

Volusia County Schools

The Chiles Academy



2015-16 School Improvement Plan

The Chiles Academy

868 GEORGE W ENGRAM BLVD, Daytona Beach, FL 32114

<http://schools.volusia.k12.fl.us/chiles/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	76%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of The Chiles Academy is to combine a community of support and guidance for pregnant and parenting students with the goal of attaining a high school diploma, which will empower them to become independent and responsible citizens.

Provide the school's vision statement

N/A

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Interview with student upon enrollment, meeting with Certified School Counselor to determine student progress, meeting with on site life coach to develop relationship, peer counseling classes, required parenting classes, school-wide MicroSociety school, monthly town hall meetings, weekly interaction with local midwives, weekly access to an Occupational Therapist, access to on-site community partners at the "Family Place," assemblies throughout the year to model character education, interactive website, active library setting that encourages "family literacy" so that parents will read for pleasure and then they will read to their children, surveys.

The administration and teaching staff meet once a week as a Problem Solving Team (PST) to discuss the individual academic, physical, and emotional needs of each student and/or their baby/children.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The Chiles Academy (TCA) office has an open-door policy, students are encouraged to engage in a casual relationship with administrative staff before and after school. During enrollment process students and parents/guardians are told that The Chiles Academy (TCA) has no tolerance for mean or bullying behavior. Assemblies are conducted throughout the year with topics covering character education, how to maintain healthy relationships, and skills needed to be responsible parents. On site life coach who is a licensed Psycho-Geometircs consultant, conducts daily peer counseling classes and intervention workshops and professional training for our MicroSociety students many times throughout the year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

TCA is a very small public charter school serving pregnant and parenting teens and their children from the age of two weeks to four years old. Students are given a handbook with the policies and procedures of the school during enrollment. Assemblies are held throughout the year to establish school rules regarding appropriate and responsible behavior. In their Peer Counseling class and MicroSociety class they offered recognition for learning how to discover their purpose, power, and passion as women and mothers. Expected behavior is clearly communicated and all the students know the boundaries of behavior and discipline. TCA is a voluntary program and when students are

not able to fulfill their obligations a family meeting is called and the students are invited to return to their zone school.

At weekly PST meetings administration and staff discuss students' behavior in class, on campus, with their peers, adults, partners, family members, and teachers. Immediate intervention protocols are put in place on a regular basis and then they are monitored and evaluated to maintain meaning and purpose.

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

TCA has a full time certified school counselor, a full time registered nurse, a parenting teacher, and a life coach available throughout the academic day before and after school. Quarterly award programs recognize outstanding students in behavior, citizenship, and academic progress. Honor roll students go out to lunch with the Principal. Bethune Cookman University sororities offer family engagement and team building opportunities throughout the year. Adolescent literacy is emphasized in our library with discussion groups, parenting groups create individual creative projects for the child care environment. Midwives at Agape Midwifery meet with students weekly in a "Circle of Mamas" to discuss child birth and child care issues in a culturally centered health care environment. Our interactive website is a good source for reaching out to our students and their families.

TCA and the Early Headstart (EHS) program also employ Family Care Coordinators for each program to meet the personal and family needs of our pregnant and parenting teens and their families.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Every day a list of absent students is generated and the Family Care Coordinator calls the students personally to ask why they are not in school. Most of the responses are health issues (pregnant and parenting teens and the children). Other issues are transportation (if they can't ride the school bus due to distance from school), family crisis, relationship crisis, work, limited funds for essentials such as diapers, formula, and or food. The life coach intervenes, bonds and creates a relationship with the student and family members. The nurse assists with health issues. Our certified school counselor maintains open dialogue with the students. During the weekly PST meetings individual students' issues are on the agenda and plans are formulated to help maintain good attendance and encourage appropriate and responsible behavior.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	8	9	10	11	12	
Attendance below 90 percent	5	8	8	8	8	37
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	3	8	8	8	8	35
Level 1 on statewide assessment	5	8	8	8	8	37

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	8	9	10	11	12	
Students exhibiting two or more indicators	5	10	10	10	15	50

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Daily phone calls, progress reports, parent/guardian meetings, peer counseling classes with life coach, full time registered nurse, full time certified school counselor, weekly classes with midwives, on-site required parenting classes, weekly PST staff meetings, ongoing family interventions to encourage the development of appropriate and positive relationships.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Title X- Title X Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation.

Title I- Transition plans are coordinated with the Dept. of Juvenile Justice with finds from the neglected and delinquent programs.

Early Head Start- The Chiles Academy (TCA) serves 48 children 0-3 in the EHS program

Early Learning Coalition - TCA serves over 100 children in a child care setting as a voucher provider

The Family Place- Partnership with the Healthy Start Coalition to provide the Strengthening Families framework model to our families with on-site office at TCA Bonner site.

Bethune Cookman University- Students provide thousands of hours of community at TCA throughout the year.

Daytona State College- Occupational Therapy Assistant students interact and partner with parents and families throughout the year.

