

Volusia County Schools

Amikids Volusia



2022-23 Ungraded Schoolwide Improvement Plan

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Amikids Volusia

1420 MASON AVE STE A, Daytona Beach, FL 32117

www.amikids.org

Demographics

Principal: Grisel Torres

Start Date for this Principal: 5/7/2024

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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
		<p>The program Executive Director is Ms. Sherrica Cressor The Director of Education is Grisel Torres Neither of these people are listed in the drop down menu.</p> <p>The Director of Education role provides 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. Essential Job Duties • Ensure every youth has an individual learning plan to meet their personal academic growth; includes timely maintenance of files with transcripts, assessments, advisement, progress monitoring etc. and incorporation of resources and maintaining inventory; • Establish a master schedule addressing rigorous youth curriculum and individualized needs; • Direct the development of curriculum to ensure core course work, academic requirements and GED/HiSet preparations are met for all subjects, e.g., Language Arts, Math, Science, Social Science, Reading; • Provide supervisory review of Education programs, planning, and services; review youth evaluation and development plans to ensure services are individualized and meet the needs of the youth; collect and evaluate baseline data and develop academic agenda for the accomplishment of desired outcomes; • Ensure implementation of Individual Academic Plans (IAPs); direct the implementation of Individualized Education Programs (IEPs); encourage the development of creative learning environments and teaching methods to facilitate youth involvement and success; • Onboard professional educators and provide constructive feedback, development; and applicable certifications are current; • Secure the ESE/SPED services to meet youth's identified Individual Educational Plan (IEP); • Lead and ensure classroom management is aligned with all components of AMIkids Personal Growth Model (PGM); • Establish effective Interpersonal skills to encourage positive cooperation in the work place, and increase team success; • Manage and document success of established outcomes (e.g. GEDs, grade level progression, industry recognized certifications, credits earned); • Ensure youth successfully transitions from AMIkids as reflected in the youth's transition plan; • Support and direct career and technical education classes as applicable; • Conduct weekly meetings with instructional Team Members to review and set direction of individual youth needs; • Develop internal and external partnerships and maintain professional relationships (e.g., state job services, youth services department, local school systems and service providers in the district); oversee School Improvement Plans and related processes; • Serve as liaison for the Program (e.g., school district contract managers); submit required reports and documentation to school district contract managers; act as liaison between AMIkids Home Office, local School Districts, and regulatory agencies; • Ensure integrity and fidelity of education components; maintain current knowledge of industry</p> <p>AMIkids Inc., EOE • Minorities/Females/Protected Veterans/Disabled • DFWP Job Description—Instructor Updated: 3.8.2018; 8.26.2020 Kids First • Actively supervise and/or coordinate day trips and special activities that involve recreational sports, facility and equipment cleaning, grounds maintenance and equipment relocation; • Attend and maintain appropriate crisis intervention and physical restraint training and certification as defined by state and contract requirements; • Attend and</p>

Name	Position Title	Job Duties and Responsibilities
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maintain CPR and First Aid certification by nationally recognized organization, •Assist with special projects and other duties as needed.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

AMIkids

Demographic Information

Principal start date

Pending, Grisel Torres

Total number of students enrolled at the school.

19

Total number of teacher positions allocated to the school.

3

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

1

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

2022-23

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	2	3	3	6	3	2	0	19	
Attendance below 90 percent	0	0	0	0	0	0	2	1	1	2	2	1	0	9	
One or more suspensions	0	0	0	0	0	0	1	3	3	6	1	2	0	16	
Course failure in ELA	0	0	0	0	0	0	2	2	3	6	3	1	0	17	
Course failure in Math	0	0	0	0	0	0	2	2	3	3	3	1	0	14	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	1	2	4	0	1	0	10	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	2	2	0	1	0	6	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	2	2	2	4	0	1	0	11	

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	2	2	3	6	3	2	0	18

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	2	3	2	4	2	2	0	15	
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	1	0	0	3	

Date this data was collected or last updated

Thursday 8/4/2022

2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	2	1	1	0	0	5	
Level 1 on 2019 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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		46%	51%					52%	56%
ELA Learning Gains								49%	51%
ELA Lowest 25th Percentile								37%	42%
Math Achievement		33%	38%					48%	51%
Math Learning Gains								49%	48%
Math Lowest 25th Percentile								38%	45%
Science Achievement		30%	40%					76%	68%
Social Studies Achievement		40%	48%					69%	73%

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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
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

ESSA Data Review

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

Part III: Planning for Improvement

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 related to the Areas of Focus?

