

Volusia County Schools

# The Chiles Academy



2016-17 Schoolwide Improvement Plan

## The Chiles Academy

868 GEORGE W ENGRAM BLVD, Daytona Beach, FL 32114

<http://www.thechilesacademy.com/>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK, 6-12	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	81%

### School Grades History

Year	2017-18
Grade	

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### 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 a monitoring status of "Former F" (see page 4). 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>21</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>22</b>
Professional Development Opportunities	22
Technical Assistance Items	23
<b>Appendix 3: Budget to Support Goals</b>	<b>23</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for The Chiles Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. Provide the school's vision statement.

N/A

#### 2. School Environment

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

The Chiles Academy (TCA) has an open door policy and the student is invited to enroll in our voluntary program anytime throughout the year. After the enrollment is completed the student and parent/guardian meets with our Certified School Counselor to determine student progress and creates a schedule. Our students meet with our on site life coach to develop relationship and peer counseling classes. TCA has required parenting classes, is a school-wide MicroSociety school with monthly town hall meetings. There is 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, an interactive website, a state of the art library with over 8,000 books that is open to the public and encourages "family literacy" so that parents will read for pleasure and then they will read to their children. Student/Parent/Staff surveys are implemented twice a year.

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.

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

The Administration and Staff at The Chiles Academy (TCA) encourage students to engage in a casual and respectful relationship with administrative staff before and after school. During enrollment process students and parents/guardians are told that The Chiles Academy (TCA) is a voluntary program and 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.

##### c. 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 through 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 training on 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 respect, 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. Students often contact TCA after dismissal and ask to come back. They sign a contract and they are invited back with the understanding that they will follow the code of conduct at TCA.

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.

**d. 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, two licensed Marriage and Family Therapists, a part time CNA, a parenting teacher, and a life coach available for conversation throughout the academic day and before and after school. Quarterly award programs recognize outstanding students in behavior, citizenship, and academic progress. Honor roll students go out to lunch every quarter 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 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.

### 3. Early Warning Systems

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

**a. 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 CNA 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.

An example of the answers given for absence my include, grandmother died, trying to find dollars to put lights back on, baby on nebulizer, depression, induced yesterday, baby sick, missed bus, no money for Votran,

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

**1. 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	5	8	8	8	8	37
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	3	8	8	8	8	35
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	5	10	10	10	15	50	

**c. 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, part time CNA, 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.

Our curriculum is a blended learning environment which is a student-centered approach to create a learning environment where a certified teacher can interact one-on-one with each student throughout the day. If the student cannot attend school, and if they have access to the internet, they can continue their academic progress at home which is monitored by the teacher at school.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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

**2. 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 with child care staff and



children and partner with parents and families throughout the year.

University of Central Florida (UCF) Nursing students intern on-site throughout the year with projects developed by the instructor to include establishing healthy emotional and physical relationships in family setting.

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. Elementary school teachers enrolled in Master of Reading classes attend summer internships and work with neighborhood children.

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.

Interactive website [www.chilesacademy.com](http://www.chilesacademy.com) that is used by students, families, and staff to keep lines of communication open.

The creation of the Bonner Chiles Foundation to continue the 15 year legacy of the co-founders of TCA and develop a strong alumni organization to keep the active and former students connected to their alma mater.

## 2. 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. TCA has been a Golden School and a Silver School for over ten 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, Embry Aeronautical University, Bethune Cookman University's Community Service program, Sunset Civitan scholarship program, Vision HR Professional Employment Organization, One Voice for Volusia, Daytona State College, retired VCS volunteer teachers, and the University of Central Florida.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Ferguson, Anne	Principal

#### b. Duties

##### 1. 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.

**2. 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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

### b. Duties

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

**a. 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.

**b. Development of this school improvement plan**

Please see above.

**c. 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.

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

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

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ferguson, Anne	Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The major initiative of TCA 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.

**D. Public and Collaborative Teaching**

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

**1. 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.

## **2. 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.

## **3. 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.

# **E. Ambitious Instruction and Learning**

## **1. Instructional Programs and Strategies**

### **a. Instructional Programs**

#### ***1. 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.

### **b. Instructional Strategies**

#### ***1. 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 COMPASS 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.

**2. 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 COMPASS with teacher supervision before, during lunch, and after the standard school day.

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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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.

**b. College and Career Readiness**

**1. 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. We have an ongoing partnership with Daytona State College and Bethune Cookman University and students participate in workshops throughout the year to discuss transition to college and/or the workforce.

**2. 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.

The purpose of MicroSociety is to create in miniature in a school so students can link schoolwork to real life. The guiding principles of MicroSociety are to promote student voice and choice, learn by doing, find the entrepreneurial spirit, become part of real world experiences, assist teachers as facilitators, share responsibility and authority, and work with community partners who are contributors to TCA.

**3. 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

**4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).



## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. 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:

*No files were uploaded*

### 2. 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.

## B. 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.

## C. Strategic Goals

## 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

 = 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G083550

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Poverty
- Attendance
- Low self-esteem and anger management
- Pregnant and parenting teenagers
- Academic retention
- Transportation
- Broken families
- Homelessness
- Daily Stress

**Resources Available to Help Reduce or Eliminate the Barriers** 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

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

Student reports

**Person Responsible**

**Schedule**

Quarterly, from 8/15/2016 to 5/26/2017

**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**

 G083550

**G1.B1** Poverty **2**

 B221683

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

 S233909

### 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**

Anne Ferguson

**Schedule**

On 5/26/2017

***Evidence of Completion***

Agendas, minutes, team reports

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

Team reports

**Person Responsible**

Anne Ferguson

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Maintain fluidity of records

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A300414	Ensure school attendance and academic achievement		No Start Date	Phone call reports, school counselor communication, parent meetings, progress reports, report cards, peer counseling classes	No End Date one-time
G1.MA1 M304856	Student reports		8/15/2016	Maintain accurate data to determine value of each record.	5/26/2017 quarterly
G1.B1.S1.MA1 M304854	Team reports	Ferguson, Anne	8/15/2016	Maintain fluidity of records	5/26/2017 weekly
G1.B1.S1.MA1 M304855	Weekly staff meetings	Ferguson, Anne	8/15/2016	Agendas, minutes, team reports	5/26/2017 one-time

## V. Professional Development Opportunities

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



## VI. Technical Assistance Items

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

## VII. Budget

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