

Miami-Dade County Public Schools

# Chambers High School



2017-18 Schoolwide Improvement Plan

# Chambers High School

698 N HOMESTEAD BLVD, Homestead, FL 33030

[www.chambershigh.com](http://www.chambershigh.com)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p><b>2016-17 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">30%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>

## School Grades History

<b>Year</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2009-10</b>
<b>Grade</b>			

## School Board Approval

This plan is pending approval by the Dade 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	26
<b>Appendix 1: Implementation Timeline</b>	<b>49</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>52</b>
Professional Development Opportunities	52
Technical Assistance Items	59
<b>Appendix 3: Budget to Support Goals</b>	<b>59</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Chambers High School

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

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our Mission at Chambers High School is to provide students with an innovative, non-traditional, technology-based learning environment in order to motivate our learners to fulfill their potential, both academically and socially. We are committed to educating our students through individualized instruction that is tailored to meet each student's needs. The goal of Chambers High School is to not only MOTIVATE, EDUCATE, and GRADUATE our students, but also to CULTIVATE life-long learners.

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

"To provide the groundwork for continued success for a lifetime of achievement..."

Chambers High School offers students, who are challenged by the traditional approach to learning, the opportunity to earn a state-recognized high school diploma. We recognize that the students we serve require a solid high school education, job preparedness, and readiness for continuing education.

#### 2. School Environment

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

Chambers High School is committed to the importance of recognizing the significance of diversity in every entity. Staff members study the different cultures of students and staff during the designated months throughout the school year. The school assembles regularly to disaggregate data in order to identify the strengths and weaknesses in specific content areas in order to drive the instruction of the diverse learners served in the school. All staff members attend in-house professional development workshops related to diversity and cultural competence. Teachers incorporate standards-based instructional objectives which study the different cultures of students and staff, during the designated months throughout the school year. Teachers and students build relationships through activities that promote and celebrate Hispanic Heritage, African American History, and Women's History to name a few. The school addresses significant days that are relevant in the Haitian community and other cultures within the building. Relationships are also fostered by way of a mentoring program that begins upon enrollment to the program. Students are assigned to a mentor within 30 days of enrollment to the program. The mentor guides the students through the educational program and build rapport with the students. This gives both the staff member and student the ability to learn about one another's cultures, interests, and goals. This creates a bond and level of respect which develops a healthy academic and working relationship.

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

School leaders, teachers, and support staff at the school maintain an open door policy that allows stakeholders the opportunity to address and convey any concerns; thus creating a school environment that fosters and upholds the rights and safety of every visitor, student, and employee. It is paramount to the administration that every person that enters the building is treated with the utmost respect and decorum. Every staff member shows the student that they care by keeping the students' best interest in mind with each decision that is made in the classrooms and school. Through the

relationships built with the students within the mentoring program, students build trust with the staff. The school has safety measures in place at student check in, through out the school day, and dismissal to promote a safe learning environment. Staff members are visibly patrolling student traffic areas outside of the school. In addition to members of staff taking an active roll during these times, there is an off duty City of Homestead police officer on campus everyday to assist the school with mentoring and safety should the need arise. The visible presence of staff members and officers shows the students that their safety is a high priority within the school. It also allows staff to build relationships with local community business owners.

**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.**

Chambers High School utilizes Positive Behavior Rewards (PBR) as a behavioral system to enhance the school culture and decrease negative behavior/discipline referrals by providing students with positive behavior reward opportunities. Students who demonstrate the required behaviors for participation that are predetermined by the Positive Behavior Support Program are eligible for the weekly reward. Students who do not earn the predetermined criteria are ineligible for the reward and are engaged in routine educational activities. The goal over time is to decrease the incidents of negative behavior and increase the positive behavior in each classroom and school wide. The school's referral process is aligned to the District's Student Code of Conduct. Chambers has a 5 level discipline action chart, which is utilized by the school administration during the decision making process. Clear behavioral expectations are outlined and discussed with students during the orientation process. These expectations are reviewed daily in the classrooms thereafter. School staff have participated in professional development courses on classroom management, which include disciplinary actions and strategies on how to be fair and consistent in the classroom and across the school.

**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.**

It is the philosophy of the school to create a positive learning environment in order to encourage the social and emotional well-being of the students the school serves. The unique student body led school leaders to incorporate a mentoring program that has ensured focused tracking and monitoring of students' academic and social needs. Students and mentors are required to meet at minimum once a week. In the weekly mentoring sessions, students and mentors address multiple situations that may interrupt academic progress. Students are referred to support service providers, or a qualified professional depending on the situation. Chambers also contracts with a certified school psychologist to provide counseling services to any student in need at the school. The schools' Academic Advisor works with teachers to identify and request services in order to meet the needs of students. The school has enjoyed tremendous success in reaching students, and ensuring that their needs are being met.

### 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.**

Chambers High School is highly involved with all students and parents at the school to ensure success. The dominant early warning indicators at Chambers are student attendance below 90 percent, one or more suspensions, course failure in English Language Arts, and receiving a score of a Level 1 on statewide, standardized assessments in English Language Arts or mathematics.



Attendance below 90 percent is an early warning indicator because is quantitative data that shows how much and often a student is missing vital instructional time. This issue exists in all grade levels 9 - 12. Receiving one or more suspensions is also an early warning indicator because students miss quality instruction when they are not in class. Course failure in English Language Arts or Math is an early warning indicator because those students are working below grade level in one or more of the core subjects. Scoring a Level 1 on a statewide, standardized assessment in English Language Arts or Mathematics is another early warning indicator because those students are performing at grade level. By not passing the mandated assessments which are graduation requirements, the student can not earn a high school diploma.

The school utilizes the state mandated RtI process to provide both academic and behavior interventions to develop the success of students. Chambers also works with community partners to develop programs at the school and throughout the community to increase student involvement and success (i.e. community mentors, U.S. Armed forces). The school always takes a proactive approach to all student academic and behavior situations to ensure effective management of all problems that may arise.

**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	17	41	69	130	257
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	0	1	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	10	12	20	32	74
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	159	43	55	68	325

**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	0	93	49	72	115	329

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

A variety of intervention strategies are used to improve the academic performance of students identified by the early warning system. The school tracks all students for success utilizing the following methods:

**Attendance:** Chambers utilizes ParentLink to contact parent or guardians utilizing a message system any time a student is absent from school each day. The school also uses its student information system (SIS), Maestro, to track student attendance on a 3, 5, & 10 day period. At the students 3rd day of being absent in a row, the school schedules a home visit. Attendance phone calls are also made by a staff member every day to absent students from that day and students that have multiple absences. Students who miss 5 days in a 15 day period are placed on an attendance contract.

**Suspensions:** Chambers attempts to avoid any suspensions of students due to their previous academic history and the priority for students to be in attendance everyday. Chambers utilizes a Positive Behavior Support Plan to encourage positive behaviors while decreasing negative behaviors.



The school provides mentoring support on a daily basis for any student that is having a behavior issue. Utilizing this approach allows the student to be removed from his/her immediate environment to discuss the situation before it escalates to a suspension. Chambers also utilizes a behavior contract to help refocus students on their academics and discourage the negative behavior. Students who are suspended still have access to their core course work as to not fall behind. There is a mandatory parent meeting, which involves the student, parent, classroom teacher, and school administration in order for the student to return to class.

Course Failure (ELA/Math): Students that have previously failed an ELA or Mathematics course are mentored by their subject area teacher. They are also required to participate in the school's Direct Instruction (DI) program for intensive skill-building instruction. The Chambers model affords certified ELA and Mathematics teachers to work one-on-one (in most cases) or in small groups with students that have previously failed these courses. The administration, classroom teachers, and mentors monitor each individual student's academic progress in all coursework to ensure the student is successful.

Level 1 Score: All students whose current ELA or Mathematics score on the state-mandated assessments is a Level 1 must attend a daily Direct Instruction (DI) class to increase their fundamental skills within that particular subject area. Each student's individual score report will determine their DI schedule. Ongoing assessments to monitor student progress are administered on a regular basis, and adjustments to the DI schedule and instruction are made, as needed.

## 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**

At Chambers High School, school leaders and staff seek multiple avenues to increase parental involvement in school-based activities and programs. Administration, instructional and support staff members maintain open lines of communication through several methods: E-mail, Telephone, and Home Visits. Once students are enrolled in the school, parents are provided with a user name and password to gain access to monitor their child's grade information and academic progress. In addition, the school's open door policy provides the necessary flexibility which allows parents the opportunity to visit with school personnel at their convenience. Public announcements of governing board and SAC meetings are posted at the school site as well as on the District and school webpages. The meetings are open to the public. Flyers and notices to notify parents of additional school events and functions are sent home as well. The school also conducts an annual meeting with local community schools. Parents are included in this meeting which allows them the opportunity to tour the school and garnish more information about how we educate students. They are also provided with information regarding community support services and the resources available to the students.

**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.**

Chambers High South Miami is an active member of the City of Homestead Chamber of Commerce. The school participates in events sponsored by the Chamber’s Educational Committee and is planning on hosting an event this school year. The administration also visits local establishments on a weekly basis to inquire about participation in college and career fairs, employment opportunities, and a discovery day for students. The school also conducts an annual meeting with local community schools which allows them the opportunity to tour the school and learn more information about how the school educates students. The school forms partnerships with organizations for community support services and resources to offer to the students to increase community knowledge of the school and how we service the academic needs of the community.

