

Clay County Schools

Florida Youth Challenge Academy



2019-20 School Improvement Plan

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Florida Youth Challenge Academy

5629 STATE ROAD 16 W BLDG 3800, Starke, FL 32091

<http://floridayouthchallengeacademy.org/>

Demographics

Principal: Michael Wingate

Start Date for this Principal: 8/14/2019

| | |
|--|--|
| 2018-19 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | No |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 20% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | White Students |
| School Grade | 2018-19: D |
| School Grades History | 2017-18: C 2016-17: 2015-16: 2014-15: 2013-14: |
| 2018-19 Differentiated Accountability (DA) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Dustin Sims |
| Turnaround Option/Cycle | N |
| Year | A |
| ESSA Status | CS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Florida Youth Challenge Academy is a residential program that takes place in a highly disciplined and motivational environment promoting structure and academics along with leadership, health, service to the community, life skills, job skills, physical fitness, and citizenship.

The program is roughly a four month residential program followed by mentoring for twelve months after the students complete the residential phase.

Since student are residents of the facility, attendance rate is 100%. Some cadets are seeking a GED, but some are seeking a standard diploma. Attendance data from previous school years as well as other trackable data cannot be reported as cadets enter the program from all of Florida's 67 districts.

Provide the school's vision statement

To provide a highly disciplined and motivational environment, free from outside distractions, which fosters academics, leadership development, personal growth, self-esteem, and physical fitness for qualifying high school dropouts.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

| Name | Title |
|--------------------|-----------|
| Nordstrom, Shannon | Other |
| Other | |
| Elia, Mike | Other |
| Other | |
| Wingate, Michael | Principal |
| Principal | |

Early Warning Systems

Current Year

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 | 0 | 1 | 11 | 13 | 6 | 31 |
| 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 or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 6 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 0 | 8 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

9

Date this data was collected or last updated

Monday 8/19/2019

Prior Year - As Reported

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 | |
| 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 or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Prior Year - 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 | |
| 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 or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Part II: Needs Assessment/Analysis

School Data

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 60% | 56% | 0% | 57% | 56% |
| ELA Learning Gains | 0% | 52% | 51% | 0% | 53% | 53% |
| ELA Lowest 25th Percentile | 0% | 39% | 42% | 0% | 43% | 44% |
| Math Achievement | 0% | 55% | 51% | 0% | 55% | 51% |
| Math Learning Gains | 0% | 46% | 48% | 0% | 46% | 48% |
| Math Lowest 25th Percentile | 0% | 38% | 45% | 0% | 36% | 45% |
| Science Achievement | 0% | 73% | 68% | 0% | 92% | 67% |
| Social Studies Achievement | 0% | 81% | 73% | 0% | 79% | 71% |

| EWS Indicators as Input Earlier in the Survey | | | | | |
|---|-----------------------------------|--------|--------|-------|--------|
| Indicator | Grade Level (prior year reported) | | | | Total |
| | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 1 (0) | 11 (0) | 13 (0) | 6 (0) | 31 (0) |
| Attendance below 90 percent | 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 or Math | 0 (0) | 4 (0) | 2 (0) | 0 (0) | 6 (0) |
| Level 1 on statewide assessment | 0 (0) | 5 (0) | 3 (0) | 0 (0) | 8 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 0% | 57% | -57% | 53% | -53% |
| | 2018 | 0% | 58% | -58% | 53% | -53% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 72% | -72% | 67% | -67% |
| 2018 | 0% | 90% | -90% | 65% | -65% |
| Compare | | 0% | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 80% | -80% | 70% | -70% |
| 2018 | 0% | 78% | -78% | 68% | -68% |
| Compare | | 0% | | | |

| ALGEBRA EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 65% | -65% | 61% | -61% |
| 2018 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 64% | -64% | 57% | -57% |
| 2018 | 0% | 61% | -61% | 56% | -56% |
| Compare | | 0% | | | |

Subgroup Data

| 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 2016-17 | C & C Accel 2016-17 |
| WHT | | | | | | | | | | 40 | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| | | | | | | | | | | | |

ESSA Data

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) | CS&I |
| OVERALL Federal Index - All Students | 35 |
| 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 | 69 |
| Total Components for the Federal Index | 2 |
| Percent Tested | |

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 |
| 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 |
| 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 |
| Pacific Islander Students | |
| Federal Index - 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 | 40 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| 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 |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Low performance and students not completing EOC, FSA, or credits occurred prior to enrollment in FLYCA. While students are at FLYCA they are mandated by program standards to attend school daily and complete coursework as assigned with a C average or better. The students are in a residential program where education is one of 8 components.

