

Volusia County Schools

Amikids Volusia



2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
R.A.I.S.E	0
Positive Culture & Environment	0

Amikids Volusia

1420 MASON AVE STE A, Daytona Beach, FL 32117

www.amikids.org

Demographics

Principal: Grisel Torres

Start Date for this Principal: 9/24/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
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)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

AMIkids' mission is to protect public safety and positively impact as many youth as possible through the efforts of a diverse and innovative staff. We strive to provide a safe nurturing environment through education, behavior modification, and treatment; to create a community of empowered learners who will become caring, competent, and responsible citizens; and to educate at-risk youth for life-long learning with an uncompromising commitment to excellence; thereby reducing juvenile crime.

Provide the school's vision statement.

Our vision is separating a troubled past from a bright future by providing a stimulating learning environment with a team of highly competent and caring staff who will positively impact the lives of at risk youth to become academically-sound, socially-grounded, and self-sufficient citizens.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The unique population at AMIkids Volusia are students in grades 6-12 that are on probation and come through a referral from their probation officer or the court. We provide support by offering smaller classroom size, on site mental health counseling, Moral Reconation therapy, and behavioral modification services.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Aher, Kimberly	Director of Education	<p>Work with program managers to ensure a quality educational component and compliance with all state, local, and contractual education requirements,</p> <p>Complete educational assessments for each youth according to state and local requirements,</p> <p>Develop educational goals for each youth,</p> <p>Monitor youth educational progress throughout enrollment,</p> <p>Ensure all areas of curriculum are in place,</p> <p>Ensure identified youth needing special education are receiving services and services provided are documented according to federal, state, and local requirements,</p> <p>Review lesson plans of all instructional staff to ensure compliance with local School District requirements,</p> <p>Assist other instructors in lesson planning, curriculum development, and teaching strategies,</p> <p>Instruct youth in assigned classes,</p> <p>Manage documentation of middle and high school courses, and program courses for each youth,</p> <p>Ensure safety, supervision, advising, counseling, and role modeling for youth during class instruction,</p> <p>Assume supervision responsibilities for academic team members as needed,</p> <p>Serve as advisor and positive role model for youth at all times,</p> <p>Write reports as required by program standards and report schedule,</p> <p>Perform home visits as dictated by program standards and/or state contract,</p> <p>Attend required training/professional development events and maintain appropriate certification(s) and license(s),</p> <p>Actively supervise and/or coordinate day trips and special activities that involve recreational sports, facility and equipment cleaning, grounds maintenance and equipment relocation,</p> <p>Attend and maintain appropriate crisis intervention and physical restraint training and certification as defined by state and contract requirements,</p> <p>Attend and maintain CPR and First Aid certification by nationally recognized organization,</p> <p>Assist with special projects and other duties as assigned.</p>

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

AMIkids

Demographic Information

Principal start date

Friday 9/24/2021, Grisel Torres

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

3

Total number of students enrolled at the school.

9

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

0

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	1	2	2	1	2	0	0	8
Attendance below 90 percent	0	0	0	0	0	0	1	0	2	1	2	0	0	6
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	1	0	1	1	1	0	0	4
Course failure in Math	0	0	0	0	0	0	1	0	2	1	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	2	1	1	0	0	5
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	1	1	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	2	1	1	0	0	5

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	2	0	0	0	0	2

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

Date this data was collected or last updated

Friday 9/24/2021

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	0	0	0	0	0	0	0	0
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	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math 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

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

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					52%	56%		51%	56%
ELA Learning Gains					49%	51%		47%	53%
ELA Lowest 25th Percentile					37%	42%		37%	44%
Math Achievement					48%	51%		49%	51%
Math Learning Gains					49%	48%		50%	48%
Math Lowest 25th Percentile					38%	45%		44%	45%
Science Achievement					76%	68%		71%	67%
Social Studies Achievement					69%	73%		66%	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					

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
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
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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

AMIKids uses STAR Assessments from the Renaissance Platform for progress monitoring.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

I don't have any ESSA data, however our operations report indicates that students leaving our program gain 1.23 Grade Equivalent in Math and .95 GE in Reading prior to their exit. I have Data Chat's with students prior to their monthly assessment each month to encourage them to perform their best and provide rewards for students that increase their score from one month to the next.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The area in greatest need of improvement is Reading. Progress monitoring indicates that the average student intake Grade equivalent score is 4.27 and their exiting score is 5.22. The specific components that are problematic are vocabulary acquisition and comprehension. The basis for this conclusion is data obtained from student STAR Reading assessment.

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

None of our students have passed the ELA FSA assessment.

