

Clay County Schools

Amikids Clay County School



2023-24

Schoolwide Improvement Plan (SIP)

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Amikids Clay County

501 LEMON ST, Green Cove Springs, FL 32043

[no web address on file]

School Board Approval

This plan was approved by the Clay County School Board on 10/5/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Leadership Team reviews data to identify trends that call for intervention and provide data to teachers, and parents. Teachers work in collaboration with school leadership and instructional coaches to determine what intervention processes should take place, then work with teachers to implement that intervention plan. This action will then lead to the successful completion of SIP Goals.

Parents, students and families are involved in the development of the SIP by attending family engagement activities such as structured Title 1 meetings, family fun days, and campus family activities during which they are asked for feedback, or may complete a questionnaire.

Businesses and community leaders provide the program with continued support through offers of fundraising, mentorship for students, and professional opinion of ways to improve the school.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

AMikids Educational leader will monitor student's Reading and Math progress monthly, using the data to form instructional interventions. The plan will be revised as necessary, with data updates and intervention planning with the instructional coaches to ensure continuous improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	33%
2022-23 Economically Disadvantaged (FRL) Rate	64%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students (WHT)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	2022-23: Commendable 2021-22: Commendable 2020-21: Acceptable

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	1	3	3	7	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	5	7	14	
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	4	6	13	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	4	23	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	3	14	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	4	19	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	3	14

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	4	4	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	3	3	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	4	4	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	3	3

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	57	50	17	56	51	7		
ELA Learning Gains				35			43		
ELA Lowest 25th Percentile									
Math Achievement*	18	50	38	24	35	38	14		
Math Learning Gains				31			25		
Math Lowest 25th Percentile									
Science Achievement*		74	64	55	43	40	13		
Social Studies Achievement*		80	66	33	48	48	0		
Middle School Acceleration					39	44			
Graduation Rate		95	89		75	61			
College and Career Acceleration		63	65		78	67			
ELP Progress		52	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	51
Total Components for the Federal Index	2
Percent Tested	81
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	33

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	6
Percent Tested	91
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	26	Yes	3	3
FRL	30	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	17	Yes	2	2
FRL				

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			18								
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	31			20							2	
FRL	30										1	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	17	35		24	31		55	33				
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT	13	15		13	25							
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	7	43		14	25		13	0				
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	6	43		15								
FRL	0			10								

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance was ELA achievement at 17%. The contributing factor was a non-effective ELA teacher who has recently been replaced.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from the previous year was ELA learning gains. Again, the contributing factor was a non-effective ELA teacher who has recently been replaced.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

No state average information available.

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

Social Studies achievement increased from 0 to 33. The recruitment of a certified Social Studies teacher greatly impacted this area.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The greatest area of concern is the ELA achievement and loss of learning gains in the same area.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities are to recruit certified teachers for any subject area that has a vacant position.
To provide coaching and professional development to teachers.
To provide additional tutoring to students in the areas of ELA and Reading.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

AMikids will increase the number of students who are proficient in ELA to 41% or higher as assessed in the state FAST test. According to the data analysis, ELA was the lowest performing area for students at AMikids. The reason for the low performance could be attributed to the lack of an effective, highly-qualified teacher for this subject area. Therefore, in order to increase proficiency in ELA, AMikids will focus on recruiting, coaching and retaining a highly-qualified ELA teacher.

Measurable Outcome:

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

The objective outcome is that students taking the state FAST ELA assessment will score 41% or higher proficiency level by the end of the 2023-2024 school year.

Monitoring:

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

The Director of Education along with the Executive Director will monitor student FAST scores after each administration. Students that score less than 60% proficiency on either of the first 2 administrations will receive additional tutoring in order to help raise their final score.

Person responsible for monitoring outcome:

Colby Bias (cbias@ami.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

According to the Institute of Education Sciences Educator's Practice Guide, the following strategies are recommended for ELA intervention:

Recommendation 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

Recommendation 2. Integrate oral and written English language instruction into content area teaching.