ELKs Therapy Services - weekly visits from certified Occupational Therapist to determine referral capacity

Stetson University- Retired Associate Professor of Literacy is our librarian with over 8,000 books available for family literacy program.

Licensed life coach offers peer counseling classes twice a day for elective credit.

Registered nurse and licensed teacher provide parenting classes for elective credit.

School wide MicroSociety school for 11 years - comprehensive school reform model teaches students about real life business world situations throughout the year.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Chiles Academy is a school wide Title I school and it follows the guidelines to build and sustain partnerships with our families in the community. The Chiles Academy has been a Five Star school for 13 years. The partnerships that we have established with local universities, agencies, and programs have helped us maintain strong resources to help our students who live in generational poverty. Our ongoing partnerships include Midtown EcoVillage, Western Governor's University's nursing program, Halifax Hospital, Florida Elks Children's Therapy program, Bethune Cookman University's Community Service program, Sunset Civitan scholarship program, Vision HR Professional Employment Organization, One Voice for Volusia, Daytona State College, and the University of Central Florida.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Ferguson, Anne	Principal
	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to

students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at The Chiles Academy include: (please customize this from your budget sheet)

- Parenting Teacher
- Materials and Supplies
- Family Engagement

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful. The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

The school offers the following non-violence and anti-drug programs: (Add/Delete from suggested list below – must be specific to your school)

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

The Chiles Academy offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Physical Education & Personal Fitness classes

The Chiles Academy provides child care through an Early Head Start grant for 48 children ages 0-3.

The children in this program are transitioned into the community Head Start programs.

Adult Education- N/A

Career/Technical Programs- MicroSociety, Parenting classes

The Chiles Academy offers students' career awareness opportunities through job shadowing opportunities, guest speakers from business and industry, workshops and field trips to business and

industry locations.

High Schools ONLY: Our school offers students Career and Technical Education Programs that prepare students for work and post-secondary education. Students are also offered the opportunity to develop leadership skills through identified Career and Technical Student Organizations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Harold P. Card	Business/Community
Dan Stauffer	Business/Community
Harriet Fritts	Business/Community
Freeman Green	Business/Community
Dr. Maryann Thorallsson	Teacher
Karen Kennedy	Business/Community
Kathy Hawk	Business/Community
Ron'Qweeshia Daughtry	Parent
Michael Pyle	Business/Community
Carrie Enck	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The Board of Directors reviews and supervises and evaluates the day to day operation of the public charter school and approves a resolution of the School Improvement Plan on a yearly basis.

Development of this school improvement plan

Please see above.

Preparation of the school's annual budget and plan

The Chief Financial Officer in collaboration with the Treasurer of the Board, and a local CPA firm prepares the annual budget and plan which is approved by the Board every year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Improvement funds were used to develop and enhance the parenting program.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Ferguson, Anne	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of this year is to create a Reading Culture and improve Reading Comprehension school wide from Pre-K to 12. A family literacy program has been developed and the school lending library has been opened for the families in our community. A mommy and me program is in effect where students are taught how to read to their children. The goals of The Reading Industry are 1) to use real world applications to improve overall literacy skills of reading, writing, speaking and responding to text, 2) to increase the desire to read, the time spent reading, and the breadth of reading materials, 3) to increase opportunities for reading success, 4) to reduce the fear of test taking. The Management team will include the coordinator, Principal, lead teachers, and student leadership team. The ventures will include marketing, promotion of contests based on popular books, reading counts software, publishing, drama, Reader's cafe, and Word Craft.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school participates in weekly Problem Solving Team (PST) meetings where staff develops individual strategies to meet the needs of every student. At our weekly meetings the teachers and administrative staff review the individual academic and anecdotal data regarding each student. Evidence is collected from progress reports, report cards, Data Warehouse, Crosspointe, FCAT scores, EOC scores, FAIR, ACT, SAT, PERT, and IEPs. The members of the weekly meetings agree on a strategy to move forward for each individual student. TCA also has a part time Life Coach who collaborates closely with our teachers to encourage students to raise the bar emotionally and academically and to take positive steps as they ponder their futures as young parents living in their community.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

TCA only has four core classroom teachers who are all certified teachers in their field. The Principal attends state and national charter school conferences, registered with Teachers to Teachers.com, advertises on VCS employment website, and attends job fairs. The Chiles Academy offers competitive incentives for retaining qualified personnel. TCA matches the salary schedule of Volusia County when recruiting certified teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school is too small to implement a formal mentoring program. The staff is closely knit and ongoing mentoring occurs throughout the year. TCA has an open door policy for volunteers in the community and the total accumulation of volunteer and community service hours for the 2015 school year was over 8,000 hours. We know each of our students personally and we are able to identify who can assist them in whatever need they might have on a personal, academic, and emotional level.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Chiles Academy follows the District's policy regarding Florida State Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Chiles Academy provides a blended learning environment in all of its core classes except for Parenting which provides a traditional teacher taught setting. The blended classes include PLATO online classes (following the Florida Standards) with a certified teacher facilitating each classroom setting. A certified Reading Teacher is our school librarian and The Reading Industry was created as a MicroSociety venture to encourage our students and their children to become life long lovers of reading. All of our students are enrolled in Parenting classes and they are required to assist in the child care environment of one of our 13 child care rooms to help them identify the emotional and physical milestones of small children ages 0-4. The staff collaborates once a week to review data gathered regarding the academic and behavioral performance of each student. The team problem takes into consideration the needs of each student and problem solves, shares best practices, evaluates the implementation, makes decisions, and moves forward to practice what has been learned.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 3,240

Students have the opportunity to work on their academic courses on Plato with teacher supervision after the standard school day from home or the public library.

