

Orange County Public Schools

Amikids Orlando



2018-19 School Improvement Plan

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Amikids Orlando

1461 S LAKE PLEASANT RD, Apopka, FL 32703

www.ocps.net/lc/district/sae

School Demographics

School Type and Grades Served
(per MSID File)

High School
6-12

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

98%

Primary Service Type
(per MSID File)

Alternative Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

86%

School Grades History

Year
Grade

2017-18

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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 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: School Information

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

To be the top producer of successful students in the nation

School Leadership Team

Membership

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

Name	Title
Young, Tammye	Instructional Coach
Tovine, William	Principal
Walker, Wanda	Principal
Herman, Edward	Administrative Support
Large, Gwendolyn	Instructional Coach

Duties

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

Walker, Wanda, Executive Director:

The Executive Director is responsible for comprehensive administration of program operations, academic programming, treatment programs, behavior modification and individual case management.

Herman, Edward Director of Education:

The Director of Education is responsible for the development, implementation and supervision of academic programming, policies and procedures.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	1	4	2	7	7	7	1	29
One or more suspensions	0	0	0	0	0	0	3	3	3	3	5	3	1	21
Course failure in ELA or Math	0	0	0	0	0	0	3	3	2	7	5	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	2	3	2	7	5	1	0	20

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	3	3	2	9	8	3	0	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	2	4	15	14	8	0	46
One or more suspensions	0	0	0	0	0	0	2	0	4	5	10	3	0	24
Course failure in ELA or Math	0	0	0	0	0	0	3	2	3	15	18	8	1	50
Level 1 on statewide assessment	0	0	0	0	0	0	1	3	2	2	7	0	0	15

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	3	2	4	14	16	7	0	46

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	2	4	15	14	8	0	46
One or more suspensions	0	0	0	0	0	0	2	0	4	5	10	3	0	24
Course failure in ELA or Math	0	0	0	0	0	0	3	2	3	15	18	8	1	50
Level 1 on statewide assessment	0	0	0	0	0	0	1	3	2	2	7	0	0	15

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	3	2	4	14	16	7	0	46

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Course failure in ELA or Math data component performed the lowest at 40%, while this has improved since last year, it has become a trend especially in Math classes.

Which data component showed the greatest decline from prior year?

Attendance below 90% showed the greatest decline from prior year at 28%.

Which data component had the biggest gap when compared to the state average?

Course Failure in ELA and Math demonstrated the biggest gap in 9th grade compared to the state average. Thirty-Six% of our 9th grade students failed ELA compared to the state average of 56% and 14% of 9th grade students failed Math, compared to the state average of 51%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is the area of suspensions which is down from 24 to 21.

Describe the actions or changes that led to the improvement in this area

Lower suspensions can be contributed to a number of factors, such as effective measures to address a student behavior before it becomes a serious offense.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	54%	56%	0%	51%	53%
ELA Learning Gains	0%	51%	53%	0%	46%	49%
ELA Lowest 25th Percentile	0%	40%	44%	0%	34%	41%
Math Achievement	0%	49%	51%	0%	34%	49%
Math Learning Gains	0%	44%	48%	0%	33%	44%
Math Lowest 25th Percentile	0%	39%	45%	0%	33%	39%
Science Achievement	0%	66%	67%	0%	64%	65%
Social Studies Achievement	0%	69%	71%	0%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	1 (3)	4 (2)	2 (4)	7 (15)	7 (14)	7 (8)	1 (0)	29 (46)
One or more suspensions	3 (2)	3 (0)	3 (4)	3 (5)	5 (10)	3 (3)	1 (0)	21 (24)
Course failure in ELA or Math	3 (3)	3 (2)	2 (3)	7 (15)	5 (18)	0 (8)	0 (1)	20 (50)
Level 1 on statewide assessment	2 (1)	3 (3)	2 (2)	7 (2)	5 (7)	1 (0)	0 (0)	20 (15)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Attendance Below 90%

Rationale While our attendance below 90% has improved from last year, this is still an area of concern. Moving to an additional Family Support Service Model within our program, we intend to increase student attendance by working with families and become more connected to their needs, and assisting them in helping us meet the needs of their youth.

Intended Outcome Our intended outcome is to increase by 10% in student attendance and become more family focused. Monthly data will be collected on those families opting in the family support services component, with close monitoring to how students perform in attendance and academic progress.

Point Person Wanda Walker (orlando-ed@amikids.org)

Action Step

Description Implement our family support service component, and complete needs assessments and identify areas of concern such as transportation to improve attendance in addition various other avenues for our youth. Our youth and their families continue to demonstrate a need for assistance, from help in getting their students to school, family counseling, and other in house services to assist with student transition back home and back into the community. Our family support staff will set up weekly meetings in the home with families who have opted in to the program, progress monitoring will be conducted weekly to increase communication with program staff and the families in regards to the youth needs.

Person Responsible Wanda Walker (orlando-ed@amikids.org)

Plan to Monitor Effectiveness

Description Monthly Treatment team meetings will focus on complete needs assessments and more in depth look at what our youth need to be successful. Progress Monitoring logs will track academic progress, targeted behavior goals, and compliance with court order sanctions.