**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
Walke, Daniel	Principal
Gilde, Troy	Dean
Phillips, Marcella	School Counselor
West, Jacqueline	Teacher, ESE
Contreras, Julio	Dean
Bishop, Katalin	Teacher, K-12
Harrah, Janet	Teacher, K-12
Sparling, Loreнна	Teacher, K-12
Holbrook, John	Other
Cooper, Cynthia	Teacher, K-12

**b. Duties**

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

Daniel Walke, Principal, Troy Gilde, AP, and Julio Contreras, Dean, are responsible for managing the overall operations of the school. They practice shared decision-making during the MTSS process and development of the school's annual School Improvement Plan (SIP).

The Lead Teachers (Veronica Astete, Janet Harrah, Loreнна Sparling, and Katalin Bishop) are responsible for the management of their classroom's data analysis process. They disaggregate data for their team in order to drive instruction, identify students who require additional academic support, and provide students and parents with academic information.

The Special Needs team (Jacqueline West - ESE, Cynthia Cooper - ESOL) is responsible for tracking all ESE and ESOL students in order to identify academic concerns, update IEP and LEP documents, ensure services are being provided, manage data, and disaggregate the data for entire school team.

The Academic Advisor (Marcella Phillips) is responsible for tracking all student progression plans and reporting data to the team.

The MTSS/Rtl Leadership Team works with the administration, EESAC and Governing Board to develop and implement the goals of the SIP through the implementation of instructional strategies designed to positively impact student achievement. The MTSS/Rtl team uses the Continuous Improvement Model (CIM) to identify best practices and interventions for addressing the academic deficiencies of students. Although certain intervention strategies have been identified in the SIP plan for addressing these deficiencies, the MTSS/Rtl process is a continuously changing process, which will evolve as the Leadership Team identifies the needs of students. The correlation between the MTSS/Rtl process and the SIP plan is brought together through the identification of students needing different levels of intervention, as identified through FAIRFS, Reading Plus benchmark assessment data, Study Island Algebra 1 diagnostic assessment, FCAT retakes, FSA ELA & Mathematics, EOC's, and SAT/ ACT data. The MTSS/Rtl Leadership Team, the School Advisory Council (SAC), and the Principal will meet to develop the SIP. The MTSS/Rtl Leadership Team will provide data on: Tier 1, 2 and 3 targets; academic and social/emotional areas that needed to be addressed. The MTSS/Rtl Leadership Team also set clear expectations for instruction.

***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 Leadership Team at Chambers High School uses a Collaborative Problem-Solving process to determine how to apply resources for the highest impact. In order to meet the academic needs of all students, Chambers provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after school programs, Saturday Academy or summer school). District and school personnel coordinate with Title II and Title III in ensuring staff development needs are met. Support services are provided to students. Instructional Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

The Assistant Principal provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing MTSS/Rtl; conducts assessment of MTSS/Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS/Rtl implementation; and communicates with parents regarding school-based MTSS/Rtl plans and activities. Reading Teacher: 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 needs, 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, data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. The school-based MTSS/Rtl team will meet twice a month to discuss and focus on student data that has been collected from the school's SIS, enrollment assessments and academic assessments, all of which are available in real time, in the moment. With data available, the team will determine which students are at or above meeting the benchmarks and those who are below or at-risk of not meeting the benchmarks. Determination of professional development, decision making and

implementation of best practices and new skills will also result from the work of the MTSS/Rtl school-based team. The MTSS/Rtl Leadership Team will work with the administration, EESAC and Governance Board to develop and implement the School Improvement Plan (SIP) in the development of instructional strategies designed to improve student achievement in reading, mathematics, science, social studies and writing. The school will work with other schools to identify student's past performance and academic deficiencies by meeting with them through MTSS/Rtl meetings, held monthly. Communication will also take place through telephone interview with the home school of the students.

#### Title I part A:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHERS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I part C - Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I part D:

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II:

The District uses supplemental funds for improving basic education as follows: • training to certify qualified mentors for the New Teacher (MINT) Program • training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III:

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide: • tutorial programs (K-12) • parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy) • professional development on best practices for ESOL and content area teachers • coaching and mentoring for ESOL and content area teachers(K-12) • reading and supplementary instructional materials(K-12) • cultural supplementary instructional materials (K-12) • purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process) • Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. • The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. • Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. • The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. • Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. • Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. • The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. • Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

## 2. School Advisory Council (SAC)

### a. Membership

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



Name	Stakeholder Group
Daniel Walke	Principal
Troy Gilde	Teacher
Wanda Gilde	Education Support Employee
Kenyatta Franklin	Education Support Employee
	Student
Recarder Marlowe	Teacher
Cynthia Cooper	Teacher
Grisel Castellanos	Teacher
Mercedes Tanus	Teacher
Alberto Gamarra	Business/Community
Lorena Sparling	Teacher
Marvin Pitts	Business/Community

## 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

SAC's involvement with the 2017-2018 SIP included a review of the plan and a midyear reflection to determine progress towards meeting the stated goals and objectives. The SAC discussed areas of need based on new testing data released from the previous school year. Focus priorities included strategies to meet the target AMO goals for reading and math for all students, development of CTE courses offered at Chambers, and ways to increase parental involvement.

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

SAC reviewed the previous year's SIP plan to determine areas of focus for the 2016-2017 school year. Testing data including Interim assessments from the District, FAIRFS, Reading Plus benchmarks, EOC's, FSA ELA & Mathematics, FCAT results, and AMO data were reviewed by SAC team members to develop a focus strategy on core academic goals. The individuals who are part of the SAC team are the same individuals who provided input in the development of the School Improvement Plan. The only exceptions are the parents and members of the neighboring business community that would have input prior to final submission.

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

The school's annual budget and plan is prepared by the school's CFO. The budget and plan are reviewed and approved by the Governing Board.

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

Through the state of Florida, Chambers High School received five dollars per student which equals to about \$2,500 in this fund. Of these funds, \$1,200 is allocated towards Parentlink, an information system that informs parents of school happenings and attendance. The other \$1,300 is allocated to the Positive Behavior Rewards system that Chambers has initiated in the school to increase academic success and decrease behavior issues throughout the school.

**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
Walke, Daniel	Principal
Gilde, Troy	Dean
Phillips, Marcella	School Counselor
Holbrook, John	Instructional Technology
West, Jacqueline	Teacher, ESE
Cooper, Cynthia	Teacher, K-12
Bailey, Kyle	Teacher, K-12

**b. Duties**

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

The Literacy Leadership Team will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team will be to develop a plan to increase readership of non-fiction and complex text. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis from FAIR and Reading Plus benchmark assessments. One major goal of the LLT will be to improve students individual learning gains in reading and develop lifelong literacy skills through Mentoring (Literacy in Mentoring) and the implementation of the District's Comprehensive Research-Based Reading Plan (CRRP). The Leadership Team will monitor the fidelity of the delivery of instruction and intervention and will provide levels of support and interventions to students based on data from the Online Assessment. The LLT will help develop small group direct instruction for intensive reading instruction with a focus on foundation skill building, novel studies, as well as various passages covering different genres. The LLT will also promote the use of supplemental programs including Reading Plus and Study Island. In addition, PLC meetings will be scheduled to allow time for school administrators and Instructional Coaches to deconstruct the Language Arts Florida Standards (LAFS) and create rigorous literacy instruction.

**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.**

Chambers teachers work in groups based on classroom assignments. These groups are managed by a Lead Teacher, who works with each teacher independently and as a group to increase collaborative planning and instruction for each specific mastery classroom. The school also holds weekly faculty meetings to discuss the direction of the school as well as positive movement and obstacles in order to



develop a school wide solution. All staff members have a voice in the school and are encouraged to provide constructive feedback as well as ideas for school/classroom improvements.

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

Chambers High School utilizes multiple national websites to promote teaching opportunities at the school. The school offers competitive salaries as well as a challenging and rewarding work/educational environment. Chambers' EMO and the School Principal are responsible for the hiring and selection process of effective highly qualified certified in field personnel. Each Chambers staff member completes a growth plan (Approved - Marzano's iObservation) each school year. To help increase growth in the staff, Chambers employees utilize District training sessions as well as EMO and school based training and professional development.

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

The school's mentoring program is designed to increase the knowledge, abilities, and confidence of first year teachers. The rationale supporting this plan is to pair experienced content area teachers with new teachers to develop them into highly qualified teachers. Planned mentoring activities include classroom management for at risk students, writing effective lesson plans, and develops/implements process to move mentee towards professional educator certification.

# **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.**

Chambers utilizes APEX as its core instructional program whose courses are aligned to Florida State Standards. Prior to offering any courses, APEX Learning, the digital curriculum provider, provides extensive data that details the correlation between Florida Standards and their course offerings. School leaders at Chambers cross reference the information to determine whether the courses meet the FLDOE criteria. Chambers also ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC meeting times. During these meetings the School Leadership Team representative and teachers begin with specific standards to develop a cohesive, rigorous study of the materials. In addition, instructional teams use district-based test-item specification outlines. Based on these meeting discussions, the teams determine that the instructional programs, materials, and formative/summative assessments are aligned to the Florida 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 school based leadership team and LLT review all data for the school and create a data chart depicting the current levels of all students in order to drive differentiated instruction in the direct instruction program and the mastery classroom. In the direct instruction classrooms, instruction is modified through the use of small group instruction, SMART board technology, hands on learning, mandatory classroom participation in skill building exercises, and supplemental programs including,

but not limited to: Reading Plus and Study Island. In the mastery classrooms, instruction is modified through the use of small group instruction, varied leveled texts, online resources, and supplemental programs including, but not limited to: Reading Plus and Study Island.

**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:** 54,000

The school maintains an open door policy that allows students the flexibility to come to extra sessions on a daily basis, which would allow a student to complete twice as many hours (1800 hours) compared to the required hours (900) set by the state for secondary students in a school year. During said times students participate in ACT Prep, FCAT Reading Prep, EOC Prep, PERT, extra core academic support, and supplement program usage.

