

# Amikids



2014-15 School Improvement Plan

**Amikids**

6815 SW ARCHER RD, Gainesville, FL 32608

<http://www.sbac.edu/pages/acps>**School Demographics****School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

%

**School Grades History****Year****Grade****School Board Approval**

This plan is pending approval by the Alachua County School Board.

**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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

It is the mission of AMIKids Gainesville to empower at-risk youth through life changing guidance, education, and discipline in a caring environment, thereby promoting public safety.

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

Transforming troubled pasts into brighter futures for 'at risk' youth.

#### School Environment

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

AMIKids has established a set of Core Values that sets the tone for our environment. The first item on the list of core values is 'Kids First.' The list also includes: Integrity, Safety, Honesty, Diversity, Enthusiasm, Leadership, Excellence, Loyalty, Family, Dedication, Creativity and Goal Setting. New staff are trained and familiar with our Core Values and are expected to create an environment that promotes those values. Kids First keeps our focus on our bottom line, the youth we serve. We know building relationships with our students and their families is a critical ingredient to their success. Teachers are encouraged to keep the lines of communication open with their students and families. Through the help of our volunteer Board of Directors and other volunteer groups in the community our staff and students receive a wealth of insight into our community and the challenges we face. Our staff members are very diverse and passionate about the work we do.

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

AMIKids Gainesville uses the AMIKids 'Personal Growth Model' (PGM) as a method of redirecting the lives of youth. The PGM is our 3 pronged approach to helping our students redirect their lives at school and at home. PGM consist of Education, Treatment and Behavior Modification. Most of our students have had behavioral issues at school and at home. Our Behavior Modification system teaches youth that hard work precedes reward. Our students must demonstrate growth in the ares of leadership and academics in order to finish our program successfully.

All of our students are searched every morning and understand that safety is our top priority. However, supervision and awareness by teachers and staff are or great importance. Staff receive training on classroom management and recognizing potential hazards with students. Students are encouraged to talk to staff members if they are experiencing any type of difficulties with other students or adults.

##### **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**

All staff are trained in our behavior management system. Students and parents also receive orientation on rules and expectations. Expectations are explained to students every morning prior to them going to 1st period and teachers reinforce those expectations in their classrooms. Our behavioral management system is designed to give instant feedback and reinforcement for



positive behavior. As part of orientation, the student learns about our point card system. Point cards are used in every classroom as a way of providing students immediate feedback on their performance in that particular classroom. The 2 major areas are appearance and participation and are scored in every class period. The cards are color coded according to how well the youth did in a one-week period. A White card indicates that the student's behavior has not been acceptable that week. A Blue card indicates that a youth has had acceptable performance in the week prior. And a Gold card indicates that the youth has exceeded expectations on a particular week. The point cards are tied into our Rank System and students must have a certain number of Blue or Gold cards to progress through the rank system. In order for a student to be recommended to return to their "regular" zone school he/she must progress through the rank system to the rank of Eagle. In addition to positive behavior, students must maintain a grade of C or above in order to gain promotion to the next level.

Students who gain Blue or Gold cards for the week are also eligible for special field trips or reward lunches. Our Token Economy also reinforces positive behavior for our students. Students can earn Token Points for meeting weekly goals. For example, if Johnny's goal for the week is to use positive language (no profanity) teachers will give Johnny token points every time they notice he is using positive affirmations instead of reacting negatively. Those points are then used in our School Store for the youth to purchase treats or items that are desirable to them. From time to time a student has to be removed from class because they are being disruptive. The student is given the opportunity to work out the situation with the teacher and/or Behavioral Specialist prior to returning to class.

If the traditional methods don't seem to be working for a particular student we immediately ask for assistance from parents or other stakeholders.

#### **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**

In addition to the relationship students develop with Teachers and Behavioral Interventionist a Licensed Mental Health Counselor and Local Care Counselor are on staff to help students with special needs. Youth that need counseling either meet with our counselors or we make arrangements for outside counselors to conduct sessions at our facility.