Last year's focus was to hire, train and retain certified highly qualified teachers. All positions were filled and teachers were retained until the beginning of the 22-23 school year when two of them left for other opportunities.

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

According to the available data, student math scores increased by >2 GE from their entry to exit of the program during the 21-22 school year.

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 2.6 and their exiting score is 4.98. 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?

According to the data provided, none of our students have passed the FSA nor their EOC's.

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 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.

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. Once teachers are hired they will be supported by AMIkids Education team. They will be provided professional development through weekly Small Learning Community meetings, virtual education conferences and annual in person education conferences hosted by AMIkids. Teachers will also receive a bi-annual retention bonus to be paid twice per year based upon their bi-annual evaluation.

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 June 30, 2023. To further this outcome would be to retain these teachers into the following school year and beyond by offering professional development, retention bonuses and the opportunity for growth within the company.

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 June 30, 2023.

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. By retaining highly qualified teachers the need for continuous training will decrease creating a cohesive classroom structure. Teachers will become more of a team the longer they work together and students will benefit from their expertise in their content areas.

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. A study completed by the Northwest Comprehensive Center of Education Northwest states, "Developing a stable, high-quality, teaching force that becomes increasingly effective creates a professional learning community that not only reduces teacher failure but also student failure."

<https://files.eric.ed.gov/fulltext/ED558138.pdf>

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. The current Social Studies teacher will sign an agreement to earn his certification in Language Arts prior to June 30, 2023.

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 Director of Education will hold weekly Small Learning Community meetings to offer coaching and collaborative opportunities for teachers to work together.

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

All educators will attend not only professional development opportunities provided by Volusia County Schools but also educational conferences, symposiums and virtual opportunities provided by AMIkids. Teachers will receive bi-annual retention bonuses based upon their bi-annual evaluations.

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.

Progress will be monitored by student assessment outcomes.

#2. DJJ Components specifically relating to Attendance**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Of the 18 students that are enrolled, 12 of them have attendance less than 90%

Measurable Outcome:

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

Student attendance will increase to 90% prior to June 30, 2023

Monitoring:

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

Student attendance will be monitored in the VCS SIS, FOCUS as well as the AMIkids SIS, KIDS

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.

Students that attend school regularly are more successful than students that don't attend regularly. A broader view of attendance issues, which is becoming more prevalent in the literature, is that attendance is an indicator of larger, more complex issues of disengagement and student motivation, and that school culture and structure contribute to both (Bryk & Thum, 1989; Lan & Lanthier, 2003; Lee & Burkam, 2003).

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This strategy was selected because 67% of student attendance is currently below 90% which although it is better than last year, all students should have attendance at 90% or above. Also, because the attendance rate is low, that may be an underlying indicator of a more complex issue such as school culture and structure that may need to be addressed to help improve attendance.

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 weekly perfect attendance breakfast, the opportunity to be on a higher level of point card 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. Students with improved attendance will be rewarded and encouraged to continue to attend regularly.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Data is collected through FOCUS and KIDS it will be analyzed to determine improved attendance from enrollment to exit of the program.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Information is communicated through daily curfew calls that are conducted by case managers. They communicate daily with parents and probation officers to inform them of student attendance.

Describe how implementation will be progress monitored.

The system of case managers making curfew calls was implemented previously and has been a good resource for making parents and probation officers aware of student attendance. It is monitored through daily logs kept by case managers.

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.

Action Step	Person Responsible for Monitoring
Case managers receive information about newly enrolled students	Aher, Kimberly, kaaher@volusia.k12.fl.us
Case managers will call parents and probation officers daily to report on student attendance and seek assistance with students that do not attend regularly.	Aher, Kimberly, kaaher@volusia.k12.fl.us