**Strategy Rationale**

The strategy rationale affords each student in the school the ability to obtain additional academic support in core subject area every day of the academic school calendar.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gilde, Troy, tgilde@mavericksineducation.com

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

Data is collected by testing chairperson through Pearson, FLDOE, IBTP, APEX, & Maestro (Chambers SIS). It is analyzed based on areas of weakness on benchmarks. Students are encouraged to attend the extra sessions. Staff members review passing rates and analyze learning gains to determine effectiveness of program. Adjustments to the instructional program are made as necessary upon review of the data.

**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.**

Incoming: Chambers provides an orientation process for all new students enrolling in the school regardless of their transition grade level. This is done to acclimate the student to the school environment, staff, and academic programs. Baseline testing is completed in reading and mathematics to ensure correct placement for Direct Instruction.

Outgoing: Chambers ensures that all student grades and testing data is accurate in DSIS, contacts receiving school, and provides official and unofficial transcripts to each student or requesting school.

## **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.**

All students who attend Chambers High School develop a Post-Secondary Readiness Plan which prepares students for life after high school graduation with the focus on the Three E's: Employment, Enlistment, or Enrollment. The plan includes the necessary actions students must complete if they plan to attend a two or four year college, enlists in the military, or seek employment. The students also meet with their assigned mentors on a monthly basis to discuss academic success, skill development, social emotional well-being and self-sufficiency skills. Business partners, community representatives, and local colleges visit the school to participate in college/career fairs and as guest speakers to support and inform students throughout the process.

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

All students are enrolled in Media and Financial Literacy courses to increase and develop life skills, which include the following: communication, time management, financial management, financial planning, and goal setting and tracking. Students who enroll in the school will work with the Academic Advisor and teacher/mentor to determine interest and aptitude for post-secondary plans. Students have the opportunity to work on health and business courses to increase knowledge in vocational areas. While some students will pursue vocational programs, others will seek employment or enroll in a two or four-year college. Career development is required of each student enrolled. Coursework is designed to prepare students to meet Florida State Standards and earn a high school diploma. The four areas of focus of the school include academic success, work study skills development, social/emotional well-being and self-sufficiency skills. Students who succeed in each of the four areas of focus will be better prepared for post-secondary plans.

Chambers also offers two CTE programs through APEX; Technology/Business & Health Sciences, which allows students to gain entry level knowledge in these respected career paths.

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

All students are encouraged to continue their education at a post secondary or vocational school. Besides the individualized education and plan offered at Chambers, the school invites local colleges and vocational schools to speak with students to gauge interest and provide feedback on how to increase interest in post-secondary institutions. The school hosts 2-3 college/career fairs per school year to bring the community educators to students. The Graduation Committee regularly meets with potential graduates to review student progress toward graduation. All students entering Chambers will receive a Graduation Plan with an expected graduation date. They will be issued a "Graduation Plan" which outlines all classes they have completed as well as gives them a picture of what they must complete within a timeline to graduate. Students will have the opportunity to participate in multiple College Fairs to determine educational and financial opportunities for pursuing post-secondary educational plans. In discussing necessary steps of process to become college ready, the counselor will discuss the importance of participating in PSAT, SAT and ACT testing as an entrance requirement of post-secondary education. Additional assistance with post-secondary planning include the development of tutoring for the college entrance exam (SAT/ACT Prep Class), determining qualifications for taking honors/dual enrollment courses, career training, assisting them with their college/career application, financial aid, college seminars, and calling colleges on their behalf. Chambers is currently offering two CTE programs (Technology/Business & Health Sciences) through APEX, which allows students to obtain certificates such as Microsoft certifications.

### **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.**

The biggest challenge faced by some students at the post-secondary level is a lack of proficiency in reading. To meet the needs of students reading below grade level, Chambers employs additional curriculum and strategies for students reading below grade level. Chambers High schedules all students who score a Level 1 or a Level 2 on the state reading exam into an additional hour of reading. Instruction in these classes is geared toward the use of differentiated instruction to meet the students learning needs in the five components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The reading intervention courses will utilize instruction in a blended approach that combines a teacher-directed classroom setting as well as a computer –assisted supplemental reading curriculum. Instructional strategies to address reading deficiencies on a daily basis will include the following:

- Whole-group explicit direct-instruction based on student assessment data
- Small-group differentiated instruction based on student assessment data
- Independent reading practice monitored by the teacher
- Utilization of and ongoing review of diagnostic assessments and measures
- Infusion of the Florida Standards into reading instruction
- Utilization of the research-based Reading Plus program

All students also use Reading Plus as a supplemental reading program and as a benchmark assessment three times per year to progress monitor their reading growth each school year.

## 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.** To increase student achievement by improving core instruction in all content areas.
- G2.** Chambers High School will increase student attendance and reduce the number of students with a high school GPA below 2.0, while providing an increased focus on student behavior.
- G3.** Chambers will increase the number of parents that take an active role in the academic and social progress of their students.

## 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. To increase student achievement by improving core instruction in all content areas. 1a**

G097045

**Targets Supported 1b**

Indicator	Annual Target
U.S. History EOC Pass	3.0
FSA ELA Achievement	3.0
Bio I EOC Pass	3.0
Algebra I EOC Pass Rate	3.0
Geometry EOC Pass Rate	3.0

**Targeted Barriers to Achieving the Goal 3**

- Chambers High School will focus on literacy & proficiency to increase the FSA ELA proficiency by 3% for first time and retake testers by focusing on the following reporting categories: key ideas and details, craft and structure, integration of knowledge and ideas, language and editing, and text-based writing by the end of the 2017-2018 school year.
- Chambers High School will focus on literacy & proficiency to increase the Algebra 1 FSA EOC proficiency by 3% for first time and retake testers by focusing on the following reporting categories: Algebra & Modeling, Functions & Modeling, & Statistics & the Numbering System by the end of the 2017-2018 school year.
- Chambers High School will focus on literacy & proficiency to increase the NGSSS US History EOC proficiency by 3% for first time and retake testers by focusing on the following reporting categories: Late Nineteenth and Early Twentieth Centuries (1860-1910), Global military, political, and economic challenges (1890-1940), and The United States and the Defense of the International Peace (1940-2010) by the end of the 2017-2018 school year.
- Chambers High School will focus on literacy & proficiency to increase the NGSSS Biology EOC proficiency by 3% for first time and retake testers by focusing on the following reporting categories: molecular and cellular biology, classification, heredity, and evolution; organisms, populations, and ecosystems by the end of the 2017-2018 school year.

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

- School based personnel
- Mentoring program
- Parental involvement
- Community relationships
- Supplemental instruction programs (Reading Plus, Math Nation, and APEX tutorials)
- School climate/culture

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

In order to monitor progress, the school will collect and review all district and state testing data available for students and base previous school year results against current school year results (when available) to determine growth, maintenance, or decline in literacy . Review course completions and APEX course work, progress reports, and report cards for students enrolled in Intensive courses (Reading & Math), Biology, and U.S. History. Review of student attendance records. Criteria to evaluate results would be based on subgroups of students and include the following rating scale used: Gain = 1% or more increase in proficiency, Maintenance = percentage of proficiency stays the same, Decline = decrease in percentage of proficiency. Positive results would indicate the goal is satisfactory and continue with all interventions, questionable results would indicate an issue with an intervention or strategy, and a poor result would indicate a needed change in the interventions, strategy, or barrier. The school will look at multiple measures including: test data (district & state), coursework and completions, and attendance to help determine progress.

**Person Responsible**

John Holbrook

**Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

sign in sheets, agendas, minutes, attendance records, coursework and completions, testing data, data chart



**G2.** Chambers High School will increase student attendance and reduce the number of students with a high school GPA below 2.0, while providing an increased focus on student behavior. 1a

G097046

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	70.0
GPA below 2.0 - H.S.	20.0

**Targeted Barriers to Achieving the Goal** 3

- Chambers High School will maintain an average attendance of 70% for students who attend for at least 45 days during the 2017-2018 school year.
- Chambers High School will decrease the percentage of students in each grade level (9-12) failing ELA and Math courses in 9th grade by 5%, 10th grade by 10%, 11th grade by 10%, and 12th grade by 15% increasing instructional opportunities for students by the end of the 2017-2018 school year.

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

- School based personnel
- Mentoring program
- Parental involvement
- Community relationships
- Positive Behavior Rewards
- School climate/culture
- Supplemental instruction programs (Reading Plus, Math Nation, & March 2 Success)

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

In order to monitor progress, the school will collect and review all attendance, course completions (ELA & Math), and discipline records available for students and base previous school year results against current school year results (when available) to determine growth, maintenance, or decline in EWS indicators. Review course completions and APEX course work, progress reports, and report cards for students enrolled in ELA & Math courses . Review of student attendance records. Criteria to evaluate results would be based on any decrease in percentage points in attendance, course failure, and discipline of students and include the following rating scale used: Gain = 1% or more decrease in attendance indicator, at least a 3% decrease in course failures, and 1% decrease in suspensions; Maintenance = percentage of attendance, course failures, and suspensions stays the same, Decline = increase in percentage points of attendance, course failure, and discipline indicators. Positive results would indicate the goal is satisfactory and continue with all interventions, questionable results would indicate an issue with an intervention or strategy, and a poor result would indicate a needed change in the interventions, strategy, or barrier. The school will look at multiple measures including: attendance, coursework and completions, and discipline records to help determine progress.