Person Responsible Wanda Walker (orlando-ed@amikids.org)

Activity #2

Title	Decrease failures in ELA courses for 9 & 10th grade
Rationale	In comparison to last year, our indicators demonstrate an improvement in this area. With new student enrollments we are not able to predict their needs and what to be prepared for all levels of student achievement. The data indicates specifically that 36% of our students failed 9th grade ELA courses and 45% students failed 10th grade ELA courses.
Intended Outcome	By using more project-based initiatives and more test and assessment best practices introduced on a weekly basis, the intended outcome is to decrease student failures by 10% in both 9th and 10th grade ELA courses. We want to utilize all aspects of instruction to be inclusive of Visual, Auditory, and Kinesthetic. Star testing data will be used to report student progress in ELA, in addition to quarterly progress reports and report cards
Point Person	Edward Herman (edward.herman@ocps.net)

Action Step

Description	Weekly and Monthly project-based lesson plans will be implemented in each core subject area. Instruction will focus on formative and summative best practice strategies, to aid in student preparation for standardized testing. Teachers will use data boards to track student progress in STAR testing, and implement gradual release instruction in order to effectively engage student learning.
Person Responsible	Edward Herman (edward.herman@ocps.net)

Plan to Monitor Effectiveness

Description	Weekly Department Meetings will be held to determine how each teacher has utilized project based learning and monthly observations from administration will serve to record how instruction is being delivered in each class. Teachers will provide Star testing reports and quarterly progress reports to demonstrate improvement in ELA. All subject areas will be responsible for providing initiatives to improve ELA scores.
Person Responsible	Edward Herman (edward.herman@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

AMIKids works at building positive relationships with families by:

- Increasing parental awareness of school events/initiatives through various media, for

example, notices sent home with students, telephone contact, email, and notices mailed

- Creating a more flexible meeting schedule for parent conferences and treatment teams in order to work around parent work schedules and other conflicts
- Increasing teacher communication with parents regarding behavior, academic strengths, and areas for improvement

PFEP Link

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

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 provides academic and social-emotional counseling to include coaching on social life skills, and collaborate with host agencies for mental health support. Community resources are utilized, such as local employers, for collaborative interaction to support workplace skills as they relate to academic skills. Teachers work collaboratively to ensure student accommodations are met. Guidance counselors work closely with students and administrations to stay abreast of issues that may arise throughout the year.

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 their specific academic course progression relative to their specific grade level and cohort year. Counselors have designed course checklist to track course completion which is presented during the student's initial 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. 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 an individualized student 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 involve parents or 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.

Once each student reaches high school, counselors provide guidelines and curricula that will enable them to complete individual graduation plans that will successfully prepare them for a seamless transition to relevant employment, further training, or post-secondary study by their senior year. This framework meets core and elective course requirements as defined by the Florida's Bright Future's Scholarship program and prepares them for basic qualification requirements.

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.

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

AMIKids Orlando's school leadership ensures the success of all students by setting clear goals ELL, ESE Transitions using evidence-based measurements. These measurements help shape the criteria used to make resource allocation decisions that warrant sustained funding for pedagogical priorities. Curriculum and standard based resources align in order to develop an instructional model to the school and district goal, establishing non-negotiable goals for achievement and instruction, as well as organizing resources in a way to support the instructional model and improve student learning.

AMIKids Orlando school leadership coordinates student tutoring that support student achievement through collaboration with the district office. Entitlements from the Every Student Succeeds Act (ESSA) such as Title I Part A funding, allows school leadership to invest continuously in improving teacher quality and parental involvement. Title I Part D funded programs allow the hiring of supplemental positions to support the sites through programs such as before/after school tutoring, job training, materials and supplies required. Title II Part A helps fund professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication, or are classified as at-risk/high needs, including homeless services (Title X) under the McKinney-Vento Act. These programs are primarily managed by the administrative team, along with compliance data managers and monitored internally on a weekly basis.

AMIKids school leadership promotes continuous use of multiple resources to generate ideas for problem-solving opportunities. Products of this process include character education embedded curriculum, project-based learning to pique students' interests and maximizing academic time to support relevant career/industry learning (i.e. remedial support) to support/enhance students overall academic performance.

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

School counselors work with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. School guidance counselors meet with students both in small groups and individually to discuss future plans, investigate careers, post secondary requirements, and help students seeking financial assistance. The counselors also arrange 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 each student's career courses are meaningful to them, now, in high school, and beyond.

Post-secondary planning begins at the time students are enrolled in school. The school counselor and career coach collaboratively work together to formulate an individual plan to prepare students for a successful transition. Some of the strategies used to advance college and career awareness include the following:

- Facilitate individual and small group sessions to discuss career opportunities and college interests
- Schedule interviews for students with local businesses for employment opportunities
- Arrange college and career visits
- Conduct college and career fairs
- Provide financial aid assistance
- Offer academic guidance
- Connect students with community-based programs for volunteer opportunities

Part V: Budget	
Total:	\$2,000.00