Teachers collaborate once a week to engage in the following activities: review universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks. The team meets regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

Strategy Rationale

One on one intervention is a best practice when serving this population.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Ferguson, Anne, akfergus@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed from Plato generated reports. The students, administrators, and teachers use this data to determine progress, test scores, areas of mastery, and areas that need improvement.

For those students who are at risk, tiered level support will be in place to address deficits and ensure grade level proficiency. For those students who are exceeding expectations, enrichment activities will be in place to ensure acceleration of learning.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The Chiles Academy is a voluntary program for pregnant and parenting teens who choose to enroll and attend our school. We use the information collected from the CUM folders of each student to determine the best educational support while they are enrolled in our school. They might return to their zone school at will and they walk and graduate from their zone school. We are too small to need a strategy regarding cohorts.

College and Career Readiness

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

The Chiles Academy is a very small school with a total of 65 students enrolled in grades 6-12. We have 3 core teachers and 1 parenting teacher. The students are enrolled in courses required for graduation, this includes their choice of an elective. The students can receive credit in MicroSociety, career study, and parenting classes. They walk and graduate with their zone school.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school offers students elective courses in MicroSociety, parenting, career study, and speech. These courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other "Why are we learning this?" to ensure that instruction is always relevant.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and/or initiatives that are used at the school: include:

Micro Society
Dual Enrollment
Career/Technical Education classes
College Tours
College Rep. visits
Partnership with DSC, UCF, and BCU Nursing programs
College Expo

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and/or initiatives that are used at the school: include:

Peer Counseling
Sessions with Life Coach
Reading Industry in library for all students & children
Micro Society
Dual Enrollment
Career/Technical Education classes
College Tours
College Rep. visits
Partnership with DSC, UCF, and BCU Nursing programs
College Expo

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The Chiles Academy is not a graded school due to the lack of statistics provided serving such a small and diverse population. Throughout the year we serve over 100 children of teen parents ages 0-4. We also serve students grades 6-12 with only one or two in each of the middle school grades, less than 10-15 in grades 9 & 10, less than 20 in grades 11 & 12.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Most of our students enroll in our school having experienced multiple years of having been administratively placed or retained in their grades. The number one obstacle for them to succeed and perform well in school is their inability to focus, participate in sustained reading, and comprehend what they are reading. We have initiated and we are sustaining a number one goal for our school which is that we are a school mandated by a "culture of reading." We are all role models -- administrators, teachers, students, staff, children -- and we all dedicate time and energy to shared reading events throughout the year.

School Improvement Goals


The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

G1. All students at The Chiles Academy will work towards meeting graduation requirements within a school wide culture of Reading.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All students at The Chiles Academy will work towards meeting graduation requirements within a school wide culture of Reading. **1a**

 G069509

Targets Supported **1b**

Indicator	Annual Target
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Resources Available to Support the Goal **2**

- Stetson University Reading Professor Retired VCS Reading teacher Bethune Cookman University/Daytona State College partnership Head Start/Early Head Start The Early Learning Coalition Healthy Start VCS Reading Department Title I Reign Homeschooling Academy

Targeted Barriers to Achieving the Goal **3**

- Poverty

Plan to Monitor Progress Toward G1. **8**

Student reports

Person Responsible

Schedule

Evidence of Completion

Maintain accurate data to determine value of each record.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All students at The Chiles Academy will work towards meeting graduation requirements within a school wide culture of Reading. **1**

 G069509

G1.B1 Poverty **2**

 B180901

G1.B1.S1 Provide a high school diploma and transition resources to work or higher education **4**

 S192288

Strategy Rationale

Action Step 1 **5**

Ensure school attendance and academic achievement

Person Responsible

Schedule

Evidence of Completion

Phone call reports, school counselor communication, parent meetings, progress reports, report cards, peer counseling classes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly staff meetings

Person Responsible

Schedule

Evidence of Completion

Agendas, minutes, team reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Team reports

Person Responsible

Schedule

Evidence of Completion

Maintain fluidity of records

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Ensure school attendance and academic achievement		Phone call reports, school counselor communication, parent meetings, progress reports, report cards, peer counseling classes	once	
G1.MA1	Student reports		Maintain accurate data to determine value of each record.	once	
G1.B1.S1.MA1	Team reports		Maintain fluidity of records	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Weekly staff meetings		Agendas, minutes, team reports	once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B1.S1.A1	Ensure school attendance and academic achievement	\$0.00
			Total: \$0.00