**Person Responsible**

Daniel Walke

**Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

sign in sheets, agendas, minutes, attendance records, coursework and completions, discipline records

**G3.** Chambers will increase the number of parents that take an active role in the academic and social progress of their students. 1a

G097047

**Targets Supported** 1b

Indicator	Annual Target
Chronic Absenteeism	10.0
School Climate Survey - Parent	75.0

**Targeted Barriers to Achieving the Goal** 3

- Parents that are misinformed are sometimes reluctant to become active members of school community. This may be due to the child's previous school experiences.
- Transient student population and Non working phone numbers

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

- Quarterly parental involvement meetings
- Daily phone calls for absent students
- Community resources made available to parents at the school
- college and career fairs at the school
- Supplemental instruction programs (Reading Plus, Study Island, March 2 Success, APEX tutorials)

**Plan to Monitor Progress Toward G3.** 8

In order to monitor parental involvement the school will review all visitor and event sign in sheets, conference notes, and meeting minutes

**Person Responsible**

Julio Contreras

**Schedule**

Annually, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

sign in sheet for visitors and events, parent teacher conferences, survey results

## 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. To increase student achievement by improving core instruction in all content areas. 1**

G097045

**G1.B1** Chambers High School will focus on literacy & proficiency to increase the FSA ELA proficiency by 3% for first time and retake testers by focusing on the following reporting categories: key ideas and details, craft and structure, integration of knowledge and ideas, language and editing, and text-based writing by the end of the 2017-2018 school year. 2

B261072

**G1.B1.S1** To increase literacy, Chambers will offer Direct Instruction for all students in Reading who have not passed FCAT/FSA ELA (Level 1 & 2), focus on benchmarks listed in the barrier, as well as assigning those student to an intensive reading course while implementing the MDCPS CRRP. In addition to providing teacher lead instruction in the mastery classroom (1-to-1 & small group), we are implementing supplemental programs (Reading Plus and March 2 Success). 4

S276429

### Strategy Rationale

Increased instructional time with students building foundation skills in reading (direct instruction program) will help increase each students skills in order to increase proficiency. By focusing on the benchmarks from the assessments, students increase their knowledge on tested areas to help increase performance and skills. Classroom teacher ability to work with students 1-to-1 and in small groups will increase skill knowledge, student motivation, engagement, and confidence. Implementation of supplemental programs provides students more instructional opportunities both at the school and at home to increase skill building and proficiency.

### Action Step 1 5

Provide Professional development opportunities for ELA and Reading Teachers in area of data analysis and interpretation, in order to Identify student deficiencies and group them accordingly. Hold data meeting with the LLT in order to analyze student data.

#### Person Responsible

Kyle Bailey

#### Schedule

Quarterly, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Sign in sheets, agendas, minutes, student data records, combined student data chart, mentor data chat forms

### Action Step 2 5

Encourage all teachers to obtain an endorsement in Reading.

#### **Person Responsible**

Daniel Walke

#### **Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

teacher provided documentation of completed course work, updated certification documentation with the state indicating an endorsement or certification in Reading.

### Action Step 3 5

Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation, & March 2 Success) understanding program produced reports, and program interactions.

#### **Person Responsible**

Janet Harrah

#### **Schedule**

Monthly, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

sign-in sheets, agenda, minutes, activity report of program usage

### Action Step 4 5

Students who have not passed FCAT (Level 1 & 2) will attend Direct Instruction in Reading, which will focus on vocabulary, reading application, literacy analysis, & informational text/research process as well as students coursework in intensive reading and the MDCPS CRRP.

#### **Person Responsible**

Kyle Bailey

#### **Schedule**

Daily, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

sign-in sheets, lesson plans, attendance records, student course work, student test data

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

Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans, review PD participation and surveys, review all student data, data chat forms, teacher certification/endorsement completion progress, and observe supplemental program orientation to determine fidelity. The LLT will provide support for the staff member providing implementation.

### **Person Responsible**

Daniel Walke

### **Schedule**

Monthly, from 8/21/2017 to 6/7/2018

### **Evidence of Completion**

sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms

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

In order to monitor effectiveness, the school will collect and review all district and state testing data available for students and base previous school year results against current school year results (when available) to determine growth, maintenance, or decline. Review course completions and APEX course work for students enrolled in Intensive Reading courses and focusing on benchmark areas mentioned in the barrier. Administration will also meet with teachers working towards their reading certification/endorsement as well as observe supplemental program orientation. The school will analyze the data and set benchmarks for success based on AMO targets for subgroups being monitored during the school year. Successful implementation would indicate an increase in reading proficiency over the year based on an increase in percentage points for the subgroups targeted. If poor implementation or lack of results is noted, the LLT will meet with the person responsible for implementation to enact the problem solving methodology to redevelop the strategy or action plan.

### **Person Responsible**

Daniel Walke

### **Schedule**


Monthly, from 8/21/2017 to 6/7/2018

### **Evidence of Completion**

sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental programs



**G1.B2** Chambers High School will focus on literacy & proficiency to increase the Algebra 1 FSA EOC proficiency by 3% for first time and retake testers by focusing on the following reporting categories: Algebra & Modeling, Functions & Modeling, & Statistics & the Numbering System by the end of the 2017-2018 school year. **2**

 B261073

**G1.B2.S1** To increase proficiency, Chambers will offer Direct Instruction for all students in Math who have not passed FCAT (level 1 & 2), Algebra 1 EOC, and/or the Geometry EOC. The school will also schedule those students who have not passed FCAT math in an intensive math course. In addition to providing teacher led instruction in the mastery classroom (1-to-1 & small group), the school has implemented supplemental programs (Math Nation, March 2 Success, and APEX tutorials). **4**

 S276430

### Strategy Rationale

Increased instructional time with students building foundation skills in math (direct instruction program) will help increase each students skills in order to increase proficiency. Classroom teacher ability to work with students 1-to-1 and in small groups will increase skill knowledge, student motivation, engagement, and confidence. Implementation of supplemental programs provides students more instructional opportunities both at the school and at home to increase skill building and proficiency.

### Action Step 1 **5**

Provide Professional development opportunities for Math Teachers in area of data analysis and interpretation, in order to Identify student deficiencies and specific subgroup (Black) deficiencies then group them accordingly. Hold data meeting with the LLT in order to analyze student data

#### Person Responsible

Troy Gilde

#### Schedule

Monthly, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Sign in sheets, agendas, minutes, student data records, student data chart, mentor data chat forms,

### Action Step 2 5

Students who have not passed FCAT (Level 1 & 2) and the EOC for Algebra 1 will attend Direct Instruction in mathematics, which will focus on Functions, Linear Equations & Inequalities, Polynomials, Rationals, Radicals, Quadratics, & Discrete Mathematics.

#### **Person Responsible**

#### **Schedule**

Daily, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

sign-in sheets, lesson plans, attendance records, student course work, student test data

### Action Step 3 5

Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation) understanding program produced reports, and program interactions.

#### **Person Responsible**

Troy Gilde

#### **Schedule**

Monthly, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

sign-in sheets, agenda, minutes, activity report of program usage

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans, review PD participation and surveys, review all student data, data chat forms, and observe supplemental program orientation to determine fidelity. The LLT will provide support for the staff member providing implementation.

#### **Person Responsible**

Daniel Walke

#### **Schedule**

Monthly, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms

**Plan to Monitor Effectiveness of Implementation of G1.B.2.S1 7**

In order to monitor effectiveness, the school will collect and review all district and state testing data available for students and base previous school year results against current school year results (when available) to determine growth, maintenance, or decline. Review course completions and APEX course work for students enrolled in Intensive Math courses and focusing on benchmark areas mentioned in the barrier. Administration will also observe supplemental program orientation. The school will analyze the data and set benchmarks for success based on AMO targets for subgroups being monitored during the school year. Successful implementation would indicate an increase in Math proficiency over the year based on an increase in percentage points for the subgroups targeted and Algebra 1 and Geometry passing percentage . If poor implementation or lack of results is noted, the LLT will meet with the person responsible for implementation to enact the problem solving methodology to redevelop the strategy or action plan.

**Person Responsible**

Daniel Walke

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018


***Evidence of Completion***

sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental program

**G1.B3** Chambers High School will focus on literacy & proficiency to increase the NGSSS US History EOC proficiency by 3% for first time and retake testers by focusing on the following reporting categories: Late Nineteenth and Early Twentieth Centuries (1860-1910), Global military, political, and economic challenges (1890-1940), and The United States and the Defense of the International Peace (1940-2010) by the end of the 2017-2018 school year. **2**

 B261074

**G1.B3.S1** To increase proficiency, Chambers will offer Direct Instruction for all students who have not passed the U.S. History EOC assessment. In addition to providing teacher lead instruction in the mastery classroom (1-to-1 & small group), we are implementing Study Island as a supplemental program. **4**

 S276431

### **Strategy Rationale**

Increased instructional time with students building foundation skills in reading (direct instruction program) will help increase each students skills in order to increase proficiency. Classroom teacher ability to work with students 1-to-1 and in small groups will increase skill knowledge, student motivation, engagement, and confidence. Implementation of supplemental program provides students more instructional opportunities both at the school and at home to increase skill building and proficiency.

### **Action Step 1 **5****

Provide Professional development opportunities for Social Science Teachers in area of data analysis and interpretation, in order to Identify student deficiencies then group them accordingly. Hold data meeting with the LLT in order to analyze student data.

#### **Person Responsible**

Daniel Walke

#### **Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

Sign in sheets, agendas, minutes, student data records, combined student data chart, mentor data chat forms

**Action Step 2** 5

Students who have not passed the U.S. History EOC will attend Direct Instruction in U.S. History, which will focus on the US History EOC assessment focusing on Late Nineteenth and Early 20th Century (1860-1910), Global Military, Political, & Econ. Challenges (1890-1940), and The U.S. & Defense of the Internation Peace (1940-Present).

