

Clay County Schools

# Amikids Clay County



## 2022-23 Ungraded Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the Ungraded SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>12</b>
<b>R.A.I.S.E</b>	<b>0</b>
<b>Positive Culture &amp; Environment</b>	<b>17</b>

## 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: 10/1/2015

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	DJJ
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	64%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students* Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
<b>DJJ Accountability Rating</b>	2023-24: Commendable

### School Board Approval

This plan is pending approval by the Clay 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 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. 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.

AMIkids Clay County's vision - Separating a troubled past from a bright future. Our primary objective is to provide a safe and successful learning environment for troubled youth, while encouraging social and emotional development through achievement of academic and personal goals.

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

The AMIkids Clay County is a gender specific prevention program under the auspices of AMIkids, a national nonprofit. We have dedicated ourselves to helping at risk youth through the development of community-based behavior programs. The goal is to “turnaround the lives” of misdirected kids, giving them academic, behavioral, and social tools that will help them to succeed in life.

We are located here in Green Cove Springs, Florida. Our students are referred to us as a result of expulsion, truancy and other problems from public school. Our students work through many avenues: academic instruction, experiential education, mentoring, goal setting, vocational training, and working to increase self-esteem through responsibility and accountability. Overall, our program strives to provide an opportunity for kids who are academically behind in school or who have behavioral issues, to catch up or surpass their peers. We also provide group sessions which support their development as responsible young men. These groups include Boy’s Council, Casey Life Skills, Job Readiness, Credit Recovery, and Fitness.

### 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
Przybylski, Maria	Principal	Responsible for comprehensive administration of all program operations, academic programming, behavior modification and individual case management. ED functions as chief program administrator to oversee all components of and evidence based practices. Work includes implementing fundraising initiatives, overseeing financial resources, securing and maintaining relationships with community agencies and managing budget.

#### Is education provided through contract for educational services?

No

**If yes, name of the contracted education provider.**

All teaching staff is employed by AMIkids.

AMIkids Clay County holds a contract with Clay County Schools.

## Demographic Information

**Principal start date**

Thursday 10/1/2015, Maria Przybylski

**Total number of students enrolled at the school.**

44

**Total number of teacher positions allocated to the school.**

3

**Number of teachers with professional teaching certificates?**

1

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

0

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

1

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

0

**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	0	0	4	11	8	1	0	24	
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	2	0	0	2	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	4	10	8	1	0	23	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	3	7	4	0	0	14	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	4	10	4	1	0	19	

**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	3	7	4	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 9/6/2022

**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	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	

**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	

**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		56%	51%					60%	56%
ELA Learning Gains								52%	51%
ELA Lowest 25th Percentile								39%	42%
Math Achievement		35%	38%					55%	51%
Math Learning Gains								46%	48%
Math Lowest 25th Percentile								38%	45%
Science Achievement		43%	40%					73%	68%
Social Studies Achievement		48%	48%					81%	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
WHT	13	15		13	25						
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			

### 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)	CSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	6
Percent Tested	91%

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
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
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	17
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### 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 on increasing Reading grade equivalency scores from 9 to 12 students as evident by their STAR progress monitoring scores. AMikids uses Renaissance STAR testing to monitor students progress towards reading and completing math skills at grade level.

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

According to our ESSA data, 35% of students tested made gains on their FSA reading assessment. However only 17% passed the statewide achievement test.

**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 3.51 and their exiting score is 5.31. 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?**

The students that attend AMikids Clay County location come to us with reading and math skills that are below grade level. Through the use of differentiated instruction and progress monitoring we have seen steady gains in students during their stay.

**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 Clay 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. By hiring and retaining highly qualified teachers to teach content, student scores should improve. Currently there are no highly qualified teachers to teach core courses.

**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 Dec. 31, 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 a qualified teacher to teach Science and Math, and will also monitor the Language Arts teacher to make sure that he attains his Language Arts Certification and Reading Endorsement prior to June 30, 2023.

**Person responsible for monitoring outcome:**

Maria Przybylski (mprzybylski1@amikids.org)

**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**

Maria Przybylski (mprzybylski1@amikids.org)

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**

Maria Przybylski (mprzybylski1@amikids.org)

The current Language Arts teacher will earn his certification in Language Arts and a Reading Endorsement prior to June 30, 2023

**Person Responsible**

Maria Przybylski (mprzybylski1@amikids.org)

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

**Person Responsible**

Maria Przybylski (mprzybylski1@amikids.org)

**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.

**#2. ESSA Subgroup specifically relating to White****Area of Focus Description and Rationale:**

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

According to ESSA data, only 17% of white students achieved a passing score on the Language Arts FSA. Progress monitoring that we complete at AMikids also indicates that students entering our program do so with reading grade equivalency that is below grade level.

**Measurable Outcome:**

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

Prior to leaving AMikids Clay County, students will gain a total of 2 grade equivalency points on their STAR progress monitoring and 22% of students will achieve grade level gains on their B.E.S.T. progress monitoring scores from PM1 to PM3.

**Monitoring:**

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

This area will be monitored through monthly progress monitoring using the Renaissance STAR platform for testing as well as the B.E.S.T. progress monitoring assessments.

**Person responsible for monitoring outcome:**

Maria Przybylski (mprzybylski1@amikids.org)

**Evidence-based Strategy:**

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

Students will attend language arts classes with a teacher that has a Reading Endorsement and can teach relevant reading strategies to students so they can increase their reading skills.

**Rationale for Evidence-based Strategy:**

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

Students will benefit from having a teacher with a Reading endorsement that has been specifically trained to administer reading strategies that have been proven to help struggling readers.

**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.

Each incoming student will receive entry assessments to determine their reading skill level.

**Person Responsible**

Maria Przybylski (mprzybylski1@amikids.org)

Based upon students reading level, they will receive individualized instruction that will focus on the areas they are deficient.

**Person Responsible**

Maria Przybylski (mprzybylski1@amikids.org)

The language arts teacher will finish his reading endorsement program so that he can instruct using the reading strategies that he learns during the course of the endorsement program.

**Person Responsible**

Maria Przybylski (mprzybylski1@amikids.org)

**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.



## 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.**

Community Engagement

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

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.

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

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

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,

**Describe how implementation will be progress monitored.**

Implementation will be monitored by our students active participation in community engagement activities. Students will be expected to participate and those that are hesitant will be encouraged and praised for their participation.

### 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
Various staff such as the Executive Director, Career Coordinator, Director of Education and Case Managers will reach out to community members monthly to facilitate community engagement activities.	Przybylski, Maria, mprzybylski1@amikids.org
Students will be encouraged/required to participate in community involved activities as part of their rank process to progress through the program.	Przybylski, Maria, mprzybylski1@amikids.org
Prior to graduating from the program, students will be required to participate in community engagement activities as part of their rank process.	Przybylski, Maria, mprzybylski1@amikids.org