

Leon County Schools

Lawton Chiles High School



2017-18 Schoolwide Improvement Plan

Lawton Chiles High School

7200 LAWTON CHILES LN, Tallahassee, FL 32312

<https://www.leonschools.net/chiles>

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)
High School 9-12	No	10%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 Leon 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 Lawton Chiles High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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 Lawton Chiles High School is to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society.

b. Provide the school's vision statement.

Lawton Chiles High School will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:

- * History of Holocaust
- * History of Africans and African Americans
- * Hispanic Contributions
- * Women's Contributions
- * Sacrifices of Veterans
- * Founders Contributions

Relationship-building is a clear priority at Lawton Chiles High School. We identify and engage school community stakeholders (i.e. parents, students, administrators, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). We identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, diversity understanding, improve student-teacher relations, and close existing social justice / equity gaps. Faculty members purposely in the first days of school set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. We provide and demonstrate to faculty members, simple strategies for gaining information about students' cultures by establishing connections with students to gain trust. All teachers participate in the process of discussing climate guidelines along with their behavioral expectations.

Professional Development training or collegial support is provided for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings. Faculty members encourage the sharing of short, effective strategies for actualizing Leon Leads's Design Question 8: Establishing and Maintaining Effective Relationships with Students. Our faculty attends District provided Professional Development on multicultural offerings such as the history of the Holocaust and the history of African Americans in addition to a number of other offerings. We schedule and plan school-wide multicultural projects including a celebration of the arts as well as other programs. Cultural activities are embedded within curriculum and daily course work (e.g., reading selections, writing prompts). Our school has a representative student task force comprised of representative multicultural groups. This includes our ICC group which is an Interclub Council which includes a member of each club in the school. They work together on school-wide initiatives. In addition, professional development is provided to staff on increasing positive interactions

with students. Chiles has a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

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

At Chiles, we provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Guidance counselors visit classrooms and conduct presentations to students. In addition we have grade level assemblies where expectations are conveyed to students regarding behavioral expectations as well as consequences for students. Homeroom teachers throughout the first week of school review important handbook information with students. Classroom teachers also take a lead role in communicating expectations within the classroom and beyond. In addition, we develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources. Students can make individual appointments with a counselor throughout the school year. Small group counseling is offered by our counselors running hospice groups and English as a second language groups. The guidance department creates and enhances a college-bound culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary). Students have the opportunity to meet with many college admissions representatives. The meetings are scheduled throughout the school day for students to attend. Counselors meet with seniors throughout the school year to discuss college planning. Juniors meet with guidance in February to address these areas. Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. Chiles also has an on-staff New Horizon intervention counselor to access in individual student needs. During grade level assemblies students are encouraged to always find an adult they trust to confide in no matter the issue. Non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel are involved in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors. Students, parents, staff and others can also report concerns or issues while remaining anonymous with our online Anonymous Alert system. Opportunities for professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels is offered to all teachers. Chiles creates methods/formats where the characteristics of safety and respect are assessed, monitored, and where strategies for improvement can be created, discussed, and supported. This takes place in our departmental meetings and SITE meetings.

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.

Teachers are trained in classroom management strategies and the school discipline plan. We ensure differentiation of instruction is taking place to meet the needs of all students. Teachers are encouraged to convey and review expectations for each learning activity and behavioral expectations, as well. Faculty and staff make references to behavioral expectations when providing students with positive feedback. Class meetings occur on a frequent basis to include student feedback and discussion of classroom procedures.

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.