**Person Responsible**

Lorenna Sparling

**Schedule**

Weekly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

sign-in sheets, lesson plans, attendance records, student course work, student test data

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans, review PD participation and surveys, review all student data, data chat forms, and observe supplemental program orientation to determine fidelity. The LLT will provide support for the staff member providing implementation.

**Person Responsible**

Troy Gilde

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

In order to monitor effectiveness, the school will collect and review all district and state testing data available for students and base previous school year results against current school year results (when available) to determine growth, maintenance, or decline. Review course completions and APEX course work for students enrolled in the U.S. History course and focusing on benchmark areas mentioned in the barrier. Administration will also observe supplemental program orientation. The school will analyze the data and set benchmarks for success based on AMO targets being monitored during the school year. Successful implementation would indicate an increase in U.S. History proficiency over the year based on an increase in percentage points for the students targeted. If poor implementation or lack of results is noted, the LLT will meet with the person responsible for implementation to enact the problem solving methodology to redevelop the strategy or action plan

**Person Responsible**

Troy Gilde


**Schedule**

Monthly, from 8/21/2017 to 6/7/2018


***Evidence of Completion***

sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental program

**G1.B4** Chambers High School will focus on literacy & proficiency to increase the NGSSS Biology EOC proficiency by 3% for first time and retake testers by focusing on the following reporting categories: molecular and cellular biology, classification, heredity, and evolution; organisms, populations, and ecosystems by the end of the 2017-2018 school year. **2**

 B261075

**G1.B4.S1** To increase proficiency, Chambers will offer Direct Instruction and a Wet Lab for all students in Biology who have not passed the Biology EOC assessment. In addition to providing teacher lead instruction in the mastery classroom (1-to-1 & small group), we are implementing supplemental programs (Reading Plus, Math Nation, & March 2 Success ). **4**

 S276432

### **Strategy Rationale**

Increased instructional time with students building foundation skills in reading (direct instruction program) will help increase each students skills in order to increase proficiency. Classroom teacher ability to work with students 1-to-1 and in small groups will increase skill knowledge, student motivation, engagement, and confidence. Implementation of supplemental programs provides students more instructional opportunities both at the school and at home to increase skill building and proficiency

### **Action Step 1 **5****

Provide Professional development opportunities for Science Teachers in area of data analysis and interpretation, in order to Identify student deficiencies then group them accordingly. Hold data meeting with the LLT in order to analyze student data.

#### **Person Responsible**

Troy Gilde

#### **Schedule**

Monthly, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

Sign in sheets, agendas, minutes, student data records, combined student data chart, mentor data chat forms



**Action Step 2** 5

Students who have not passed the Biology EOC will attend Direct Instruction in Biology, which will focus on Molecular and Cellular Biology, Classification, Heredity, Evolution, Organisms, Populations, & Ecosystems. Students in Biology will also actively participate in the Wet Labs for the course.

**Person Responsible**

Janet Harrah

**Schedule**

Weekly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Sign in sheets, lesson plans, student data records, student data chart, mentor data chat forms, attendance records

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans, review PD participation and surveys, review all student data, data chat forms, and observe supplemental program orientation to determine fidelity. The LLT will provide support for the staff member providing implementation.

**Person Responsible**

Troy Gilde

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

In order to monitor effectiveness, the school will collect and review all district and state testing data available for students and base previous school year results against current school year results (when available) to determine growth, maintenance, or decline. Review course completions and APEX course work for students enrolled in a Biology course and focusing on benchmark areas mentioned in the barrier. Administration will also observe supplemental program orientation. The school will analyze the data and set benchmarks for success based on AMO targets for students being monitored during the school year. Successful implementation would indicate an increase in Biology proficiency over the year based on an increase in percentage points for the students targeted. If poor implementation or lack of results is noted, the LLT will meet with the person responsible for implementation to enact the problem solving methodology to redevelop the strategy or action plan

**Person Responsible**

Troy Gilde

**Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental program

**G2.** Chambers High School will increase student attendance and reduce the number of students with a high school GPA below 2.0, while providing an increased focus on student behavior. 1

G097046

**G2.B1** Chambers High School will maintain an average attendance of 70% for students who attend for at least 45 days during the 2017-2018 school year. 2

B261077

**G2.B1.S1** To improve students' rate of credit accrual and academic performance in all content areas, Chambers will implement strategies to increase student attendance. Chambers will utilize the school's Attendance SOP to monitor daily attendance as well as 3, 5, and 10 day consecutive absences. Chambers will schedule home visits for students that have 5 and 10 day consecutive absences. The school will also use Parentlink to inform families of students' absences as well as the districts truancy intervention program. 4

S276433

### Strategy Rationale

Increased attendance will lead to improved student performance. Also, close monitoring of attendance and communication with the student's home should increase parental awareness of students' attendance. Daily phone contacts encourage students to attend school. Home visits helps the school become more involved with the family and provide support as needed.

### Action Step 1 5

Based on the Attendance SOP, Chambers will monitor students daily attendance as well as focus on students that have 3, 5, & 10 days of consecutive absences. Parentlink will be used to contact students who miss school on a daily basis. Phone calls will be made as well by staff on a daily basis and logged to monitor attendance.

#### Person Responsible

Troy Gilde

#### Schedule

Daily, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Sign in sheets, agendas, minutes, daily call logs, home visit logs, parent link logs

## Action Step 2 5

Students will actively participate in the mentoring program at the school. Chambers will assign all enrolled students a mentor within the students first 30 days. The school provides life skills and academic mentoring multiple times a month in order to improve the skills of the students and encourage successful development to become productive citizens. Mentoring focuses on the students needs and includes data chats, ACT/SAT registration, involves community partners and experiences that would not have been available to them outside of the school.

### **Person Responsible**

Marcella Phillips

### **Schedule**

Biweekly, from 8/21/2017 to 6/7/2018

### **Evidence of Completion**

sign-in sheets, agenda, minutes, data chat forms, data records

## Action Step 3 5

Students will attend Direct Instruction for Reading and Math (Algebra 1 and Geometry for students that have not passed FCAT Reading, Math, Alg 1 EOC, and Geo EOC) to increase their skill level, confidence, and ability.

### **Person Responsible**

Kyle Bailey

### **Schedule**

Daily, from 8/21/2017 to 6/7/2018

### **Evidence of Completion**

sign-in sheets, lesson plans, attendance records, student coursework, student test data

**Action Step 4** 5

Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation, and March 2 Success) understanding program produced reports, and program interactions.

**Person Responsible**

Janet Harrah

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

sign-in sheets, agenda, minutes, activity report of program usage

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

Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans, review PD participation and surveys, review all student data, data chat forms, and observe supplemental program orientation to determine fidelity. The LLT will provide support for the staff member providing implementation.

**Person Responsible**

Troy Gilde

**Schedule**

Biweekly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms

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

In order to monitor effectiveness, the school will collect and review all district and state testing data available for students and base previous school year results against current school year results (when available) to determine growth, maintenance, or decline. Review course completions and APEX course work for students enrolled in Intensive Reading and Math courses and focusing on benchmark areas mentioned in the barrier. Administration will also observe supplemental program orientation. The school will analyze the data and set benchmarks for success based on AMO targets for subgroups being monitored during the school year. Successful implementation would indicate an increase in attendance, increasing instructional time, and reading and math proficiency over the year based on an increase in percentage points for the subgroups targeted. If poor implementation or lack of results is noted, the LLT will meet with the person responsible for implementation to enact the problem solving methodology to redevelop the strategy or action plan.

**Person Responsible**

Troy Gilde


**Schedule**

Biweekly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental programs

**G2.B2** Chambers High School will decrease the percentage of students in each grade level (9-12) failing ELA and Math courses in 9th grade by 5%, 10th grade by 10%, 11th grade by 10%, and 12th grade by 15% increasing instructional opportunities for students by the end of the 2017-2018 school year. **2**

 B261078

**G2.B2.S1** To decrease students failing ELA and Math courses, Chambers will offer Direct Instruction in Reading and Math, provide teacher led instruction in the mastery classroom (1-to-1 and small group), and implement supplemental programs (Reading Plus and Math Nation). **4**

 S276434

### Strategy Rationale

Increased instructional time with students building foundation skills in reading and math (direct instruction program) will help increase each students skills in order to decrease the chance of a student failing the course. Classroom teachers ability to work with students 1-to-1 and in small groups will increase skill knowledge, student motivation, engagement, and confidence. Implementation of supplemental programs provides students more instructional opportunities both at the school and at home to increase skill building and proficiency.

### Action Step 1 **5**

Students will attend Direct Instruction for Reading and Math to increase their skill level, confidence, and ability.

#### Person Responsible

Kyle Bailey

#### Schedule

Daily, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

sign-in sheets, lesson plans, attendance records, student coursework, student test data

### Action Step 2 **5**

Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation, & March 2 Success) understanding program produced reports, and program interactions.

#### Person Responsible

Kyle Bailey

#### Schedule

Monthly, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

sign-in sheets, agenda, minutes, activity report of program usage



**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans, review PD participation and surveys, review all student data, course work and completions, and observe supplemental program orientation to determine fidelity. The LLT will provide support for the staff member providing implementation.