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

Collaborative planning and instruction through Professional Learning Communities will allow site coaches through classroom visits to encourage and promote collaboration while providing instructional support. All content teachers have common planning time used for weekly meetings, this time will be best spent discussing strategies that are working inside classrooms, encouraging each other and discussing best practices.

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.

AMIKids provides professional development through quarterly education conferences during which training and collaboration are encouraged. All teachers are also encouraged to attend professional

development opportunities that are provided by Volusia County Schools and the Director of Education makes sure that teachers receive time off to attend.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Core Courses Taught by Qualified Teachers

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Having core courses taught by qualified teachers is a critical need because students incoming assessment scores are typically 2-3 Grade Equivalent points lower than their actual grade level. By hiring and retaining highly qualified teachers to teach content, student scores should improve. Currently there is only one highly qualified teacher here, he teaches Social Studies.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome would be having 2 highly qualified teachers teaching the 4 core subject areas by Sept. 27, 2022. Therefore, student assessment scores should also improve and that measurable outcome should be an increase of at least 2 Grade Equivalent points on student assessments prior to their exit from the program.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

The Director of Education will hire another qualified teacher to teach Science and Math, and will also monitor the Social Studies teacher to make sure that he attains his Language Arts Certification prior to Sept. 27, 2022.

Person responsible for monitoring outcome:

Kimberly Aher (kaaher@volusia.k12.fl.us)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Highly qualified teachers will be able to teach subjects that they are skilled at teaching and the students will benefit from teachers that have a solid content knowledge of the subject they teach.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This specific strategy was chosen because we have struggled to find, hire and retain highly qualified teachers that are double certified (two content areas). Students will benefit from having teachers that are highly qualified and because our students are some of the lowest performing students in the district, they desperately need teachers with credentials to help them.

Action Steps to Implement:
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Hire a Science or Math instructor

Person Responsible

Kimberly Aher (kaaher@volusia.k12.fl.us)

The newly hired teacher will sign an agreement to earn their certification in the subject that they are not highly qualified to teach.

Person Responsible

Kimberly Aher (kaaher@volusia.k12.fl.us)

The current Social Studies teacher will sign an agreement to earn his certification in Language Arts prior to Sept. 27, 2022.

Person Responsible

Kimberly Aher (kaaher@volusia.k12.fl.us)

Director of Education will monitor progress to make sure that teachers are following through on certifications.

Person Responsible

Kimberly Aher (kaaher@volusia.k12.fl.us)

Monitoring ESSA Impact:
 If this Area of Focus is not related to one or more ESSA subgroups, please

Progress will be monitored by student assessment outcomes.

describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. DJJ Components specifically relating to Increased Attendance

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Of the 8 students that are enrolled, 6 of them have attendance less than 90%</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Student attendance will increase to 90% prior to Sept. 27, 2022</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Student attendance will be monitored in the VCS SIS, FOCUS as well as the AMIkids SIS, KIDS</p>
<p>Person responsible for monitoring outcome:</p>	<p>Kimberly Aher (kaaher@volusia.k12.fl.us)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>Students that attend school regularly are more successful than students that don't attend regularly</p>
<p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</p>	<p>This strategy was selected because 75% of student attendance is currently below 90%</p>

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will be encouraged to attend school and rewarded for attendance through perfect attendance breakfast and the opportunity to earn further rewards and privilege's.

Person Responsible Kimberly Aher
(kaaher@volusia.k12.fl.us)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Student attendance will be monitored through FOCUS and KIDS

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.

The conceptual framework of the AMIkids Personal Growth Model provides an overview of how each program is modeled. Beginning with a theoretical perspective, we look at different theories about what really works with our youth and blend theories to find just the right combination. We use a knowledge based approach, by knowing and understanding who our population is, and what resources can be made available to them. We prescribe the right interventions to our students based upon their needs. We use a holistic approach of providing services to our students that includes not only Education, but also Treatment and Behavior Modification. Every staff member is trained to understand our APGM, and every student is treated as a family member. Our program displays characteristics of a positive family, showing warmth, structure, support, discipline and team work. We live our 13 core values which includes "Kids First," which means that we make all decisions here at the program based upon what is best for our kids. We have a non-prison environment, we supervise our youth in a staff and environment secure setting-no fences or barbed wire. We build trusting relationships with our youth by bonding with our kids and help them become involved in positive roles and activities, eventually adopting values and expectations to become productive citizens.

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

Kathryn Haynes (Executive Director) Oversees all activities at the school level.

Kimberly Aher M.Ed. (Director of Education) Oversees all academic/educational activities at the school level.

Remond Gaines (Lead Behavioral Interventionist) Oversees all behavioral concerns/discipline at the school level.