Chiles has an operational school based team that meets weekly (usually on Mondays) to discuss students with barriers to academic and social success. Students may be referred to the team for a number of different concerns including attendance and behavior. Mentors are assigned to students identified with concerns. Check-in/Check-out, Check and Connect strategies are utilized with students in need of positive adult interactions and positive feedback throughout the school day. This may be with administrators, teachers, and guidance counselors. In some cases, other faculty and staff members are also involved. There are a variety of instructional and various campus activities that address social/emotional needs of students. This may include clubs and other groups that meet. Through both our guidance office and student affairs we connect students to agencies who have Cooperative Agreements or are on campus (CCYS, Turn About, etc). At Chiles, we have developed and implemented a comprehensive school counseling program (Student Development Plan) with dedicated time to: assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), identify interventions that research suggests works to remove the barrier to success (Evidence-Based Intervention), and evaluate intervention and evolve (Evaluation). Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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.

At Chiles, we utilize data systems to identify students who have attendance, behavioral or academic concerns. Administration works with the students and parents to ensure expectations are clear. Students with attendance failures are called in and counseled. Letters are also mailed to parents regarding an unacceptable number of absences. Students who are not earning the proper number of credits are also counseled on credit retrieval and tutoring to increase achievement. Guidance counselors and administration work closely with at-risk students in all areas to be sure all needs are monitored and met.

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	0	19	21	38	52	130
One or more suspensions	0	0	0	0	0	0	0	0	0	42	26	23	13	104
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	39	37	22	6	104
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	54	34	0	0	88
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	42	27	19	18	106

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

Effective multi-disciplinary teams are in place to problem solve and create action plans to remedy problems as they develop. Reading teachers use Achieve 3000 for students in need of reading remediation to pass FSA-ELA for graduation purposes. Guidance counselors have planned discussions and goal-setting sessions for identified students. Students who may not meet graduation requirements are also targeted for credit retrieval through our Ed-Options program. This also occurs in our reading classes. Notification procedures are in place for parents, agency and community outreach. Chiles has developed and implemented a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources. Evidence-based interventions are created to close student need gaps related to early warning system. For example: targeted solution focused counseling (individual and/or group), parent collaboration/education.

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?

No

1. PFEP Link

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

2. Description

By the end of the 2017-2018 school year, the climate survey results will show an increase of 2% of parents who feel the school communicates with parents or guardians and community members using a variety of ways.

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.

Feedback is solicited from parents regarding their comfort level in contacting teachers and administrators with questions or problems by our use of the climate survey. During Orientation, Open House, Curriculum Fair, and other events we ensure methods of introducing parents to teachers and administrators. Our school offers interactive tutorials to parents who are unfamiliar with the Gradebook (parent portal), listservs, and other forms of educational technology. Classroom and school news is communicated to parents through newsletters (mailed home monthly and available electronically) as well as weekly listserv emails outlining important events. Guidance conducts Parent Nights for all grade levels that offer effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings. In addition, graduation requirements, Bright Futures requirements, and a myriad of

other topics are presented. Positive notes, letters, phone calls home are encouraged from all faculty and staff members. Chiles has developed and implemented a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/ workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children. Chiles High School has many partnerships with local businesses. Parents, teachers, staff, and other stakeholders in the community contact many businesses and other entities through our many clubs and sports to request support and additional resources. Our groups participate in share nights and other fundraising events throughout the school year. The PTO is extremely active and supportive of our faculty and staff and they seek out support and partnerships during the school year. Administrators, faculty and staff disseminate information school-wide to support a variety of functions.

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
Burgess, Joseph	Principal
Pickens, Calli	Assistant Principal
Lightfoot, Jeff	Assistant Principal
Swope, John	Assistant Principal
Brumage, Kim	Dean
Buchanan, Buck	

b. Duties

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

Joe Burgess, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Calli Pickens, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Jeff Lightfoot, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. Also, provides attendance information.

J P Swope, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MtSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. Also, provides discipline information.

Jennifer Benton, Intervention Team Coordinator, Guidance Counselor, : Provides informational about student needs and prior history, aides in development of intervention plans. Select General Education Teachers : Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Jenny Taylor, Program Specialist, : Provides and participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities. She is also our district contact in this area.

