Monthly, from 12/1/2014 to 6/1/2015

### ***Evidence of Completion***

Attendance reports, Child Study Team notes, intervention plans

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1

7

Students display increased ability to problem-solve while reading complex text and to answer questions that require higher order thinking.

### **Person Responsible**

Trevor Thomas

### **Schedule**

Monthly, from 12/1/2014 to 6/1/2015

### ***Evidence of Completion***

Attendance reports, student grades and other achievement data

**G2.** Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas 1

 G045509

**G2.B1** Teachers lack understanding of Instructional Framework 2

 B112389

**G2.B1.S1** Provide professional development and support implementation of Instructional Framework 4

 S123773

### **Strategy Rationale**

Teachers must understand how Instrucitonal Framework improves instruction and student achievement

**Action Step 1** 5

Provide staff development on Instructional Framework

#### **Person Responsible**

Trevor Thomas

#### **Schedule**

Monthly, from 9/17/2014 to 6/12/2015

#### **Evidence of Completion**

Training attendance records, exit slips.

**Action Step 2** 5

Provide follow up support at school sites through modeling, observation, and curriculum instructional rounds

#### **Person Responsible**

Trevor Thomas

#### **Schedule**

Monthly, from 9/2/2014 to 6/12/2015

#### **Evidence of Completion**

Coaching Logs, lead teacher anecdotal records, administrative observations, curriculum round notes

## Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrator will facilitate professional development, monitor lesson plans, coaches log, and participate in instructional rounds. iObservation data will be monitored for improved instruction.

### **Person Responsible**

Trevor Thomas

### **Schedule**

On 6/12/2015

### ***Evidence of Completion***

Coaching logs, curriculum round notes, iObservation data, professional development agenda.

## Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrator will monitor iObservation feedback, feedback from instructional rounds, feedback from professional development

### **Person Responsible**

Trevor Thomas

### **Schedule**

Monthly, from 10/15/2014 to 6/12/2015

### ***Evidence of Completion***

Principal's feedback from instructional rounds, feedback from professional development

**G2.B2** Teachers lack understanding of standards 2

 B144595

**G2.B2.S1** Provide professional development on deconstructing standards, planning, and providing rigorous standards-based lessons/activities 4

 S156796

**Strategy Rationale**

Teachers must be familiar with standards and rigorous instruction to increase student achievement

**Action Step 1** 5

Provide professional development on deconstructing standards and planning/delivering rigorous lesson/activities

**Person Responsible**

Trevor Thomas

**Schedule**

Every 2 Months, from 12/8/2014 to 6/1/2015

**Evidence of Completion**

Agenda and attendance rosters

**Action Step 2** 5

Administrators will monitor standards-based instruction during informal and formal observations

**Person Responsible**

Trevor Thomas

**Schedule**

On 6/1/2015

**Evidence of Completion**

Observation data reports

## Action Step 3 5

Administrators will provide feedback to teachers regarding standards-based instruction and rigorous lessons/activities

### **Person Responsible**

Trevor Thomas

### **Schedule**

On 6/1/2015

### ***Evidence of Completion***

Observation reports, comments

## Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrator will facilitate professional development, monitor iObservation reports, lesson plans

### **Person Responsible**

Trevor Thomas

### **Schedule**

Every 2 Months, from 12/1/2014 to 6/1/2015

### ***Evidence of Completion***

Professional development attendance, iObservation reports and lesson plans

## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrator will analyze observation data and lesson plans

