Amikids Clay County

2021-22 Schoolwide Improvement Plan

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Amikids Clay County

501 LEMON ST, Green Cove Springs, FL 32043

[no web address on file]

Demographics

Principal: Maria Przybylski

Start Date for this Principal: 2/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Clay 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.

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501 LEMON ST, Green Cove Springs, FL 32043

[no web address on file]

School Demographics

School Type and Grades Served
(per MSID File)

2020-21 Title I School

2020-21 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

High School
6-12

No

%

Primary Service Type
(per MSID File)

Charter School

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

Alternative Education

No

%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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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. 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 Clay County's mission is to protect public safety and positively impact as many youth as possible through the efforts of a diverse and innovative staff. AMIkids works in partnership with youth agencies, local communities, and families.

Provide the school's vision statement.

AMIkids Clay County's vision - Separating a troubled past from a bright future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Przybylski, Maria	Principal	To provide a safe and successful learning environment for troubled youth, while encouraging social and emotional development through the achievement of academic and personal goals. Accountable to provide vision, leadership and management of program resources to meet the established mission and goals; to include Program Operations, Board Development, Financial Performance, Fundraising, Compliance and Community Public Relations while reflecting AMI values.
Brooks, Carolyn	Assistant Principal	Provide overall supervision of the academic program. Ensure quality learning services are provided through professional development and effective classroom management. Primary objective and execution of duties is aligned with AMIkids mission to provide a safe and successful learning environment for a diverse population of youth, while encouraging social and emotional development through the achievement of academic and personal goals.

Demographic Information

Principal start date
Monday 2/15/2021, Maria Przybylski

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
3

Total number of students enrolled at the school
32

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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	0	6	5	14	6	2	0	33
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	4	10	4	2	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	7	9	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	3	3	2	0	0	9

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	1	4	9	0	0	0	0	14

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 8/10/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	2	6	8	10	9	1	0	36
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	1	0	2	6	9	1	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	1	1	5	4	5	1	0	17

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	1	0	2	3	5	1	0	12

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	10	0	0	10

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	2	6	8	10	9	1	0	36
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	1	0	2	6	9	1	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	1	1	5	4	5	1	0	17

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	1	0	2	3	5	1	0	12

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	10	0	0	10

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					60%	56%		57%	56%
ELA Learning Gains					52%	51%		53%	53%
ELA Lowest 25th Percentile					39%	42%		43%	44%
Math Achievement					55%	51%		55%	51%
Math Learning Gains					46%	48%		46%	48%
Math Lowest 25th Percentile					38%	45%		36%	45%
Science Achievement					73%	68%		92%	67%
Social Studies Achievement					81%	73%		79%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Renaissance - Star Testing
FSA

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1/0%	4/50%	5/40%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/0%	4/50%	5/60%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/0%	5/60%	5/60%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/0%	5/40%	5/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	10/20%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/50%	14/28%	14/35%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/54%	15/47%	14/50%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	N/A	16/31%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0/0	1/0%	1/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0%	1/100%	1/100%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	N/A	N/A	8/12%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/100%	1/100%	1/100%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/0%	1/0%	1/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	1/0%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
WHT	6	43		15							
FRL				10							

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 2017-18	C & C Accel 2017-18
WHT		23			9						
FRL	16	29		6	17		6	15			
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	17
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	102
Total Components for the Federal Index	6
Percent Tested	90%

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%	
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%	
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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

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%	

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%	

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%	

White Students	
Federal Index - White Students	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	5
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

With the use of STAR and Win testing we show continuous gains throughout our students' time in the program. Our students come to us with very low reading levels as well as math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA writing and math show needs for the greatest improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our students come to us and stay a short time in the program. They are tested monthly to show gains and this is communicated to each student. Our data chats with students include goals for next month's testing. For next year we will hone in on specific standards the students are struggling with and provide a more individual approach during intensive reading and math times.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

EOC's in science and history showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

N/A

What strategies will need to be implemented in order to accelerate learning?

More differentiated instruction and the use of tutors for our students. We will also be focusing a lot on the use of Edgenuity and providing class time for this resource.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our teachers and leaders will participate in our districts professional development in-services as well as professional development with DJJ and AMIkids professional development. .

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

AMIkids Clay County has a vocational services which include writing resumes, applying for jobs, completing assessments and earning Food Handler's certification and OSHEA certification. They also attend life skills groups and Boys Council, an evidence based group that focuses on developing self esteem.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	AMIkids Clay reports 9 students increasing a grade level or more for the 20-21 school year in Reading when using STAR testing data.
Measurable Outcome:	AMIkids Clay will increase the number of students to increase a grade level in Reading to 12. Use data from STAR testing to drive instruction Collaborate across subjects to reinforce learning.
Monitoring:	Data chats upon entry and each month with students. Allow students to develop goals for STAR gains. Monthly celebrations for gains.
Person responsible for monitoring outcome:	Carolyn Brooks (carolyn.brooks@myoneclay.net)
Evidence-based Strategy:	Collaborate across subjects matter to reinforce learning and reading skills.
Rationale for Evidence-based Strategy:	This strategy has been shown to improve reading skills as well as the concepts being taught in a given subject. The resources being used are Newsela, PBL Project, and Edgenuity.

Action Steps to Implement

Use data from STAR testing to drive instruction

Collaborate across subjects to reinforce learning.

Data chats upon entry and each month with students.

Allow students to develop goals for STAR gains.

Monthly celebrations for gains.

Person Responsible	Carolyn Brooks (carolyn.brooks@myoneclay.net)

#2. DJJ Components specifically relating to Common Assessment Reading	
Area of Focus Description and Rationale:	Reading is the subject that shows the lowest number of games as well as largest majority of students scoring below grade level.
Measurable Outcome:	AMIkids will increase reading scores, showing learning gains monthly by at least 5 points for each student. AMIkids will improve reading scores at least by one grade level upon graduation.
Monitoring:	STAR testing will be administered every month for each student.
Person responsible for monitoring outcome:	Carolyn Brooks (carolyn.brooks@myoneclay.net)
Evidence-based Strategy:	Monthly data chats will take place with each student allowing them to review past scores, identify trends, and create new goals for the next month.
Rationale for Evidence-based Strategy:	When data chats became a routine, we noticed an increased in engagement as well as student desire to improve.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

AT AMIkids Clay County, we reach out to community organizations on a regular basis to develop partnerships and encourage opportunities for our students to broaden their interests and reach their highest potential. We volunteer at Teen Court and local food pantries, and read to the children at a local preschool. We have also established relationships other non- profit organizations.

In our career exploration entity, we visit local businesses and vocational schools to expand their career goals.

AMIkids Clay County also joined the Northeast Florida "Stock Market Game", where students all have individual computer accounts based on stock market accounts. They have won first and second place for the past 2 years.

All of these relationships and partnerships have enriched our students' perspectives and have empowered our students to do better and establish goals.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our stakeholders have been instrumental in promoting a positive culture and environment here at AMIkids Clay County. They have both visited our school and invited us to their sites. They include:
Clay County Sherriff Department, Clay County Clerk of Court, Teen Court, Wounded Warriors, Clay County Change Makers, Safe Animal Shelter, Head Start, Safety Net, Head Start, JTECH,CDA Tech Welding, Vallencourt Construction, Miller Electric Company,