Amanda Thai and Paige Tekel: Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Melanie Hampton, Instructional Coach(es) Reading/Math/Science: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Amy Litz, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities.

Buck Buchanan, Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Lane Smith and Jennifer Thrasher, Speech Language Pathologists: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Mara Shows, Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Bridgette Robinson, New Horizon Counselor: Provide counseling and interventions to individual students. In addition to connecting parents and students to community agencies to support the child's emotional, behavioral and social success.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and our students? The team meets monthly or as needed 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, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title II funds are used at for teacher inservice trainings. These inservice days are based on our Professional Learning Community initiatives. Our guidances counselors refer students to our adult education (ACE) program that meets on our campus throughout the year. Online classes are offered for students who need remediation in academic classes which are housed on our campus after school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Pam Emmert	Parent
Teresa Colvin	Parent
Wesley White	Parent
Mike German	Teacher
Lynn Schuster	Teacher
Sherri Winsett	Teacher
Chris Chaback	Parent
Kristy Newland	Parent
Danielle Riddle	Education Support Employee
Michelle Reynolds	Parent
Michelle Eberhardt	Parent
Calli Pickens	Education Support Employee
Joe Burgess	Principal
Sabah Bissainthe	Business/Community
Ernso Louissaint	Student
Jennifer Powell	Teacher
Sherry Thacker	Parent
Lynda Thabes	Parent
Jennifer Portero	Parent
Shouping Hu	Parent
Sabrina Holloman	Parent
Janis Edwards	Parent
Monica Corbett	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

At Chiles, we present a draft of the School Improvement Plan to the SAC Committee. Parents have also had a chance to provide input and feedback at a public forum before our Open House in September. Any additions or changes are made before the plan is submitted.

b. Development of this school improvement plan

The draft of our school improvement plan was presented at a public forum before our Open House on Monday, September 18, 2017. In addition, input was given by our School Advisory Council on August 29, 2017, and September 26, 2017. At Chiles, we present the draft of the School Improvement Plan and take input from faculty, staff, and parents. Department Heads from the school offer input on the document especially developing the goals for the school year based on the data from last year. SITE as well as Department Heads have input on the preparation of the school's annual budget and plan.

c. Preparation of the school's annual budget and plan

The preparation of the school's annual budget and plan is a lengthy process. Administration takes the staffing plan given to the school for the upcoming school year and compares it to our needs according to our numbers of students requesting courses and teacher units. From that, our course tallies are modified from March of the previous school year until July when the master schedule is made according to new students, test scores, and withdrawals.

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

BEGINNING BALANCE: \$ 5910.18

Learning Communities \$ 4910.18
(training, resources, subs)

Non-instructional staff \$ 1000.00
(training, resources)

Student incentives \$0.00

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

No

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

N/A

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
Pickens, Calli	Assistant Principal
Brumage, Kim	Dean
Swope, John	Assistant Principal
Lightfoot, Jeff	Assistant Principal
Buchanan, Buck	Instructional Technology
Ingram, Melissa	Instructional Media

b. Duties

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

The major initiatives of the LLT are teaching reading through the content areas and increasing rigor within the classroom. Our goal is to improve student achievement. This group of professionals is

comprised of leaders in literacy. This team includes a literacy leader from each grade level, a reading coach, a representative from ESOL, media specialists, a representative from ESE, and administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets monthly, (more if necessary) to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

In addition, The Literacy Leadership Team (LLT) meets for Professional Learning Community Meetings throughout the year school year. The meetings take place during common planning times. The groups meet to provide time for professional sharing and exploration. The intent of the meeting is to use reading strategies within each subject area to increase students' achievement. The goal of the group is to have a place where teachers can discuss their strengths, weaknesses, questions and concerns regarding specific instructional strategies. After teaching a lesson using reading strategies, lessons are shared with the group and discussed

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.

One venue for encouraging positive working relationships with teachers is participation in Departmental Meetings. The master schedule has been designed to provide consistent time after school for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Teachers also meet in Professional Learning Communities by department to develop lessons which are supported by LCS pacing guides and LeonLeads.