### **Person Responsible**

Trevor Thomas

### **Schedule**

Every 2 Months, from 12/1/2014 to 6/1/2015

### ***Evidence of Completion***

Observation reports

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Orange - 0101 - Amikids Orlando - 2014-15 SIP**  
**Amikids Orlando**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Attendance clerk will print attendance reports each month	Thomas, Trevor	12/1/2014	Attendance reports	6/1/2015 monthly
G2.B1.S1.A1	Provide staff development on Instructional Framework	Thomas, Trevor	9/17/2014	Training attendance records, exit slips.	6/12/2015 monthly
G2.B2.S1.A1	Provide professional development on deconstructing standards and planning/delivering rigorous lesson/activities	Thomas, Trevor	12/8/2014	Agenda and attendance rosters	6/1/2015 every-2-months
G2.B1.S1.A2	Provide follow up support at school sites through modeling, observation, and curriculum instructional rounds	Thomas, Trevor	9/2/2014	Coaching Logs, lead teacher anecdotal records, administrative observations, curriculum round notes	6/12/2015 monthly
G1.B1.S1.A2	Attendance reports will be analyzed to identify students with ten (10) or more absences	Thomas, Trevor	12/1/2014	List of students with >10 absences	6/1/2015 monthly
G2.B2.S1.A2	Administrators will monitor standards-based instruction during informal and formal observations	Thomas, Trevor	12/1/2014	Observation data reports	6/1/2015 one-time
G1.B1.S1.A3	Child study team will meet to discuss identified students	Thomas, Trevor	12/1/2014	Child Study Team notes and agendas	6/1/2015 monthly
G2.B2.S1.A3	Administrators will provide feedback to teachers regarding standards-based instruction and rigorous lessons/activities	Thomas, Trevor	12/1/2014	Observation reports, comments	6/1/2015 one-time
G1.B1.S1.A4	Students with attendance issues will be contacted by social worker	Thomas, Trevor	12/1/2014	Social Worker call and visitation logs	6/1/2015 monthly
G1.B1.S1.A5	Child Study team will identify root cause of individual student attendance issues and create a plan for wraparound services to improve attendance. Team will continue to monitor attendance and change intervention if needed.	Thomas, Trevor	12/1/2014	Individual attendance support plans	6/1/2015 monthly
G1.MA1	Attendance reports, grades and other student achievement data will be examined for progress	Thomas, Trevor	12/1/2014	Attendance reports, grades, student achievement data, and intervention plan results	6/1/2015 monthly
G1.B1.S1.MA1	Students display increased ability to problem-solve while reading complex text and to answer questions that require higher order thinking.	Thomas, Trevor	12/1/2014	Attendance reports, student grades and other achievement data	6/1/2015 monthly
G1.B1.S1.MA1	Administrators will monitor attendance reports, Child Study Team notes, and attendance intervention plans	Thomas, Trevor	12/1/2014	Attendance reports, Child Study Team notes, intervention plans	6/1/2015 monthly
G2.MA1	Administrator will monitor Observation feedback, feedback from instructional rounds, feedback from professional development	Thomas, Trevor	9/17/2014	Observation feedback, feedback from instructional rounds, feedback from professional development	6/12/2015 monthly
G2.B1.S1.MA1	Administrator will monitor iObservation feedback, feedback from instructional rounds, feedback from professional development	Thomas, Trevor	10/15/2014	Principal's feedback from instructional rounds, feedback from professional development	6/12/2015 monthly
G2.B1.S1.MA1	Administrator will facilitate professional development, monitor lesson plans, coaches log, and participate in instructional rounds. iObservation data will be monitored for improved instruction.	Thomas, Trevor	10/15/2014	Coaching logs, curriculum round notes, iObservation data, professional development agenda.	6/12/2015 one-time
G2.B2.S1.MA1	Administrator will analyze iobservation data and lesson plans	Thomas, Trevor	12/1/2014	Observation reports	6/1/2015 every-2-months
G2.B2.S1.MA1	Administrator will facilitate professional development, monitor iObservation reports, lesson plans	Thomas, Trevor	12/1/2014	Professional development attendance, iObservation reports and lesson plans	6/1/2015 every-2-months

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas

**G2.B1** Teachers lack understanding of Instructional Framework

**G2.B1.S1** Provide professional development and support implementation of Instructional Framework

### **PD Opportunity 1**

Provide staff development on Instructional Framework

#### **Facilitator**

Trevor Thomas

#### **Participants**

Instructional staff

#### **Schedule**

Monthly, from 9/17/2014 to 6/12/2015

### **PD Opportunity 2**

Provide follow up support at school sites through modeling, observation, and curriculum instructional rounds

#### **Facilitator**

Trevor Thomas

#### **Participants**

Faculty

#### **Schedule**

Monthly, from 9/2/2014 to 6/12/2015

## G2.B2 Teachers lack understanding of standards

**G2.B2.S1** Provide professional development on deconstructing standards, planning, and providing rigorous standards-based lessons/activities

### PD Opportunity 1

Provide professional development on deconstructing standards and planning/delivering rigorous lesson/activities

#### Facilitator

Trevor Thomas

#### Participants

Teachers

#### Schedule

Every 2 Months, from 12/8/2014 to 6/1/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

Summary	
Description	Total
Grand Total	0