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

The students are enrolled in a 6 month residential DJJ program with follow up for 12 months.

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

FLYCA enrolls students from all counties of Florida. The students in our program are considered at-risk youth who would most likely not graduate high school without some intervention which our program provides.

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

FLYCA offers students the chance to recover credits and improve their overall GPA through smaller class size and a distraction free classroom environment. Data is not shown for students who complete a GED that are in the program.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The main concern is the students we get from other districts who have not passed the FSA in prior years and having to re-test them at FLYCA.

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

1. Students will complete the semester credits with the opportunity to earn 2 additional credit.
2. Students will be provided opportunity outside the instructional day for extra study

time.

3. Students will increase GPA and attempt to master all state mandated tests.

4.

5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title

Students complete credits for enrolled semester and attempt to make up 2 credits.

Rationale

Students are either on a GED track or credit recovery / completion track upon arriving at FLYCA. Students have the opportunity to complete a GED OR earn semester credits with opportunity to make up credits. Students must maintain credits to be successful upon return to home school

State the measureable outcome the school plans to achieve

Students will meet standards set by state and show completion of coursework as assigned for their individual need. Students will complete a minimal of three credits while at FLYCA or prepare to sit for GED.

Person responsible for monitoring outcome

Shannon Nordstrom (shannon.nordstrom@myoneclay.net)

Evidence-based Strategy

Completion of Edgenuity lab curriculum. Completion of TABE / GED.

Rationale for Evidence-based Strategy

Edgenuity is the program used to instruct the standards and curriculum.

Action Step

Description

1. Teacher analyzes each students credits and grade placement individually.
2. Student is placed in appropriate courses or program of study.
3. Teacher and assistant provide academic support and resources.
4. Lead teacher and district staff supplement educational material and service.
- 5.

Person Responsible

Shannon Nordstrom (shannon.nordstrom@myoneclay.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Students will develop a career path through the ASVAB test and CTE exploration opportunity.

Part IV: Title I Requirements

Additional Title I Requirements

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

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

This section is not required for non-Title I schools.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

This section is not required for non-Title I schools.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

This section is not required for non-Title I schools.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

This section is not required for non-Title I schools.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

This section is not required for non-Title I schools.

Part V: Budget

| | | | |
|----------|--------------|--|-------------------|
| 1 | III.A | Areas of Focus: Students complete credits for enrolled semester and attempt to make up 2 credits. | \$9,500.00 |
|----------|--------------|--|-------------------|

| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
|---|----------|---|--|----------------|-----|-------------------|
| | 5100 | 648-Technology-Related Capitalized Furniture, Fixtures and Equipment | 0020 - Florida Youth Challenge Academy | UniSIG | 0.0 | \$2,000.00 |
| <i>Notes: Chromebook and Laptop Charging carts</i> | | | | | | |
| | 5100 | 520-Textbooks | 0020 - Florida Youth Challenge Academy | UniSIG | 0.0 | \$1,000.00 |
| <i>Notes: TABE books academic assessment product in adult basic education. Educators use TABE testing to provide a solid foundation for effectively assessing the skills and knowledge of adult learners.</i> | | | | | | |
| | 5100 | 612-Library Books for Existing Libraries | 0020 - Florida Youth Challenge Academy | UniSIG | 0.0 | \$1,000.00 |
| <i>Notes: Library books to support independent reading</i> | | | | | | |
| | 5100 | 510-Supplies | 0020 - Florida Youth Challenge Academy | UniSIG | 0.0 | \$2,000.00 |
| <i>Notes: General program supplies including copy paper, notebooks, journals, pencils,</i> | | | | | | |
| | 5100 | 510-Supplies | 0020 - Florida Youth Challenge Academy | UniSIG | 0.0 | \$2,000.00 |
| <i>Notes: GED Study Guides</i> | | | | | | |
| | 5100 | 649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment | 0020 - Florida Youth Challenge Academy | UniSIG | 0.0 | \$1,500.00 |
| <i>Notes: Graphing Calculators</i> | | | | | | |
| Total: | | | | | | \$9,500.00 |