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

At Chiles, we recruit highly qualified, certified, effective teachers at Chiles by reviewing correspondence provided to our school through our personnel office. We also receive many resumes by email daily. A file is kept by the Assistant Principal for Curriculum for reference through out the year. When we know we may have an opening we contact prospective teachers in a timely manner. In addition, we accept college students from Florida State University, Florida A&M, and Flagler University to intern or observe on our campus. Our mutual relationship with the local univesities allows us to hire the highest caliber of teachers available. At Chiles, we utilize the District's Human Resource Department to provide advice on all hiring and placement procedures.

We also participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants. The recruitment of highly qualified instructional personnel is made by means of strategic internet recruitment, office interviews, and recruitment events. In addition, we monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time. At Chiles, we establish and maintain relationships with colleges and officials in the field of education to promote the District. Resumes and letters of recommendation are filed and consulted each time a job is advertised for hire.

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

At Chiles, we pair new teachers with their mentors according to subject area. The Assistant Principal for Curriculum contacts the appropriate department head and coordinates the mentor with a teacher who has been trained. In many cases, the department head is the mentor. In addition, we have a PALS program in which new teachers to our school are paired with an experienced teacher. The group has lunch together with administration the first week of school and receives a welcome to Chiles gift. The mentor and the new teacher also participate in other activities throughout the school year. All first year teachers are participating in the Beginning Teacher Program (BTP). The BTP is Leon County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

The BTP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. The BTP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. At Chiles, we pair mentors with beginning teachers within departments. Observations and meetings take place throughout the school year. Additional professional development activities are scheduled and attended as needed.

We also have a PALS program that includes not just beginning teachers, but all teachers who are new to the school. The "new" teachers are paired with a pal who from the first week of school is available for advice and guidance throughout the school year. Activities include lunch the first week and other planned events during and after the school day.

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.

Chiles uses the instructional programs and materials that are adopted and supported by the District. Chiles teachers attend a myriad of trainings offered by our district supporting our curriculums in all areas. During the summer teachers within ELA, Science, Social Studies, and Math were part of the development of new or involved in the reviewing of district assessments which are aligned with the Florida standards. For supplemental programs, we also encourage teachers to attend other offerings both in state and out of state as offered. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards through our Professional Learning Communities (PLCs) This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the 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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and our students? The team meets monthly or as needed to engage in the following activities: Review universal screening and link to instructional decisions: review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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: Extended School Day

Minutes added to school year: 9,000

Our school added additional classes as an Afterschool Academy for students interested or in need of additional credits. We are offering academic classes, a Unified class and a number of electives.

Strategy Rationale

There are students who fail classes and need additional credits to ensure they are on track for graduation. Others need remediation in reading to pass the FSA/ELA.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pickens, Calli, pickensc@leonschools.net

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

Semester grades will be reviewed to show who received credit for the first semester. In addition, test data will show what students have achieved a passing score on FSA/ELA.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive

discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.

Guidance Counselors review charts tracking graduation requirements and Bright Futures requirements and intervene when necessary. Chiles offers classes through our adult education school for credit recovery for students who may need remediation. Our district also offers virtual school classes for students. The promotion of increased student participation and performance in Advanced Placement® (AP) coursework. The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for postsecondary success. The use of the HMH Collections® curriculum to increase rigor in English Language Arts classes in middle and high schools. Guidance Services works with schools to inform and support students and parents in graduation and college readiness goals. Grant assistance to seek out and obtain funding for many of these programs and initiatives.

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

Chiles High School encourages students to take Advanced Placement, Honors, and Dual Enrollment classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding his or her postsecondary plans. We offer classes in the area of information technology, criminal justice, web design, communications technology, television production, and food service. Adobe certification is available for communications technology students. We are working to add additional industry certifications in this area.