**Person Responsible**

Troy Gilde

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

In order to monitor effectiveness, the school will collect and review all review course completions and APEX course work for students enrolled in ELA and Math courses. Administration will also observe supplemental program orientation. The school will analyze the data and set benchmarks for success based on targets for grade levels and courses being monitored during the school year. Successful implementation would indicate a decrease in course failure in ELA and math courses per specific grade level and course(s) over the year based on an decrease in percentage points for the specific grade level and courses targeted. If poor implementation or lack of results is noted, the LLT will meet with the person responsible for implementation to enact the problem solving methodology to redevelop the strategy or action plan.

**Person Responsible**

Daniel Walke

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental programs

**G3.** Chambers will increase the number of parents that take an active role in the academic and social progress of their students. 1

G097047

**G3.B1** Parents that are misinformed are sometimes reluctant to become active members of school community. This may be due to the child's previous school experiences. 2

B261079

**G3.B1.S1** The parents of our students are often misinformed about Chambers and how we can truly help their children succeed. Due to the poor information they receive in the community, they are reluctant to take an active role in the school. Also their children's previous school experiences have turned them off to volunteering or creating a positive impact in the school. 4

S276435

### Strategy Rationale

Parental involvement is essential for student success. It is extremely important to increase the level of parental involvement to maximize our students chances to succeed in school.

### Action Step 1 5

Maintain open lines of communication with parents in order to facilitate a better relationship between parents and the school.

#### Person Responsible

Julio Contreras

#### Schedule

On 6/7/2018

#### Evidence of Completion

Letters sent home, Phone call logs, and School policy

### Action Step 2 5

Maintain an informative social media campaign that provides information on events and happenings at the school.

#### Person Responsible

Daniel Walke

#### Schedule

Biweekly, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Social media posts

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

1. Staff meetings
2. Data chats
3. Parent/student surveys
4. EESAC

**Person Responsible**

Julio Contreras

**Schedule**

On 6/7/2018

**Evidence of Completion**

conference logs, sign in sheets, and Minutes to meetings

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

1. Parents-administrative interviews
2. Parent conferences with Teachers
3. Participation in School Based Activities.

**Person Responsible**

Troy Gilde

**Schedule**

On 6/7/2018

**Evidence of Completion**

Parent Conference Logs EESAC Meeting Minutes Parent Surveys

**G3.B2** Transient student population and Non working phone numbers **2**

 B261080

**G3.B2.S1** Our parent and student population is extremely transient. This causes extreme stress on the students and the potential success for the students' academic abilities. **4**

 S276436

**Strategy Rationale**

Increasing the tracking of our students and parents will help to increase the ability to involve the parents in their child's education.

**Action Step 1** **5**

Staff will contact the parents of students who are absent daily and who also miss 3, 5, & 10 consecutive days of school.

**Person Responsible**

Troy Gilde

**Schedule**

Daily, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

absent reports from Maestro and ISIS, call logs

**Action Step 2** **5**

During parental involvement events and parent conferences, the school will request that the parents review their contact information system from Maestro and update and contact information (phone number, address, etc.)

**Person Responsible**

Julio Contreras

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Maestro SIS, ISIS, parent conference notes

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

We will monitor the contact logs and the student information systems (Maestro & ISIS) for updated information as well as randomly verify student phone numbers and addresses.

**Person Responsible**

Julio Contreras

**Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

call logs with details of call events, parent conference notes, SIS systems (Maestro & ISIS)

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Parents-administrative interviews, Parent conferences with Teachers, and Participation in School Based Activities.

**Person Responsible**

Troy Gilde

















**Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Parent Conference Logs, EESAC Meeting Minutes, & Parent Surveys

## IV. Implementation Timeline







Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M400537	In order to monitor progress, the school will collect and review all district and state testing...	Holbrook, John	8/21/2017	sign in sheets, agendas, minutes, attendance records, coursework and completions, testing data, data chart	6/7/2018 quarterly
G2.MA1  M400542	In order to monitor progress, the school will collect and review all attendance, course completions...	Walke, Daniel	8/21/2017	sign in sheets, agendas, minutes, attendance records, coursework and completions, discipline records	6/7/2018 quarterly
G3.MA1  M400547	In order to monitor parental involvement the school will review all visitor and event sign in...	Contreras, Julio	8/21/2017	sign in sheet for visitors and events, parent teacher conferences, survey results	6/7/2018 annually
G1.B1.S1.MA1  M400529	In order to monitor effectiveness, the school will collect and review all district and state...	Walke, Daniel	8/21/2017	sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental programs	6/7/2018 monthly
G1.B1.S1.MA1  M400530	Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans,...	Walke, Daniel	8/21/2017	sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms	6/7/2018 monthly
G1.B1.S1.A1  A372396	Provide Professional development opportunities for ELA and Reading Teachers in area of data...	Bailey, Kyle	8/21/2017	Sign in sheets, agendas, minutes, student data records, combined student data chart, mentor data chat forms	6/7/2018 quarterly
G1.B1.S1.A2  A372397	Encourage all teachers to obtain an endorsement in Reading.	Walke, Daniel	8/21/2017	teacher provided documentation of completed course work, updated certification documentation with the state indicating an endorsement or certification in Reading.	6/7/2018 quarterly
G1.B1.S1.A3  A372398	Students will participate in orientation on how to effectively utilize the supplemental programs...	Harrah, Janet	8/21/2017	sign-in sheets, agenda, minutes, activity report of program usage	6/7/2018 monthly
G1.B1.S1.A4  A372399	Students who have not passed FCAT (Level 1 & 2) will attend Direct Instruction in Reading, which...	Bailey, Kyle	8/21/2017	sign-in sheets, lesson plans, attendance records, student course work, student test data	6/7/2018 daily
G1.B2.S1.MA1  M400531	In order to monitor effectiveness, the school will collect and review all district and state...	Walke, Daniel	8/21/2017	sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental program	6/7/2018 monthly
G1.B2.S1.MA1  M400532	Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans,...	Walke, Daniel	8/21/2017	sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms	6/7/2018 monthly
G1.B2.S1.A1  A372400	Provide Professional development opportunities for Math Teachers in area of data analysis and...	Gilde, Troy	8/21/2017	Sign in sheets, agendas, minutes, student data records, student data chart, mentor data chat forms,	6/7/2018 monthly
G1.B2.S1.A2  A372401	Students who have not passed FCAT (Level 1 & 2) and the EOC for Algebra 1 will attend Direct...		8/21/2017	sign-in sheets, lesson plans, attendance records, student course work, student test data	6/7/2018 daily
G1.B2.S1.A3  A372402	Students will participate in orientation on how to effectively utilize the supplemental programs...	Gilde, Troy	8/21/2017	sign-in sheets, agenda, minutes, activity report of program usage	6/7/2018 monthly
G1.B3.S1.MA1  M400533	In order to monitor effectiveness, the school will collect and review all district and state...	Gilde, Troy	8/21/2017	sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental program	6/7/2018 monthly
G1.B3.S1.MA1  M400534	Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans,...	Gilde, Troy	8/21/2017	sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms	6/7/2018 monthly

**Dade - 7065 - Chambers High School - 2017-18 SIP**  
Chambers High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1 A372403	Provide Professional development opportunities for Social Science Teachers in area of data analysis...	Walke, Daniel	8/21/2017	Sign in sheets, agendas, minutes, student data records, combined student data chart, mentor data chat forms	6/7/2018 quarterly
G1.B3.S1.A2 A372404	Students who have not passed the U.S. History EOC will attend Direct Instruction in U.S. History,...	Sparling, Loreнна	8/21/2017	sign-in sheets, lesson plans, attendance records, student course work, student test data	6/7/2018 weekly
G1.B4.S1.MA1 M400535	In order to monitor effectiveness, the school will collect and review all district and state...	Gilde, Troy	8/21/2017	sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental program	6/7/2018 quarterly
G1.B4.S1.MA1 M400536	Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans,...	Gilde, Troy	8/21/2017	sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms	6/7/2018 monthly
G1.B4.S1.A1 A372405	Provide Professional development opportunities for Science Teachers in area of data analysis and...	Gilde, Troy	8/21/2017	Sign in sheets, agendas, minutes, student data records, combined student data chart, mentor data chat forms	6/7/2018 monthly
G1.B4.S1.A2 A372406	Students who have not passed the Biology EOC will attend Direct Instruction in Biology, which will...	Harrah, Janet	8/21/2017	Sign in sheets, lesson plans, student data records, student data chart, mentor data chat forms, attendance records	6/7/2018 weekly
G2.B1.S1.MA1 M400538	In order to monitor effectiveness, the school will collect and review all district and state...	Gilde, Troy	8/21/2017	sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental programs	6/7/2018 biweekly
G2.B1.S1.MA1 M400539	Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans,...	Gilde, Troy	8/21/2017	sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms	6/7/2018 biweekly
G2.B1.S1.A1 A372407	Based on the Attendance SOP, Chambers will monitor students daily attendance as well as focus on...	Gilde, Troy	8/21/2017	Sign in sheets, agendas, minutes, daily call logs, home visit logs, parent link logs	6/7/2018 daily
G2.B1.S1.A2 A372408	Students will actively participate in the mentoring program at the school. Chambers will assign...	Phillips, Marcella	8/21/2017	sign-in sheets, agenda, minutes, data chat forms, data records	6/7/2018 biweekly
G2.B1.S1.A3 A372409	Students will attend Direct Instruction for Reading and Math (Algebra 1 and Geometry for students...	Bailey, Kyle	8/21/2017	sign-in sheets, lesson plans, attendance records, student coursework, student test data	6/7/2018 daily
G2.B1.S1.A4 A372410	Students will participate in orientation on how to effectively utilize the supplemental programs...	Harrah, Janet	8/21/2017	sign-in sheets, agenda, minutes, activity report of program usage	6/7/2018 monthly
G2.B2.S1.MA1 M400540	In order to monitor effectiveness, the school will collect and review all review course completions...	Walke, Daniel	8/21/2017	sign-in sheets, agenda, minutes, student test results, APEX coursework and completions, data chart, data chat forms, student data from supplemental programs	6/7/2018 monthly
G2.B2.S1.MA1 M400541	Chambers Administration will conduct teacher observations, walk-thrus, review of lesson plans,...	Gilde, Troy	8/21/2017	sign in sheets, agenda, minutes, growth plans/IPDP, lesson plans, survey reports, data chart, data chat forms	6/7/2018 monthly
G2.B2.S1.A1 A372411	Students will attend Direct Instruction for Reading and Math to increase their skill level,...	Bailey, Kyle	8/21/2017	sign-in sheets, lesson plans, attendance records, student coursework, student test data	6/7/2018 daily
G2.B2.S1.A2 A372412	Students will participate in orientation on how to effectively utilize the supplemental programs...	Bailey, Kyle	8/21/2017	sign-in sheets, agenda, minutes, activity report of program usage	6/7/2018 monthly
G3.B1.S1.MA1 M400543	1. Parents-administrative interviews 2. Parent conferences with Teachers 3. Participation in...	Gilde, Troy	8/21/2017	Parent Conference Logs EESAC Meeting Minutes Parent Surveys	6/7/2018 one-time
G3.B1.S1.MA1 M400544	1. Staff meetings 2. Data chats 3. Parent/student surveys 4. EESAC	Contreras, Julio	8/21/2017	conference logs, sign in sheets, and Minutes to meetings	6/7/2018 one-time



