Amikids Jacksonville

2022-23 Ungraded Schoolwide Improvement Plan

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Amikids Jacksonville

13375 BEACH BLVD, Jacksonville, FL 32246

http://www.duvalschools.org/

Demographics

Principal: Edward Robinson H
Start Date for this Principal: 7/9/2014

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)	86%
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 Duval 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 is a non-profit organization dedicated to helping youth develop into responsible and productive citizens. AMIkids' 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.

Separating a troubled past for a bright future.

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

AMIkids' unique combination of education, behavior modification, and treatment in a family atmosphere with caring staff helps children with a troubled past turn their lives around to become productive citizens.

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
Cobb, David	Director of Education	The role of the Director of Education is to assist with program academic learning and testing functions and various classroom activities as assigned. The education instructor's primary objectives include facilitating lesson plans and ensuring student's success in earning credits or GED. Assess and evaluate academic needs of youth; provide professional instruction and teaching to a diverse population as appropriate, Monitor teacher instruction related to core subject areas and electives according to lesson plans, IEPs and AMIkids Blended Learning Model incorporating other instructional strategies.
O'Brien, Stephanie	Executive Director	The role of the Executive Director is the realization of AMIkids' mission 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. The Executive Director is responsible for providing vision, leadership and management of program resources to meet the established mission and goals; to include but not limited to Program Operations, Board Development, Financial Performance, Compliance and Community and Public Relations while reflecting AMIkids values. The Executive Director is the key management leader of AMIkids', responsible for overseeing the administration, financial management, programs, implementation of the strategic plan and growth of the organization.
Robinson, Edward		Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions. Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.
Copeland, Kimberly		The Assistant Principal monitors and supports community relations and curriculum instruction. The AP coordinates and assist with implementing district school policies and guidelines to support students in the program.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Wednesday 7/9/2014, Edward Robinson H

Total number of students enrolled at the school.
2

Total number of teacher positions allocated to the school.
2

Number of teachers with professional teaching certificates?
2

Number of teachers with temporary teaching certificates?

Number of teachers with ESE certification?
1

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

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

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	1	2	2	3	9	1	1	19
Attendance below 90 percent	0	0	0	0	0	0	0	2	0	1	6	0	1	10
One or more suspensions	0	0	0	0	0	0	0	2	0	1	5	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	6	0	0	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	7	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	2	0	0	3
Number of students with a substantial reading deficiency	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	2	0	1	7	0	0	10

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

Date this data was collected or last updated
Friday 8/12/2022

2021-22 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	1	1	0	1	9	1	0	13
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	6	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	4	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	4	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	3	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	6	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	5	0	0	6
Number of students with a substantial reading deficiency	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	8	0	0	9

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	3	1	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	0	1	4	1	0	7

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		45%	51%					47%	56%
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								42%	42%
Math Achievement		37%	38%					51%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								47%	45%
Science Achievement		43%	40%					65%	68%
Social Studies Achievement		53%	48%					70%	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?

The ELA data showed the lowest performance based on the data from the District PMA (Progressing Monitoring Assessments). The PMA are administered quarterly for the purpose of monitoring individual students' performance to adapt instruction to improve their performance. The assessment included a range of strategies appropriate for inferences relevant to district curricula and state standards.

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

The Math data showed improvement. Students received effective lessons and direct instructions in small group and one-on-one support that contributed to the improve achievement.

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 ELA data showed the lowest performance based on the data from the District PMA (Progressing Monitoring Assessments). The contributing factors include but not limited to multiple grade levels behind; attendance; inappropriate behaviors; juvenile delinquency; and foster care.

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

Decreased attention span in the classroom, low reading performance, and attendance.

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

Provide students with more engaging instruction and activities. Facilitate learning versus teaching to include more blended learning opportunities with technology with the purchase of Title I Funds. Increase reading time during the school day and make good use of the time. Purchase books at the right level and

interest and instruct students to reread to build fluency. Contact the parents for support and implement attendance incentives to increase attendance.

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.

1. Professional development will be provided to support student engagement and differentiation.
2. Quarterly Professional Development will be provided to assist teachers in cross-curricular lesson plan development.
3.Teachers will incorporate the four (4) pillars of instruction, (Full engagement, rigorous content, student ownership, and demonstration of student learning), with an emphasis on student engagement.
4. Professional Development will be used to development multiple strategies for lesson plan development.
5. In-service days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms.
6. With the use of Title I funds, supplemental resources will be purchased such as printers, toner, projectors, and laptops for teachers to be able to utilize during instruction to enhance instructional delivery. Also, the purchase of classroom supplies from Quill and classroom libraries from Perfection Learning to supplement learning.

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

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

Differentiation of instruction in Math and Reading will be the areas of focus for the upcoming school year.
Differentiated classrooms respond to student variety in readiness levels, interests, and learning profiles. If this
area improves, so will student achievement. It allows all students to be successful.
Rationale: Teachers have multiple preparations of subject area content; Example: M/J Math, Algebra 1, Algebra 2, and Geometry are taught simultaneously.

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

We plan to continue to provide incentives for testing gains. We plan to involve the teachers more regarding the testing process, results, accountability and remediation with students for both areas of instruction. We will also move to the Edgenuity on-line platform for mathematics to enhance the math instruction. The measurable outcomes will be shown by improved WIN Assessment scores, Math and ELA gains on district and state EOC assessments, and improved promotion rate.

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

District Progress Monitoring Assessments and the WIN Assessments

Person responsible for monitoring outcome:

David Cobb (cobbd2@duvalschools.org)

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

Teachers will use the District provided curriculum including but not limited to the blended learning platforms to enhance the instructional outcomes of the students. Curriculum mapping, inquiry-based learning, and the PLATO instructional software will also be implemented.

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

Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, learning
styles, personal interests and more, and teachers must be aware of these varieties as they plan in accordance
with the curricula. By considering varied learning needs, teachers can develop lessons and provide instruction so that all students in the classroom can learn effectively.

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.

No action steps were entered for this area of focus

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.

The progress monitoring will depend on the student's instructional level rather than his or her grade level. The teachers will use a curriculum-based measurement in addition to the District Progress Monitoring Assessments that are administered Quarterly.

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.
Parent Engagement

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

AMIKids has developed a Parent and Family Engagement Plan to promote parent involvement. Data will be collected from parent meetings/events sign-in sheets as well as feedback forms. The feedback forms will be analyzed to determine what parents need and how AMIKids can support parents with supporting their student(s) at home; and the sign-in sheets will be analyzed to guide decision making on when, where, and what times are more convenient for parents to attend meetings/events.

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

(1) Information regarding parent involvement activities will be communicated through the facility via newsletter or flyer, website, and phone or e-mail. AMIKids will also monitor the accuracy of contact information including telephone numbers and addresses.
(2) Information will be provided in different languages as needed along with the support of staff that speak multiple languages at the facility.
(3) Related data will be shared at proceeding meetings/events from when the data is collected.

Describe how implementation will be progress monitored.

AMIKids will develop a Parent Engagement Events timeline to ensure implementation of annual parent meetings/events will take place along with collecting evidence of effectiveness to know what parents learned and what is desired for them to learn.

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
Step 1: A meeting date/time will be determined Step 2: Information including date, time, and location of the meeting will be distributed to parents via phone and/or flyer Step 3: Promote parent and student incentives to encourage parent engagement leading up to the meeting/event Step 4: After meeting/event provide parent feedback form Step 5: Analyze parent feedback to determine decision making for the next meeting/event	Copeland, Kimberly, copelandk@duvalschools.org