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

Chiles offers Math for College Readiness and English for College Readiness to prepare students for postsecondary levels. In addition, we offer both Dual Enrollment classes for both English and Math departments. Advanced Placement classes are offered as well. Through senior English classes, resumes are written by students to prepare for applications to secondary institutions. Chiles High School encourages students to take Advanced Placement, Honors and Dual Enrollment classes by encouraging increased teacher discussion on these courses and having each student speak with a guidance counselor regarding his or her postsecondary plans. Our school offers career and technical education programs that can lead to Bright Futures Scholarships. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling through our guidance counselors in order to select the appropriate program as well as the correct course sequence to take.

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.

Our school offers a school based team review and provide assistance to specific students as needed. College readiness workshops for students including resume writing workshops are conducted. Counselors conduct classroom guidance and individual counseling sessions with students on a regular basis. Meetings are held with parents (Parent Nights) during the school year to explain their

role in assisting students with being ready for college. There are also school based team reviews for students to provide assistance as needed. There are afterschool college readiness workshops and classes offered from outside businesses. Meetings are held with parents to explain their role in assisting students with being ready for college.

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** As we use a more complex state measure of history, our school goal is to have at least 75% of our students proficient in this area on the 2018 US History End of Course Exam (EOC) scores.
- G2.** As we use a more complex state measure of math, our school goal is to have at least 52% of our students proficient in this area on the 2018 Algebra I End of Course Exam (EOC) scores.
- G3.** As we use a more complex state measure of English/Language Arts, our school goal is to have at least 67% of our student proficient in this area on the 2018 Florida Standards Assessment (FSA).
- G4.** As we use a more complex state measure of science, our school goal is to have at least 72% of our students proficient in this area on the 2018 Biology I End of Course Exam (EOC) scores.

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. As we use a more complex state measure of history, our school goal is to have at least 75% of our students proficient in this area on the 2018 US History End of Course Exam (EOC) scores. 1a

G096138

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Some students may not be motivated. No previous data on American History Assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Offer progress monitoring opportunities to students to determine progress.

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Data

Person Responsible

Calli Pickens

Schedule

On 6/1/2018

Evidence of Completion

Baseline assessment data will be compared with Mid-term assessments to ensure growth of student content.

G2. As we use a more complex state measure of math, our school goal is to have at least 52% of our students proficient in this area on the 2018 Algebra I End of Course Exam (EOC) scores. **1a**

 G096139

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	52.0

Targeted Barriers to Achieving the Goal **3**

- Students at times choose not to access programs for additional help.
- Students may not take advantage of the tutoring offered after school in the IRC.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Use of technology (Algebra Nation, other web sites, software) to improve instruction.
- Tutoring by Mu Alpha Theta and other students on a one-to-one basis and afterschool in the IRC.

Plan to Monitor Progress Toward G2. **8**

listservs, newsletters, and the school website.

Person Responsible

Calli Pickens

Schedule

Weekly, from 8/7/2017 to 6/8/2018

Evidence of Completion

newsletters, listservs, and the links on the school website will be viewed to be sure the goal is accomplished.

G3. As we use a more complex state measure of English/Language Arts, our school goal is to have at least 67% of our student proficient in this area on the 2018 Florida Standards Assessment (FSA). 1a

G096140

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	67.0

Targeted Barriers to Achieving the Goal 3

- We have a number of students who are in honors classes and are level 2 or 3 readers. These students are historically difficult to progress to the next level in reading.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Students will be enrolled in Intensive Reading Classes to be sure their reading needs are being addressed students will also have English teachers who are trained in using effective reading strategies.
- Teachers are involved in professional development activities that support the area of reading.

Plan to Monitor Progress Toward G3. 8

Grades

Person Responsible

Calli Pickens

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher grade books.