**Dade - 7065 - Chambers High School - 2017-18 SIP**  
Chambers High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1  A372413	Maintain open lines of communication with parents in order to facilitate a better relationship...	Contreras, Julio	8/21/2017	Letters sent home, Phone call logs, and School policy	6/7/2018 one-time
G3.B1.S1.A2  A372414	Maintain an informative social media campaign that provides information on events and happenings at...	Walke, Daniel	8/21/2017	Social media posts	6/7/2018 biweekly
G3.B2.S1.MA1  M400545	Parents-administrative interviews, Parent conferences with Teachers, and Participation in School...	Gilde, Troy	8/21/2017	Parent Conference Logs, EESAC Meeting Minutes, & Parent Surveys	6/7/2018 quarterly
G3.B2.S1.MA1  M400546	We will monitor the contact logs and the student information systems (Maestro & ISIS) for updated...	Contreras, Julio	8/21/2017	call logs with details of call events, parent conference notes, SIS systems (Maestro & ISIS)	6/7/2018 quarterly
G3.B2.S1.A1  A372415	Staff will contact the parents of students who are absent daily and who also miss 3, 5, & 10...	Gilde, Troy	8/21/2017	absent reports from Maestro and ISIS, call logs	6/7/2018 daily
G3.B2.S1.A2  A372416	During parental involvement events and parent conferences, the school will request that the parents...	Contreras, Julio	8/21/2017	Maestro SIS, ISIS, parent conference notes	6/7/2018 monthly

## V. Professional Development Opportunities

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

### G1. To increase student achievement by improving core instruction in all content areas.

**G1.B1** Chambers High School will focus on literacy & proficiency to increase the FSA ELA proficiency by 3% for first time and retake testers by focusing on the following reporting categories: key ideas and details, craft and structure, integration of knowledge and ideas, language and editing, and text-based writing by the end of the 2017-2018 school year.

**G1.B1.S1** To increase literacy, Chambers will offer Direct Instruction for all students in Reading who have not passed FCAT/FSA ELA (Level 1 & 2), focus on benchmarks listed in the barrier, as well as assigning those student to an intensive reading course while implementing the MDCPS CRRP. In addition to providing teacher lead instruction in the mastery classroom (1-to-1 & small group), we are implementing supplemental programs (Reading Plus and March 2 Success).

#### PD Opportunity 1

Provide Professional development opportunities for ELA and Reading Teachers in area of data analysis and interpretation, in order to Identify student deficiencies and group them accordingly. Hold data meeting with the LLT in order to analyze student data.

##### Facilitator

Kyle Bailey

##### Participants

All Staff

##### Schedule

Quarterly, from 8/21/2017 to 6/7/2018

#### PD Opportunity 2

Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation, & March 2 Success) understanding program produced reports, and program interactions.

##### Facilitator

Janet Harrah & Troy Gilde

##### Participants

All Staff and students

##### Schedule

Monthly, from 8/21/2017 to 6/7/2018

### PD Opportunity 3

Students who have not passed FCAT (Level 1 & 2) will attend Direct Instruction in Reading, which will focus on vocabulary, reading application, literacy analysis, & informational text/research process as well as students coursework in intensive reading and the MDCPS CRRP.

#### Facilitator

Dan Walke & Troy Gilde

#### Participants

All Staff

#### Schedule

Daily, from 8/21/2017 to 6/7/2018

**G1.B2** Chambers High School will focus on literacy & proficiency to increase the Algebra 1 FSA EOC proficiency by 3% for first time and retake testers by focusing on the following reporting categories: Algebra & Modeling, Functions & Modeling, & Statistics & the Numbering System by the end of the 2017-2018 school year.

**G1.B2.S1** To increase proficiency, Chambers will offer Direct Instruction for all students in Math who have not passed FCAT (level 1 & 2), Algebra 1 EOC, and/or the Geometry EOC. The school will also schedule those students who have not passed FCAT math in an intensive math course. In addition to providing teacher led instruction in the mastery classroom (1-to-1 & small group), the school has implemented supplemental programs (Math Nation, March 2 Success, and APEX tutorials).

### PD Opportunity 1

Provide Professional development opportunities for Math Teachers in area of data analysis and interpretation, in order to Identify student deficiencies and specific subgroup (Black) deficiencies then group them accordingly. Hold data meeting with the LLT in order to analyze student data

#### Facilitator

Troy Gilde

#### Participants

All Staff

#### Schedule

Monthly, from 8/21/2017 to 6/7/2018

## PD Opportunity 2

Students who have not passed FCAT (Level 1 & 2) and the EOC for Algebra 1 will attend Direct Instruction in mathematics, which will focus on Functions, Linear Equations & Inequalities, Polynomials, Rationals, Radicals, Quadratics, & Discrete Mathematics.

### Facilitator

Richard Rigg & Troy Gilde

### Participants

All Staff

### Schedule

Daily, from 8/21/2017 to 6/7/2018

**G1.B3** Chambers High School will focus on literacy & proficiency to increase the NGSSS US History EOC proficiency by 3% for first time and retake testers by focusing on the following reporting categories: Late Nineteenth and Early Twentieth Centuries (1860-1910), Global military, political, and economic challenges (1890-1940), and The United States and the Defense of the International Peace (1940-2010) by the end of the 2017-2018 school year.

**G1.B3.S1** To increase proficiency, Chambers will offer Direct Instruction for all students who have not passed the U.S. History EOC assessment. In addition to providing teacher lead instruction in the mastery classroom (1-to-1 & small group), we are implementing Study Island as a supplemental program.

## PD Opportunity 1

Provide Professional development opportunities for Social Science Teachers in area of data analysis and interpretation, in order to Identify student deficiencies then group them accordingly. Hold data meeting with the LLT in order to analyze student data.

### Facilitator

Daniel Walke

### Participants

All Staff

### Schedule

Quarterly, from 8/21/2017 to 6/7/2018

## PD Opportunity 2

Students who have not passed the U.S. History EOC will attend Direct Instruction in U.S. History, which will focus on the US History EOC assessment focusing on Late Nineteenth and Early 20th Century (1860-1910), Global Military, Political, & Econ. Challenges (1890-1940), and The U.S. & Defense of the Internation Peace (1940-Present).

### Facilitator

Dan Walke & Troy Gilde

### Participants

All staff

### Schedule

Weekly, from 8/21/2017 to 6/7/2018

**G1.B4** Chambers High School will focus on literacy & proficiency to increase the NGSSS Biology EOC proficiency by 3% for first time and retake testers by focusing on the following reporting categories: molecular and cellular biology, classification, heredity, and evolution; organisms, populations, and ecosystems by the end of the 2017-2018 school year.

**G1.B4.S1** To increase proficiency, Chambers will offer Direct Instruction and a Wet Lab for all students in Biology who have not passed the Biology EOC assessment. In addition to providing teacher lead instruction in the mastery classroom (1-to-1 & small group), we are implementing supplemental programs (Reading Plus, Math Nation, & March 2 Success ).

## PD Opportunity 1

Provide Professional development opportunities for Science Teachers in area of data analysis and interpretation, in order to Identify student deficiencies then group them accordingly. Hold data meeting with the LLT in order to analyze student data.

### Facilitator

Troy Gilde

### Participants

All Staff

### Schedule

Monthly, from 8/21/2017 to 6/7/2018

## PD Opportunity 2

Students who have not passed the Biology EOC will attend Direct Instruction in Biology, which will focus on Molecular and Cellular Biology, Classification, Heredity, Evolution, Organisms, Populations, & Ecosystems. Students in Biology will also actively participate in the Wet Labs for the course.

### Facilitator

Janet Harrah

### Participants

All Staff

### Schedule

Weekly, from 8/21/2017 to 6/7/2018

**G2.** Chambers High School will increase student attendance and reduce the number of students with a high school GPA below 2.0, while providing an increased focus on student behavior.

**G2.B1** Chambers High School will maintain an average attendance of 70% for students who attend for at least 45 days during the 2017-2018 school year.