Recommendation 3. Provide regular, structured opportunities to develop written language skills.

Recommendation 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

In addition to these strategies being implemented in the classroom, students will also have access to tutoring with Catapult tutors who will provide small group or one-on-one interventions. Teachers will have access to a Reading specialist who will provide professional development on how to incorporate reading strategies into daily instruction.

IES Educators Practice Guide April 2014 https://ies.ed.gov/ncee/wwc/publications_reviews.aspx

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who demonstrate low proficiency in ELA will benefit from having regular structured opportunities to practice the skills that are being taught in the classroom. The more a student is able to practice what they learn, the more likely they are to retain the information and eventually master the skill.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

ELA teacher will work with instructional coach to provide lessons that contain the recommended interventions.

Person Responsible: Colby Bias (cbias@ami.org)

By When: Weekly ongoing follow up will occur throughout the year.

Catapult tutors will use data attained from student progress monitoring to determine which students will benefit most from weekly tutoring sessions. Those with the greatest deficit will begin tutoring right away, with all students eventually participating in tutoring sessions.

Person Responsible: Colby Bias (cbias@ami.org)

By When: Weekly ongoing follow up will occur throughout the year.

We will assess growth through monthly progress monitoring, Flocabulary, Edgenuity, IXL and other web-based resources that will concentrate on individual needs.

Person Responsible: Colby Bias (cbias@ami.org)

By When: Weekly ongoing follow up will occur throughout the year.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

AMikids will increase the number of students who are proficient in Math to 41% or higher as assessed in the state FAST test. According to the data analysis,

Measurable Outcome:

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

41% or higher proficient on state test.

Monitoring:

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

Monthly assessments, STAR tests, small group activities IXL certificates.

Person responsible for monitoring outcome:

Colby Bias (cbias@ami.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be grouped based on academic needs based on assessment results around state standard.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction will target student deficits surrounding state standard skills.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher retention and recruitment has become an issue faced by not only school districts across the nation, but also for AMikids. Being a non-profit organization that does not benefit from any additional funding supplied by Florida's Governor to increase teacher pay has made it incredibly hard for AMikids to compete when it comes to pay. Teacher recruitment has become increasingly more difficult. Recruiting and retaining teachers has become a critical need that has to be addressed and a solution found in order to provide quality education services to students.

Measurable Outcome:

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

The desired outcome is to hire effective, certified, highly-qualified teachers, and retain them for as long as possible. In order to accomplish this goal, AMikids has implemented a retention bonus, instructional coaches and a competitive salary and benefits package.

Monitoring:

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

The area of focus will be monitored by the Director of Education and the Executive Director by screening applicants, hiring those that are qualified and appear to be effective educators.

Person responsible for monitoring outcome:

Maria Przybylski (mprzybylski1@amikids.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Effective, highly-qualified teachers will be able to teach subjects that they are skilled at teaching and students will benefit from teachers who 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 Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was chosen because AMikids has had a significant shortage of certified teachers since the beginning of the 2022-2023 school year. 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>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Job postings listed in several high-traffic publications where teachers can identify the need at AMikids.

Person Responsible: Maria Przybylski (mprzybylski1@amikids.org)

By When: August 1, 2023

Screen applicants to determine which can be identified as highly-qualified and effective teaching candidates.

Person Responsible: Maria Przybylski (mprzybylski1@amikids.org)

By When: October 1, 2023

Hire desired applicants

Person Responsible: Maria Przybylski (mprzybylski1@amikids.org)

By When: October 31, 2023

Retain candidates through competitive pay, instructional coaching, professional development, and retention bonuses.