G4. As we use a more complex state measure of science, our school goal is to have at least 72% of our students proficient in this area on the 2018 Biology I End of Course Exam (EOC) scores. **1a**

G096141

Targets Supported **1b**

Indicator	Annual Target
Bio I EOC Pass	72.0

Targeted Barriers to Achieving the Goal **3**

- Students who may not be motivated.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Teachers collaborating and attending trainings on teaching the standards.

Plan to Monitor Progress Toward G4. **8**

PLC meeting logs, gradebooks, and leave forms

Person Responsible

Jeff Lightfoot

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC logs, grade books, and leave forms.

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

G2. As we use a more complex state measure of math, our school goal is to have at least 52% of our students proficient in this area on the 2018 Algebra I End of Course Exam (EOC) scores. **1**

 G096139

G2.B1 Students at times choose not to access programs for additional help. **2**

 B258788

G2.B1.S1 Share the technology opportunities with parents through a variety of ways. **4**

 S274006

Strategy Rationale

Send out information to all parents in listservs, newsletters, and links on the school website.

Action Step 1 **5**

Share access to technology support with parents and students.

Person Responsible

Gaye Allum

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evident in lesson plans, listservs, and newsletters.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Check in at Department Meetings on progress and new uses of technology that students may access.

Person Responsible

Jeff Lightfoot

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Discussions and published newsletters, listservs will show the technology being offered as a resource.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Meet with other administrators to discuss departments and their implementation of using the technology available.

Person Responsible

Calli Pickens

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

At Friday administrative meetings we will monitor the newsletter and listservs to be sure parents are informed.

G3. As we use a more complex state measure of English/Language Arts, our school goal is to have at least 67% of our student proficient in this area on the 2018 Florida Standards Assessment (FSA). 1

G096140

G3.B1 We have a number of students who are in honors classes and are level 2 or 3 readers. These students are historically difficult to progress to the next level in reading. 2

B258790

G3.B1.S1 English teachers at both the 9th and 10th grade level will work closely with students with improvement needed in reading on strategies. 4

S274008

Strategy Rationale

Using our ELA book series teachers will teach the standards needed to students.

Action Step 1 5

Professional development for teachers

Person Responsible

Calli Pickens

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Leave slips from teachers, evidence in lesson plans,

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom observations.

Person Responsible

Calli Pickens

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Leon Leads results.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Lesson Plans.

Person Responsible

Calli Pickens

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson Plan books and Leon Leads results.

G4. As we use a more complex state measure of science, our school goal is to have at least 72% of our students proficient in this area on the 2018 Biology I End of Course Exam (EOC) scores. 1

G096141

G4.B1 Students who may not be motivated. 2

B258792

G4.B1.S1 Offer numerous opportunities for students to be successful in classroom and testing situations by re-teaching and assessing their skill level. 4

S274009

Strategy Rationale

Students will be more familiar with the material that is tested.

Action Step 1 5

Teachers will attend trainings and workshops on the standards and collaborate in PLC meetings.

Person Responsible

Bonni Warren

Schedule

Monthly, from 8/7/2017 to 6/29/2018

Evidence of Completion

leave slips, PLC logs, etc

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

requests for TDY, leave slips, PLC logs, lesson plans, grade books

Person Responsible

Calli Pickens

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

leave slips, PLC logs, lesson plans and grade books will be checked periodically.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Progress Monitoring Assessments

