

Pinellas County Schools

Ami Kids Center For Personal Growth

A word cloud graphic featuring various educational and personal growth terms. The most prominent words are 'students', 'school improvement', 'learning', 'success', 'teaching', and 'relationships'. Other words include 'mission', 'leadership', 'ambitious', 'analysis', 'achievements', 'areas of focus', 'instruction', 'growth', 'vision', 'collaboration', 'strategic planning', 'supportive environment', 'resources', 'striving', and 'family and community involvement'. A circular logo is positioned in the lower-left quadrant of the word cloud, depicting a graduation cap (mortarboard) atop a stylized sun or path leading upwards.

2019-20 School Improvement Plan

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Ami Kids Center For Personal Growth

3101 PASS-A-GRILLE WAY, St. Petersburg Beach, FL 33706

[no web address on file]

Demographics

Principal: Michelle Topping

Start Date for this Principal: 6/9/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 6-11
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students
School Grade	2018-19:
School Grades History	2017-18:
	2016-17:
	2015-16:
	2014-15:
	2013-14:
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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

AMIkids Pinellas is a non-profit organization dedicated to helping youth develop into responsible and productive citizens. AMIkids' Pinellas mission is to protect public safety and positively impact as many youth as possible through the efforts of a diverse and innovative staff. AMIkids Pinellas works in partnership with youth agencies, local communities and families.

Provide the school's vision statement

Separating a troubled past from a bright future.

School Leadership Team

Membership

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

Name	Title
Johnson, Robert	Other
Other	
Shelby, Mike	Other
Other	
Fields, Christina	Assistant Principal
Assistant Principal	
TOPPING, MICHELLE	Principal
Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	3	14	12	3	0	0	0	32
Attendance below 90 percent	0	0	0	0	0	0	3	9	5	2	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	11	8	4	0	0	0	23
Course failure in ELA or Math	0	0	0	0	0	0	5	3	5	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	3	11	9	3	0	0	0	26
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	3	10	7	3	0	0	0	23

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	4	4	1	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

3

Date this data was collected or last updated

Monday 7/15/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	70%	61%	0%	65%	60%
ELA Learning Gains	0%	63%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	56%	54%	0%	55%	52%
Math Achievement	0%	72%	62%	0%	69%	61%
Math Learning Gains	0%	63%	59%	0%	64%	58%
Math Lowest 25th Percentile	0%	54%	52%	0%	59%	52%
Science Achievement	0%	64%	56%	0%	62%	57%
Social Studies Achievement	0%	81%	78%	0%	82%	77%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	6	7	8	9	10	11	
Number of students enrolled	3 (0)	14 (0)	12 (0)	3 (0)	0 (0)	0 (0)	32 (0)
Attendance below 90 percent	3 ()	9 ()	5 ()	2 ()	0 ()	0 ()	19 (0)
One or more suspensions	0 (0)	11 (0)	8 (0)	4 (0)	0 (0)	0 (0)	23 (0)
Course failure in ELA or Math	5 (0)	3 (0)	5 (0)	0 (0)	0 (0)	0 (0)	13 (0)
Level 1 on statewide assessment	3 (0)	11 (0)	9 (0)	3 (0)	0 (0)	0 (0)	26 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	15
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	75
Total Components for the Federal Index	5
Percent Tested	96%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	15
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Based on the ESSA data provided, Black/African American and Economically Disadvantage students all fall below the 41% threshold according to the Federal Index for the past year. All students served in AMI Kids Pinellas meet at least one (usually multiple identifiers) of the State Dropout Prevention eligibility criteria: "The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing. The student has a pattern of excessive absenteeism or has been identified as a habitual truant."

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

N/A

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

N/A

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

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

N/A

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

1. ELA / Reading
2. Math
3. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Attendance
Rationale	All students served in AMI Kids meet as least one (usually multiple) of the following criteria: below state grade level proficiency in reading, math or writing, retention, habitual truancy, failing more than one course, history of suspension/ expulsion, lack of control /supervision in the home or conflict with parent /sibling. Most of the students have experienced habitual truancy. School year average daily attendance in the 2018-2019 school year was 84.5%.