Through partnerships with local organizations and volunteers students are often paired with a tutor or mentor.

### **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**

AMIKids Gainesville makes daily contact with parents of youth who did not attend or are tardy. If attendance is chronic we meet with the child, parent and school district representative to determine what steps need to be taken to improve the child's attendance or performance.

Suspensions: Parents are notified immediately and asked to pick up the student. Regardless of the amount of time a student is sent home, the parent is asked to participate in a conference with the Behavioral Interventionist and Director of Education before the student returns. The District's Director of Discipline is notified and if applicable, the Youth's Probation Officer is also notified.

Grades are monitored closely by teachers and the Director of Education and the program attempts to gain parental involvement and support to compel the student to improve academic performance.

Once a month teachers will produce progress reports with grades. If a student's grade is below a C for any given month, the parent or guardian will be asked to participate in a teacher conference to determine what the cause of the low grades are and develop a plan for improvement. Academic Improvement Plans will be updated as needed.

#### **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
	7	8	9	10	11	
Attendance below 90 percent	2	0	0	1	0	3
One or more suspensions	1	0	0	0	0	1
Course failure in ELA or Math	3	3	1	0	0	7
Level 1 on statewide assessment	7	10	12	5	1	35

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

Indicator	Grade Level			Total
	7	9	10	
Students exhibiting two or more indicators	2	1	1	4

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

In addition to our internal Behavior Modification System, we rely on support from parents and guardians and well as school district personnel to compel youth to perform.

-Daily and weekly rewards for students showing improvement in academics

-Special events or rewards for students showing improvement in academic assessments (STAR, FAIR, GED)

-One on one counseling sessions are conducted with youth and when possible parents to encourage academic improvements

-School Dist. representative are asked to meet with academic team to discuss strategies and steps to be taken for youth that have chronic attendance or behavior issues. For youth that are on probation, the Juvenile Probation Officer is also asked to attend the meeting.

**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**

We are striving to increase parental involvement to help impact student achievement and behavior. Parents/guardian involvement is crucial to the success for a student. AMIKids Gainesville has made many strides in this area over the last year. The most significant step was relocating our facility closer to town and easier to access for parents. Parents are encouraged by mail and phone calls to participate in Awards Ceremonies and events like Open House. Assistance with transportation is also offered to Parents and family members.

AMIKids Gainesville has also kicked off a new initiative we refer to as Parent to Parent program.

Parent to Parent is designed to engage our parents and potentially provide them with services that

would not normally be available to them. The parents have completed surveys to help us determine what specific needs they may be facing. An orientation into Parent to Parent was conducted at our most recent Open House Event. We invited all parents to participate in group type activities that will be designed to provide family support and create networks with other parents or volunteers that can assist them. The parents will develop priorities for the group under the facilitation of an intern who is receiving a Masters degree in Family Counseling.

Also, this year we will be implementing the parent notification system through Parent Link. Parent link will not replace the personal contacts between us and the families but it will enhance that communication when mass communication is necessary.

Parents are also encouraged to monitor student progress in the credit recovery program, PLATO. Monthly recognition is posted in the assembly area for Most Improved, Student of the Month and Perfect Attendance.

### **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 Gainesville is fortunate to have a diverse group of volunteer Board of Directors who are dedicated to our mission. Our Board members have been instrumental in securing local donations that support our education department.

This year we have secured several grants from Local agencies and foundations that have enhanced our facility as well as given new learning opportunities for our students.

We've also been successful in recruiting several volunteers that tutor, conduct specialist seminars and teach.

Partnerships with local businesses have provided training and job opportunities for our youth.