Person Responsible: Maria Przybylski (mprzybylski1@amikids.org)

By When: June 30, 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The Executive Director along with the Board of Directors review all funding allocations at monthly meetings to ensure that resources are allocated based upon needs and what is best for the school.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP is disseminated through the webpage, and also through hard copies places in the lobby of our location. Because students enroll and leave throughout the year, copies are offered upon enrollment, as well as on an information table located in the lobby. The SIP can be converted to other languages through the SIMs Website.

Website: <https://www.amikids.org/programs-and-services/programs/amikids-clay-county/story/about>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

AMikids holds several family engagement days each school year, during which students and their families are invited to attend fun activities such as bowling cook outs, field trips, financial planning events etc. During these activities, school personnel communicate the schools mission as well as provide information about student progress. Students also have monthly progress meetings held with all stakeholders that are directly involved with the student's success.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We plan to hire certified teachers and provide them with an instructional coach and Reading Specialist as well as purchase educational resources such as Nearpod, Flocabulary and IXL. We have also partnered with Catapult tutoring to be sure that students are receiving the maximum access to educators who are ready to help them succeed. AMikids also provides workforce development programing for students where they can earn industry recognized certifications that become valuable tools when they are ready to transition into the workforce.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

AMikids is a program designed to help students get a "fresh start," and provide them skills that will help lead to a brighter future. We participate in the National School Lunch program and provide Career and Technical education on site. Students at AMikids receive Vocational and Employability skills training along with real-world experiences that help to prepare them for the workforce.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

All ESE services are provided by Clay County school district as prescribed in the school board contract. Mentoring services are provided by community stakeholders as well as AMikids personnel. Students are provided opportunity to participate in several project based learning opportunities throughout the year such as the AMikids challenge events, a scuba diving trip, white water rafting, repelling, and legislative day.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

AMikids employs a career coordinator and job recruiter to work directly with students, preparing students for the workforce. Students complete a career interest inventory upon enrollment and based upon the results, they are given the opportunity to explore different career paths.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

AMikids Personal Growth Model is designed to target and reduce risk factors that sustain negative behavior and academic failure, improve successful program completion rates and promote academic achievement.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

AMikids provides professional learning through weekly Small Learning Community meetings, annual Education and Workforce Development Conferences, and regular meetings with instructional coaches.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA				\$1,155.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0113 - Amikids Clay County	UniSIG		\$1,155.00
			<i>Notes: Purchase of classroom sets of novels for novel study. Titles to include Diary of Anne Frank, The River, Hatchet, The Maze Runner</i>			
2	III.B.	Area of Focus: Instructional Practice: Math				\$46,345.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	521	0113 - Amikids Clay County	UniSIG		\$770.00
			<i>Notes: Purchase of Math Game Cards: Fluency and Number Sense through Puzzle and Play, Grades 6-8 Purchase of Daily Routines to Jump Start Math Class, Middle School. Both by Didax. Purchase of Geometry Manipulatives</i>			
	5100	622	0113 - Amikids Clay County	UniSIG		\$335.00

			Notes: Purchase of Hand2Mind Magnetic Percent Bar Answer Boards, Grades 3 through 8. Class set of 24.			
	5100	649	0113 - Amikids Clay County	UniSIG		\$28,240.00
			Notes: Purchase of Coding Robotics Kits, Meta Quest 2, Virtual Reality Headsets, and Science Experiment Kits			
	5100	150	0113 - Amikids Clay County	UniSIG	0.5	\$12,300.00
			Notes: Purchase part time staff to implement small group instruction in Math utilizing hands on manipulatives			
	5100	210	0113 - Amikids Clay County	UniSIG		\$1,670.00
			Notes: Retirement: 13.57%			
	5100	220	0113 - Amikids Clay County	UniSIG		\$940.00
			Notes: Social Security: 7.65%			
	5100	230	0113 - Amikids Clay County	UniSIG		\$1,906.00
			Notes: Group Health Insurance: 15.5%			
	5100	240	0113 - Amikids Clay County	UniSIG		\$184.00
			Notes: Workers Compensation: 1.43%			
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$0.00
Total:						\$47,500.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes