

The Chiles Academy



2017-18 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)	2016-17 Title I School	2016-17 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	0%

School Grades History

Year

Grade

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for The Chiles Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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 school-wide meetings. There is weekly interaction with local midwives, weekly access to an Occupational Therapist, and weekly all day access to on-site Volusia County Health Department (VCHD) staff that offers WIC reload, immunizations, school physicals, family planning, and dental prevention for our students, their children, and our community families. We have an interactive website, Facebook page, 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, during, 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-Geometric consultant, conducts peer counseling classes and intervention workshops and professional training for our MicroSociety students many times throughout the year.

From the moment we meet our students and their families we encourage the creation of a meaningful relationship with staff and their peers. We offer our students the opportunity to speak their mind in an appropriate and respectful manner. Our approach is not punitive, we encourage dialogue and teach our students how to interact with others without resorting to behavior that lacks impulse control learned negative interactions.

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 are 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 meet our expectations and fulfill their obligation as a student, a family meeting is called and the students are offered the opportunity to sign a behavioral and academic contract. If they are not able to meet the requirements of the contract they are invited to return to their zone school. Students often contact TCA after dismissal and ask to come back. They sign the contract again 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, child care teachers and academic teachers. Immediate intervention protocols are put in place on a regular basis and then they are monitored and evaluated to maintain meaning and purpose. The success of our school wide behavioral system is based on the understanding that the problems that come up throughout the day are faced and dealt with immediately. As long as the administration and staff follow through on this protocol, the disciplinary incidents and negative behavior diminishes substantially throughout the year.

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, a licensed Marriage and Family Therapist, a full time LPN, 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.

We have developed a strong partnership with the Volusia County Health Department (VCHD) this year. They are on campus all day every Wednesday to provide our students and community families WIC reloads, immunizations, school physicals, family planning, and preventative dental procedures by a dentist.

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.

When an individual concern requires additional intervention, TCA has a partnership with most local agencies that can provide needed attention and resources.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Pregnant and parenting teens have the highest mobility rate of any population enrolled in school. They live at home, then they move in with their "boyfriend," then they are asked to leave that environment, move in with a friend, or family member, and then they are booted from that environment too. They live with friends, they live in a shelter, and they live in motels.

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 their children). Other issues include 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 LPN 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 may 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,

boyfriend arrested, family fight, etc. Data shows that non-attendance is a clear indicator for lack of academic progress. Also, slow academic progress creates a deficiency in reading comprehension. The cycle of poor educational performance must be broken and the strategies used at TCA can offer a depressed, unmotivated student hope and it begins with at one step at a time.

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	1	2	5	10	10	14	20	62	
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	10	10	14	10	44	
Level 1 on statewide assessment	0	0	0	0	0	0	1	2	5	10	10	14	10	52	

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	1	2	5	20	20	20	25	93	

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

Administrators and educational staff analyze student performance data from district, state, and school assessments. Classroom strategies are developed to create individual plans to meet each student's needs.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/444282>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 twelve 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 Volusia County Schools, Western Governor's University's nursing program, Halifax Hospital, Florida Elks Children's Therapy program, Healthy Start, Early Learning Coalition, 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, and the University of Central Florida,

C. Effective Leadership

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:

- 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.

The Chiles Academy leadership team is made up of the Principal, Finance Director, Family Care Coordinator, Math & Science teacher, LA teacher, Social Studies teacher, Parenting teacher, School Counselor, and Life Coach. The PST team meets once a week to discuss campus issues in general - relationship concerns with pregnant and parenting teens and their children or significant others, as well as individual academic achievement of each student. An individual plan is developed for each student by the team to assist with academic and/or emotional support on a regular basis.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Craig Robinson	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
Michael Pyle	Business/Community
Carrie Enck	Parent
Pam Gerardi	Education Support Employee
Julia Shepherd	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

School leadership team and SAC analyze data to identify concerns and then begin the steps to increase academic growth for all students. Data from state, district, school assessments and individual behavior and observation is shared during weekly PST meetings. Individual academic learning plans are created in our small cohesive environment. When a student enrolls the student meets with the School Counselor to discuss a graduation plan. The PST meets weekly to review the strengths and weaknesses of each student. and progress is closely monitored.

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. The school's annual budget is audited every year and report is provided for district review 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 partnership with Books A Million has been very successful. Three times a year the store offers customers the opportunity to buy a book for themselves and buy a book for our library. Our library has over 8,000 books at this time. 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, retired Stetson University adjunct reading professor, and the 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 2017 school year was over 7,000 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's 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 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 in one of our 10 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 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 computer 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. Our school counselor supports the incoming and outgoing cohorts of each student who transitions from one school level to another.

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. Our students also visit the local campus for tours throughout the year.

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, and career study. 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. It is part of this year's MicroSociety's program to allow students to choose a course of study to earn a certificate in child care, CNA, and food service.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

G094537

Targets Supported 1b

Indicator	Annual Target
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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 Reading teachers Bethune Cookman University/ Daytona State College internships Daytona State College internships University of Central Florida internships Western Governor's University internships Community Volunteers Foster Grandparent program Head Start/Early Head Start The Early Learning Coalition Healthy Start VCS Reading Department Title I

Plan to Monitor Progress Toward G1. 8

Student reports

Person Responsible

Anne Ferguson

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

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**

 G094537

G1.B1 Poverty **2**

 B253972

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

 S268296

Strategy Rationale

Action Step 1 **5**

Ensure school attendance and academic achievement

Person Responsible

Anne Ferguson

Schedule

Daily, from 8/14/2017 to 5/30/2018

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

Weekly, from 8/14/2017 to 5/30/2018

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 8/14/2017 to 5/30/2018

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
2018					
G1.MA1 M381661	Student reports	Ferguson, Anne	8/14/2017	Maintain accurate data to determine value of each record.	5/30/2018 quarterly
G1.B1.S1.MA1 M381659	Team reports	Ferguson, Anne	8/14/2017	Maintain fluidity of records	5/30/2018 weekly
G1.B1.S1.MA1 M381660	Weekly staff meetings	Ferguson, Anne	8/14/2017	Agendas, minutes, team reports	5/30/2018 weekly
G1.B1.S1.A1 A357279	Ensure school attendance and academic achievement	Ferguson, Anne	8/14/2017	Phone call reports, school counselor communication, parent meetings, progress reports, report cards, peer counseling classes	5/30/2018 daily

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