State the measureable outcome the school plans to achieve
 AMI Kids Pinellas will increase the school year average daily attendance to 90% as evidenced by student attendance records.

Person responsible for monitoring outcome
 Mike Shelby (pinellas-de@amikids.org)

Evidence-based Strategy
 AMI Kids Pinellas will use the Personal Growth Model Program to monitor student attendance, behavior and academic progress.

Rationale for Evidence-based Strategy
 The Personal Growth Model is a evidenced based model that uses individual student data (attendance, grades and behavior) to monitor student program success and develop individualized strategies to improve student outcomes.

Action Step

Description

1. When a student is absent for 3 or more days, a staff member will attempt to make contact with the student and his family.
2. Monthly attendance meetings will be held to review student attendance trends and develop plans for students who are experiencing difficulty with attendance.
3. Provide positive reinforcement and celebrations for students meeting their attendance goals monthly.

Person Responsible
 Mike Shelby (pinellas-de@amikids.org)



#2	
Title	ELA /Reading
Rationale	Most students attending AMI Kids Pinellas are below proficiency in ELA/ Reading. Some of the data available is limited and does not allow for easy comparison. AMI Kids Pinellas serves a population of students that changes throughout the school year. All students served in AMI Kids meet as least one (usually multiple) of the following criteria: below state grade level proficiency in reading, math or writing, retention, habitual truancy, failing more than one course, history of suspension/ expulsion, lack of control /supervision in the home or conflict with parent /sibling.
State the measureable outcome the school plans to achieve	Students enrolled in AMI Kids for at least 60 days will show at least one year growth in reading as evidenced by Renaissance STAR assessments.
Person responsible for monitoring outcome	Mike Shelby (pinellas-de@amikids.org)
Evidence-based Strategy	Students will use an individualized reading skills remediation program to help student improve reading deficits identified based on their Renaissance STAR assessment.
Rationale for Evidence-based Strategy	This program is designed to address the individual reading needs of each student.
Action Step	
Description	<ol style="list-style-type: none"> 1. Assess all students using the Renaissance STAR assessment at program entrance, quarterly and at program exit. 2. Professional development for staff members in Renaissance STAR. 3. Monthly Care Team meetings to discuss student academic, attendance and social progress in the program.
Person Responsible	Mike Shelby (pinellas-de@amikids.org)

#3	
Title	Math
Rationale	Most students attending AMI Kids Pinellas are below proficiency in Math. Some of the data available is limited and does not allow for easy comparison. AMI Kids Pinellas serves a population of students that changes throughout the school year. All students served at AMI Kids meet as least one (usually multiple) of the following criteria: below state grade level proficiency in reading, math or writing, retention, habitual truancy, failing more than one course, history of suspension/ expulsion, lack of control /supervision in the home or conflict with parent /sibling.

State the measurable outcome the school plans to achieve	Students enrolled in AMI Kids for at least 60 days will show at least one year growth in math as evidenced by Renaissance STAR assessments.
Person responsible for monitoring outcome	Mike Shelby (pinellas-de@amikids.org)
Evidence-based Strategy	Students are using a computer-based math skills remediation program to help student improve math deficits identified based on their Renaissance STAR assessment.
Rationale for Evidence-based Strategy	This program is designed to address the individual math needs of each student.

Action Step	
Description	<ol style="list-style-type: none"> 1. Assess all students using the Renaissance STAR assessment at program entrance, quarterly and at program exit. 2. Professional Development for staff on using Renaissance STAR resources effectively. 3. Monthly Care Team Meetings will be held to review student academic, social and attendance progress in the program.
Person Responsible	Mike Shelby (pinellas-de@amikids.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A