## **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.:

<b>Name</b>	<b>Title</b>
Bacallao, Daniel	Other
Perkins, Dollean	Principal

#### **Duties**

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

The Executive Director is responsible for the smooth operation of AMIKids Gainesville. These areas of responsibility include compliance, fiscal oversight, implementation of strategic goals and outcomes. AMIKids also has a Director of Education (DE) who directly supervises teachers and over-see the day to day operations of education. Additionally, the DE conducts intakes, enrollment and monitors grades as well as outcomes.

AMIKids Corp. also has a national and regional director that provide support services and monitoring to the local program.

***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**

The school leadership team assesses the school data and analysis it to determine how to best meet the needs of the students. Progress monitoring is conducted monthly to verify the effectiveness of the strategies. Resources are allocated based on the needs of the students.

The school will implement several programs funded by Title I, Part D; The Title 1 funding will provide a paraprofessional to work with students in individual and small group instruction to provide supplemental instruction.

In 2014/15 Title 1 has assigned a Transition Specialist. Duties Include:

- working with staff to ensure smooth transitions for students
- meetings with students and parents to encourage return to regular school setting
- assist program in developing parent involvement activities
- work with program on developing student success activities
- ensure program is in compliance with Title 1 and that funds are spent appropriately

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Ms. Annie Battles	Education Support Employee
Jaime Perkins	Parent
Emily Crosby	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*

N/A. Our Parent to Parent meetings will essentially take place of the SAC. This year we will get our parent group informed and involved in the SIP.

*Development of this school improvement plan*

Through conversations and surveys from parents and stakeholders the AMIKids Mgt. team has been able to develop a plan that is realistic but challenging to accomplish.

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

AMIKids' annual budget is analyzed and approved by our local Board of Directors.

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

NA

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

No

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

As an attempt to get more parents engaged in their child's education, the Parent to Parent group will meet and develop goals for their group that are designed to help our youth get the most out of their experience with AMIKids.

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Jones, Sabrina	Teacher, K-12

#### Duties

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

Our goal is to help each student that enrolls to increase their reading comprehension and fluency. All student participate in our Intensive Reading Program as part of their academic training. The district's Literacy Coach also provide technical assistance to teachers and the DE.

### 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**

Daily team meetings with teachers help with communication and problem solving.  
New teachers are teamed up with a senior teacher to help train and mentor them.  
The Director of Education also has daily contact with teachers and coaches them as needed.

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

The Managers strive to create a positive working environment that will impact the morale of the education staff. Professional development is provided through learning communities. The input of the education staff is valued in the decision making processes.  
We also have a education assistance program that provides financial help for teachers that need further professional instruction or training.

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

We assign a mentor/senior teacher to work with each fist year teacher. Monthly in-services days also provide the team opportunities to problem solve and set goals for the next month.

### 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*

PLATO (CB credit recovery program) is available to all students and is aligned with Florida Standards.

Teachers are provided resources and materials for lesson plans and curriculum that will assist them to ensure lessons are aligned with Florida Standards

### 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***

Program leadership monitors student progress on a monthly basis (STAR testing, Progress in PLATO, Grades).

***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:** Extended School Day

**Minutes added to school year:** 1,000

We provide Instructional in enrichment activities such-as, providing information on nutrition and resume development.

#### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

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

The students complete projects and portfolios.

### 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***

AMIKids Gainesville is a year-round school. Student transition occurs throughout the year and their length of stay depends on their individual needs. Orientation is conducted with each student and their parents. Parents and students meet the leadership team and teachers. A more intensive orientation is conducted with each student by the Behavioral Specialist prior to the student being placed in a homeroom class. Coordination with the School District and when applicable with the student's probation officer is involved.

-Monthly Treatment Team meeting are held monthly with youth on probation to monitor progress. The team includes treatment counselors, education director, JPO, and parent.

#### 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***

Each student how to developed goal student is enrolled in a career development class. Each students is council and is taught how to develop a career portfolio that includes a resume and a skill assessments test.

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

We offer the integrated courses to help the students understand the he relationships between subjects and relevance to their future.