**G2.B1.S1** To improve students' rate of credit accrual and academic performance in all content areas, Chambers will implement strategies to increase student attendance. Chambers will utilize the school's Attendance SOP to monitor daily attendance as well as 3, 5, and 10 day consecutive absences. Chambers will schedule home visits for students that have 5 and 10 day consecutive absences. The school will also use Parentlink to inform families of students' absences as well as the districts truancy intervention program.

## PD Opportunity 1

Based on the Attendance SOP, Chambers will monitor students daily attendance as well as focus on students that have 3, 5, & 10 days of consecutive absences. Parentlink will be used to contact students who miss school on a daily basis. Phone calls will be made as well by staff on a daily basis and logged to monitor attendance.

### Facilitator

Troy Gilde

### Participants

All Staff

### Schedule

Daily, from 8/21/2017 to 6/7/2018

## PD Opportunity 2

Students will actively participate in the mentoring program at the school. Chambers will assign all enrolled students a mentor within the students first 30 days. The school provides life skills and academic mentoring multiple times a month in order to improve the skills of the students and encourage successful development to become productive citizens. Mentoring focuses on the students needs and includes data chats, ACT/SAT registration, involves community partners and experiences that would not have been available to them outside of the school.

### Facilitator

Marcella Phillips

### Participants

All Staff and students

### Schedule

Biweekly, from 8/21/2017 to 6/7/2018

## PD Opportunity 3

Students will attend Direct Instruction for Reading and Math (Algebra 1 and Geometry for students that have not passed FCAT Reading, Math, Alg 1 EOC, and Geo EOC) to increase their skill level, confidence, and ability.

### Facilitator

Dan Walke & Troy Gilde

### Participants

all staff

### Schedule

Daily, from 8/21/2017 to 6/7/2018

## PD Opportunity 4

Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation, and March 2 Success) understanding program produced reports, and program interactions.

### Facilitator

Ken Franklin

### Participants

all staff and student

### Schedule

Monthly, from 8/21/2017 to 6/7/2018

**G2.B2** Chambers High School will decrease the percentage of students in each grade level (9-12) failing ELA and Math courses in 9th grade by 5%, 10th grade by 10%, 11th grade by 10%, and 12th grade by 15% increasing instructional opportunities for students by the end of the 2017-2018 school year.

**G2.B2.S1** To decrease students failing ELA and Math courses, Chambers will offer Direct Instruction in Reading and Math, provide teacher led instruction in the mastery classroom (1-to-1 and small group), and implement supplemental programs (Reading Plus and Math Nation).

### **PD Opportunity 1**

Students will attend Direct Instruction for Reading and Math to increase their skill level, confidence, and ability.

#### **Facilitator**

Dan Walke & Troy Gilde

#### **Participants**

All Staff/parents

#### **Schedule**

Daily, from 8/21/2017 to 6/7/2018

### **PD Opportunity 2**

Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation, & March 2 Success) understanding program produced reports, and program interactions.

#### **Facilitator**

Ken Franklin

#### **Participants**

All staff and students

#### **Schedule**

Monthly, from 8/21/2017 to 6/7/2018



## VI. Technical Assistance Items

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

### G1. To increase student achievement by improving core instruction in all content areas.

**G1.B1** Chambers High School will focus on literacy & proficiency to increase the FSA ELA proficiency by 3% for first time and retake testers by focusing on the following reporting categories: key ideas and details, craft and structure, integration of knowledge and ideas, language and editing, and text-based writing by the end of the 2017-2018 school year.

**G1.B1.S1** To increase literacy, Chambers will offer Direct Instruction for all students in Reading who have not passed FCAT/FSA ELA (Level 1 & 2), focus on benchmarks listed in the barrier, as well as assigning those student to an intensive reading course while implementing the MDCPS CRRP. In addition to providing teacher lead instruction in the mastery classroom (1-to-1 & small group), we are implementing supplemental programs (Reading Plus and March 2 Success).

#### TA Opportunity 1

Encourage all teachers to obtain an endorsement in Reading.

**Facilitator**

Dan Walke

**Participants**

All Certified teachers

**Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

## VII. Budget

1	G1.B1.S1.A1	<b>Provide Professional development opportunities for ELA and Reading Teachers in area of data analysis and interpretation, in order to Identify student deficiencies and group them accordingly. Hold data meeting with the LLT in order to analyze student data.</b>				<b>\$2,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$2,600.00
<i>Notes: Supplies for students</i>						
2	G1.B1.S1.A2	<b>Encourage all teachers to obtain an endorsement in Reading.</b>				<b>\$0.00</b>
3	G1.B1.S1.A3	<b>Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation, &amp; March 2 Success) understanding program produced reports, and program interactions.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

			7065 - Chambers High School	Title I, Part A		\$0.00
			<i>Notes: Printed documentation - Parents, students, staff</i>			
4	G1.B1.S1.A4	<b>Students who have not passed FCAT (Level 1 &amp; 2) will attend Direct Instruction in Reading, which will focus on vocabulary, reading application, literacy analysis, &amp; informational text/research process as well as students coursework in intensive reading and the MDCPS CRRP.</b>				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$2,600.00
			<i>Notes: Equipment</i>			
5	G1.B2.S1.A1	<b>Provide Professional development opportunities for Math Teachers in area of data analysis and interpretation, in order to Identify student deficiencies and specific subgroup (Black) deficiencies then group them accordingly. Hold data meeting with the LLT in order to analyze student data</b>				\$0.00
6	G1.B2.S1.A2	<b>Students who have not passed FCAT (Level 1 &amp; 2) and the EOC for Algebra 1 will attend Direct Instruction in mathematics, which will focus on Functions, Linear Equations &amp; Inequalities, Polynomials, Rationals, Radicals, Quadratics, &amp; Discrete Mathematics.</b>				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$2,600.00
			<i>Notes: Equipment</i>			
7	G1.B2.S1.A3	<b>Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation) understanding program produced reports, and program interactions.</b>				\$0.00
8	G1.B3.S1.A1	<b>Provide Professional development opportunities for Social Science Teachers in area of data analysis and interpretation, in order to Identify student deficiencies then group them accordingly. Hold data meeting with the LLT in order to analyze student data.</b>				\$0.00
9	G1.B3.S1.A2	<b>Students who have not passed the U.S. History EOC will attend Direct Instruction in U.S. History, which will focus on the US History EOC assessment focusing on Late Nineteenth and Early 20th Century (1860-1910), Global Military, Political, &amp; Econ. Challenges (1890-1940), and The U.S. &amp; Defense of the Internation Peace (1940-Present).</b>				\$0.00
10	G1.B4.S1.A1	<b>Provide Professional development opportunities for Science Teachers in area of data analysis and interpretation, in order to Identify student deficiencies then group them accordingly. Hold data meeting with the LLT in order to analyze student data.</b>				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$1,300.00
			<i>Notes: supplies for students</i>			
11	G1.B4.S1.A2	<b>Students who have not passed the Biology EOC will attend Direct Instruction in Biology, which will focus on Molecular and Cellular Biology, Classification,</b>				\$0.00

		<b>Heredity, Evolution, Organisms, Populations, &amp; Ecosystems. Students in Biology will also actively participate in the Wet Labs for the course.</b>				
12	G2.B1.S1.A1	<b>Based on the Attendance SOP, Chambers will monitor students daily attendance as well as focus on students that have 3, 5, &amp; 10 days of consecutive absences. Parentlink will be used to contact students who miss school on a daily basis. Phone calls will be made as well by staff on a daily basis and logged to monitor attendance.</b>				<b>\$2,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7065 - Chambers High School	School Improvement Funds		\$1,200.00
			<i>Notes: EESAC - ParentLink</i>			
			7065 - Chambers High School	Title I, Part A		\$1,000.00
			<i>Notes: Parental Involvement</i>			
13	G2.B1.S1.A2	<b>Students will actively participate in the mentoring program at the school. Chambers will assign all enrolled students a mentor within the students first 30 days. The school provides life skills and academic mentoring multiple times a month in order to improve the skills of the students and encourage successful development to become productive citizens. Mentoring focuses on the students needs and includes data chats, ACT/SAT registration, involves community partners and experiences that would not have been available to them outside of the school.</b>				<b>\$0.00</b>
14	G2.B1.S1.A3	<b>Students will attend Direct Instruction for Reading and Math (Algebra 1 and Geometry for students that have not passed FCAT Reading, Math, Alg 1 EOC, and Geo EOC) to increase their skill level, confidence, and ability.</b>				<b>\$0.00</b>
15	G2.B1.S1.A4	<b>Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation, and March 2 Success) understanding program produced reports, and program interactions.</b>				<b>\$0.00</b>
16	G2.B2.S1.A1	<b>Students will attend Direct Instruction for Reading and Math to increase their skill level, confidence, and ability.</b>				<b>\$0.00</b>
17	G2.B2.S1.A2	<b>Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation, &amp; March 2 Success) understanding program produced reports, and program interactions.</b>				<b>\$0.00</b>
18	G3.B1.S1.A1	<b>Maintain open lines of communication with parents in order to facilitate a better relationship between parents and the school.</b>				<b>\$0.00</b>
19	G3.B1.S1.A2	<b>Maintain an informative social media campaign that provides information on events and happenings at the school.</b>				<b>\$0.00</b>
20	G3.B2.S1.A1	<b>Staff will contact the parents of students who are absent daily and who also miss 3, 5, &amp; 10 consecutive days of school.</b>				<b>\$0.00</b>
21	G3.B2.S1.A2	<b>During parental involvement events and parent conferences, the school will request that the parents review their contact information system from Maestro and update and contact information (phone number, address, etc.)</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$11,300.00</b>