Person Responsible

Bonni Warren

Schedule

On 6/1/2018

Evidence of Completion

Student scores

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					
G3.B1.S1.MA1 M394993	Classroom observations.	Pickens, Calli	8/14/2017	Leon Leads results.	5/25/2018 biweekly
G3.B1.S1.MA1 M394992	Lesson Plans.	Pickens, Calli	8/14/2017	Lesson Plan books and Leon Leads results.	5/31/2018 monthly
G3.MA1 M394994	Grades	Pickens, Calli	8/14/2017	Teacher grade books.	6/1/2018 weekly
G4.MA1 M394997	PLC meeting logs, gradebooks, and leave forms	Lightfoot, Jeff	8/14/2017	PLC logs, grade books, and leave forms.	6/1/2018 biweekly
G2.B1.S1.MA1 M394989	Meet with other administrators to discuss departments and their implementation of using the...	Pickens, Calli	8/14/2017	At Friday administrative meetings we will monitor the newsletter and listservs to be sure parents are informed.	6/1/2018 weekly
G2.B1.S1.MA1 M394990	Check in at Department Meetings on progress and new uses of technology that students may access.	Lightfoot, Jeff	8/14/2017	Discussions and published newsletters, listservs will show the technology being offered as a resource.	6/1/2018 monthly
G2.B1.S1.A1 A367844	Share access to technology support with parents and students.	Allum, Gaye	8/14/2017	Evident in lesson plans, listservs, and newsletters.	6/1/2018 weekly
G3.B1.S1.A1 A367845	Professional development for teachers	Pickens, Calli	8/14/2017	Leave slips from teachers, evidence in lesson plans,	6/1/2018 monthly
G4.B1.S1.MA1 M394995	Progress Monitoring Assessments	Warren, Bonni	8/14/2017	Student scores	6/1/2018 one-time
G4.B1.S1.MA1 M394996	requests for TDY, leave slips, PLC logs, lesson plans, grade books	Pickens, Calli	8/14/2017	leave slips, PLC logs, lesson plans and grade books will be checked periodically.	6/1/2018 weekly
G2.MA1 M394991	listservs, newsletters, and the school website.	Pickens, Calli	8/7/2017	newsletters, listservs, and the links on the school website will be viewed to be sure the goal is accomplished.	6/8/2018 weekly
G4.B1.S1.A1 A367846	Teachers will attend trainings and workshops on the standards and collaborate in PLC meetings.	Warren, Bonni	8/7/2017	leave slips, PLC logs, etc	6/29/2018 monthly

V. Professional Development Opportunities

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

G3. As we use a more complex state measure of English/Language Arts, our school goal is to have at least 67% of our student proficient in this area on the 2018 Florida Standards Assessment (FSA).

G3.B1 We have a number of students who are in honors classes and are level 2 or 3 readers. These students are historically difficult to progress to the next level in reading.

G3.B1.S1 English teachers at both the 9th and 10th grade level will work closely with students with improvement needed in reading on strategies.

PD Opportunity 1

Professional development for teachers

Facilitator

District trainings on reading and using the text series.

Participants

9th, 10th, and 11th grade teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G4. As we use a more complex state measure of science, our school goal is to have at least 72% of our students proficient in this area on the 2018 Biology I End of Course Exam (EOC) scores.

G4.B1 Students who may not be motivated.

G4.B1.S1 Offer numerous opportunities for students to be successful in classroom and testing situations by re-teaching and assessing their skill level.

PD Opportunity 1

Teachers will attend trainings and workshops on the standards and collaborate in PLC meetings.

Facilitator

District offerings and PLC meetings

Participants

Science department

Schedule

Monthly, from 8/7/2017 to 6/29/2018

VI. Technical Assistance Items

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

VII. Budget

1	G2.B1.S1.A1	Share access to technology support with parents and students.				\$0.00
2	G3.B1.S1.A1	Professional development for teachers				\$5,910.18
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	730-Dues and Fees	1141 - Lawton Chiles High School	Other		\$4,910.18
			<i>Notes: Notes</i>			
	7000	730-Dues and Fees	1141 - Lawton Chiles High School	Other		\$1,000.00
			<i>Notes: Notes Support Personnel will be asked to attend specific trainings to assist teachers and administration</i>			
3	G4.B1.S1.A1	Teachers will attend trainings and workshops on the standards and collaborate in PLC meetings.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1141 - Lawton Chiles High School	Other		\$1,000.00
			<i>Notes: Notes Incentives will be purchased to reward students for their efforts and accomplishments</i>			
Total:						\$6,910.18