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

Our school and district uses the post-secondary Education Readiness Test to determine individual student levels

***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***



## 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.** To provide every student the opportunity to return to, and the skills to be successful in their regular zoned school

## 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.** To provide every student the opportunity to return to, and the skills to be successful in their regular zoned school **1a**

 G050960

### Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	2014.0
Attendance Below 90%	2014.0

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

- Provide small classroom settings. PLATO (Computer based credit recovery program). Experiential Learning opportunities (EEC). A structured Behavior modification system that gives student instant feedback on classroom participation and rewards positive behavior on a weekly basis. Our token economy system reinforces progress toward behavioral goals.

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

- Students in the same classrooms performing at various grade levels, ability and motivation.
- Lack of parental involvement

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

Monthly progress reports, Monthly attendance reports and behavioral referral log

#### Person Responsible

Dollean Perkins

#### Schedule

Monthly, from 11/14/2014 to 6/4/2015

#### Evidence of Completion

Monthly operations report including grade level increases

## 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.** To provide every student the opportunity to return to, and the skills to be successful in their regular zoned school  1

 G050960

**G1.B1** Students in the same classrooms performing at various grade levels, ability and motivation.  2

 B127924

**G1.B1.S1** Students are scheduled time to work at their own pace on the credit recovery program PLATO. The teacher provides guidance as needed while using a blended learning model with other students.  4

 S140560

### Strategy Rationale

This allows students to work at their own pace and individual ability and grade level. Also allows teacher to do group activities that apply to all students in a particular class.

### Action Step 1 5

Each teacher develops lessons that allow for group activities in the classroom and individual time on PLATO

#### Person Responsible

Dollean Perkins

#### Schedule

Daily, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Classroom observations, DE review lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

The Director of Education monitors classrooms daily

**Person Responsible**

Dollean Perkins

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans and student progress on grades and credits

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

The Director of Education monitors classrooms daily

**Person Responsible**

Dollean Perkins

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans and student progress on grades and credits

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Monthly progress reports will be produced on student's Academic Improvement Plan

**Person Responsible**

Dollean Perkins

**Schedule**

Monthly, from 11/1/2014 to 6/4/2015

***Evidence of Completion***

AMIKids collects data from Engrade and Star Testing

**G1.B2 Lack of parental involvement** 2

B129091

**G1.B2.S1** "Parent to Parent" program has been implemented to facilitate parental involvement with the student's progress. Parents have been given instruction on how to monitor student progress through the web-based program, PLATO and the GED Academy A resource computer has been provided for parents who don't have computer access from home. AMIKids is implementing "Parent Link" which is a notification system for notifying parents of absences or parent upcoming conferences 4

S141236

**Strategy Rationale**

Parental involvement is a critical component to student success

Some families have limited resources such as computer access at home. Providing a resource computer at the program gives parents the opportunity to monitor their child's grades if they don't have that resource at home.

Parent Link will also strengthen communication between the education team and parents

**Action Step 1** 5

Parent to Parent meetings will be scheduled at least quarterly. Parent link will keep parents up to date on absences and other significant events on a daily basis.

**Person Responsible**

Dollean Perkins

**Schedule**

Monthly, from 12/2/2014 to 6/4/2015

**Evidence of Completion**

Monthly progress reports to parents

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Participation in Parent to Parent will be documented on an attendance roster

**Person Responsible**

Dollean Perkins

**Schedule**

Quarterly, from 10/7/2014 to 6/4/2015

**Evidence of Completion**

Attendance and agendas will be kept on record

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Monthly attendance reports and number of student referrals will be monitored for progress

**Person Responsible**

Dollean Perkins

**Schedule**

Monthly, from 10/15/2014 to 6/4/2015

**Evidence of Completion**

Monthly attendance reports should indicate progress. Behavioral referrals should decrease

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Parent to Parent meetings will be scheduled at least quarterly. Parent link will keep parents up to date on absences and other significant events on a daily basis.	Perkins, Dollean	12/2/2014	Monthly progress reports to parents	6/4/2015 monthly
G1.B1.S1.A1	Each teacher develops lessons that allow for group activities in the classroom and individual time on PLATO	Perkins, Dollean	8/18/2014	Classroom observations, DE review lesson plans	6/4/2015 daily
G1.MA1	Monthly progress reports, Monthly attendance reports and behavioral referral log	Perkins, Dollean	11/14/2014	Monthly operations report including grade level increases	6/4/2015 monthly
G1.B1.S1.MA1	Monthly progress reports will be produced on student's Academic Improvement Plan	Perkins, Dollean	11/1/2014	AMIKids collects data from Engrade and Star Testing	6/4/2015 monthly
G1.B1.S1.MA1	The Director of Education monitors classrooms daily	Perkins, Dollean	8/18/2014	Lesson plans and student progress on grades and credits	6/4/2015 weekly
G1.B1.S1.MA1	The Director of Education monitors classrooms daily	Perkins, Dollean	8/18/2014	Lesson plans and student progress on grades and credits	6/4/2015 weekly
G1.B2.S1.MA1	Monthly attendance reports and number of student referrals will be monitored for progress	Perkins, Dollean	10/15/2014	Monthly attendance reports should indicate progress. Behavioral referrals should decrease	6/4/2015 monthly
G1.B2.S1.MA1	Participation in Parent to Parent will be documented on an attendance roster	Perkins, Dollean	10/7/2014	Attendance and agendas will be kept on record	6/4/2015 quarterly

**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.*

## Technical Assistance Items

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

**G1.** To provide every student the opportunity to return to, and the skills to be successful in their regular zoned school

**G1.B1** Students in the same classrooms performing at various grade levels, ability and motivation.

**G1.B1.S1** Students are scheduled time to work at their own pace on the credit recovery program PLATO. The teacher provides guidance as needed while using a blended learning model with other students.

### PD Opportunity 1

Each teacher develops lessons that allow for group activities in the classroom and individual time on PLATO

#### Facilitator

PLATO facilitator, Diane Philip

#### Participants

DE and teachers

#### Schedule

Daily, from 8/18/2014 to 6/4/2015

**G1.B2** Lack of parental involvement

**G1.B2.S1** "Parent to Parent" program has been implemented to facilitate parental involvement with the student's progress. Parents have been given instruction on how to monitor student progress through the web-based program, PLATO and the GED Academy A resource computer has been provided for parents who don't have computer access from home. AMIKids is implementing "Parent Link" which is a notification system for notifying parents of absences or parent upcoming conferences

### PD Opportunity 1

Parent to Parent meetings will be scheduled at least quarterly. Parent link will keep parents up to date on absences and other significant events on a daily basis.

#### Facilitator

Director of Education Parent to Parent coordinator

#### Participants

Parents, teachers, behavioral interventionist

#### Schedule

Monthly, from 12/2/2014 to 6/4/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To provide every student the opportunity to return to, and the skills to be successful in their regular zoned school	5,500
<b>Grand Total</b>	<b>5,500</b>

### Goal 1: To provide every student the opportunity to return to, and the skills to be successful in their regular zoned school

Description	Source	Total
<b>B1.S1.A1</b> - PLATO is a computer/internet based program. Once a student has "log in" privileges, the student can work at his/her pace. Because PLATO is internet based, a student can also work from home during non-school hours.	General Fund	3,000
<b>B2.S1.A1</b> - Parent to Parent meetings will involve evening meetings and will include refreshments for parents and O/T for staff	General Fund	1,000
<b>B2.S1.A1</b> - Parent Link is an internet based program and cost the program \$1,500 a year	General Fund	1,500
<b>Total Goal 1</b>		<b>5,500</b>