

Volusia County Schools

The Chiles Academy



2019-20 Schoolwide Improvement Plan

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The Chiles Academy

868 GEORGE W ENGRAM BLVD, Daytona Beach, FL 32114

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

Demographics

Principal: Abby Ferguson B

Start Date for this Principal: 1/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK, 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year

Grade

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

N/A

School Leadership Team

Membership

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

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

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	1	6	11	19	28	65	
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	6	11	19	28	65	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	3	7	10	14	35	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	3	10	17	25	56	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	6	11	19	28	65

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	3	9	15	20	48	
Students retained two or more times	0	0	0	0	0	0	0	0	1	3	9	10	17	40	

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Tuesday 8/20/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

Prior Year - Updated**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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	54%	61%	0%	55%	57%
ELA Learning Gains	0%	53%	59%	0%	56%	57%
ELA Lowest 25th Percentile	0%	44%	54%	0%	43%	51%
Math Achievement	0%	55%	62%	0%	54%	58%
Math Learning Gains	0%	52%	59%	0%	52%	56%
Math Lowest 25th Percentile	0%	45%	52%	0%	47%	50%
Science Achievement	0%	61%	56%	0%	56%	53%
Social Studies Achievement	0%	72%	78%	0%	75%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	1 (0)	6 (0)	11 (0)	19 (0)	28 (0)	65 (0)
Attendance below 90 percent	0 ()	0 ()	1 ()	6 ()	11 ()	19 ()	28 ()	65 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	3 (0)	7 (0)	10 (0)	14 (0)	35 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	1 (0)	3 (0)	10 (0)	17 (0)	25 (0)	56 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019	0%	51%	-51%	55%	-55%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				
10	2019	0%	50%	-50%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	57%	-57%	48%	-48%
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	67%	-67%
2018	0%	65%	-65%	65%	-65%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	70%	-70%
2018	9%	63%	-54%	68%	-59%
Compare		-9%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	61%	-61%
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	55%	-55%	57%	-57%
2018	0%	55%	-55%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK											
FRL											
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	3
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	10
Total Components for the Federal Index	3
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Student performance on reading comprehension and writing components on FSA ELA state mandated testing has been a low performing indicator for our student population. Students come to The Chiles Academy with a wide variety of experiences with other academic environments and due to the transience of the population, often arrive with significant academic gaps. Reading at grade level is often an indicator of academic struggles that a student has carried with her in her academic history. Understanding this trend among our population, The Chiles Academy offers intensive reading and writing curriculum including core courses in Edgenuity, creative writing and intensive reading. We have set aside time for reading in our 8,000 volume community library, a novel the whole school reads together each academic year, mommy & me reading time to promote family literacy, and submissions for an annual anthology of original student work called Young Mothers' Voices.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Attendance rates have fluctuated throughout the years of the program, but 2018-2019 marked a drop to an average of 40% in attendance rates internally measured through our attendance records. Pregnant and parenting teens have the highest mobility rate of any population enrolled in school. They live at home, then they move in with their "boyfriend," then they are asked to leave that

environment, move in with a friend, or family member, and then they are booted from that environment too. They live with friends, they live in a shelter, and they live in motels. They don't have transportation, and when they earn a wage it pays for the daily minimal needs for themselves and their children. We had a significant increase in rates of homelessness among our population which directly relates to the attendance rate. Poverty, homelessness, lack of steady transportation, domestic abuse and/or trauma and drops in health/wellness (pregnancy, lack of sleep, post-partum and prenatal health issues) are all contributing factors to attendance rates.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the subgroup gap analysis of overall percent of points and social studies achievement provided by the district, the ELL vs non-ELL achievement gap is 8 and the SWD vs. non-SWD performance gap is 10. Because the sample size of our student population is so small there is a limited ability to measure academic achievement across grade level compared to state averages. Another significant factor limiting our data on student academic achievement is the transience of our student population, creating an enrollment on a rolling basis without a clear baseline established at traditional times of the academic calendar.

Which data component showed the most improvement? What new actions did your school take in this area?

Although the state data indicates that our graduation rate is 0% because our students return to their zone schools after completing their graduation requirements, we have in fact seen a steady increase in the number of graduates who complete and a significant increase in 2018-2019. There has been a 77% increase in the number of graduates meeting all the requirements for a standard high school diploma. We have a constant monitoring model incorporating multiple data points measuring student performance throughout the course of the academic year. Administrators and educational staff analyze student performance data from district, state, and school assessments, monitor progress in our online learning platform, and classroom strategies are developed to create individual plans to meet each student's needs. Daily phone calls, progress reports, parent/guardian meetings, full time certified school counselor, weekly classes with midwives, on-site required parenting classes, weekly PST staff meetings, ongoing family interventions to encourage the development of appropriate and positive relationships. Our curriculum is a blended learning environment which is a student-centered approach to create a learning environment where a certified teacher can interact one-on-one with each student throughout the day. If the student cannot attend school, and if they have access to the internet, they can continue their academic progress at home which is monitored by the teacher at school. Test prep "boot camps" are offered throughout the year to help with state-required tests and ACT/SAT and have increased student testing performance overall.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Every day a list of absent students is generated and the Family Care Coordinator calls the students personally to ask why they are not in school. Most of the responses are health issues (pregnant and parenting teens and their children). Other issues include transportation (if they can't ride the school bus due to distance from school), family crisis, relationship crisis, work, limited funds for essentials such as diapers, formula, and or food. A staff member intervenes, bonds and creates a relationship with the student and family members. The LPN assists with health issues. Our certified school counselor maintains open dialogue with the students. During the weekly PST meetings individual students' issues are on the agenda and plans are formulated to help maintain good attendance and encourage appropriate and responsible behavior. An example of the answers given for absence may include, grandmother died, trying to find dollars to put lights back on, baby on nebulizer, depression, induced yesterday, baby sick, missed bus, no money for Votran, boyfriend arrested, family fight, etc.

Data shows that non-attendance is a clear indicator for lack of academic progress. Also, slow academic progress creates a deficiency in reading comprehension. The cycle of poor educational performance must be broken and the strategies used at TCA can offer a depressed, unmotivated student hope and it begins with at one step at a time. Many of our students take 5-6 years to earn a high school diploma but our attention to the details of each individual situation

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase attendance
2. Increase enrollment/decrease withdraw rate
3. Measure academic baseline for all students
4. Improve academic performance
5. Improve performance on state mandated tests

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students will work towards meeting graduation requirements within a school wide culture of literacy
Rationale	Targeted Barriers to Achieving the Goal 3 • Poverty • Attendance • Low self-esteem and anger management • Pregnant and parenting teenagers • Academic retention • Transportation • Broken families • Homelessness • Daily Stress Resources Available to Help Reduce or Eliminate the Barriers 2 • Stetson University Reading Professor Retired Reading teachers Bethune Cookman University/ Daytona State College internships Daytona State College internships University of Central Florida internships Western Governor's University internships Community Volunteers Foster Grandparent program Head Start/Early Head Start The Early Learning Coalition Healthy Start VCS Reading Department Title I
State the measurable outcome the school plans to achieve	Number of TCA graduates increases by 25% each year or maintains at 18-23 total for each academic year. Number of Certificates of Completion (CoCs) declines by 25% or maintains at a rate of no more than 30% of total graduates each year
Person responsible for monitoring outcome	Abby Ferguson (abfergus@volusia.k12.fl.us)
Evidence-based Strategy	Maintain accurate data to determine value of each record. Data is collected and analyzed from computer generated reports. The students, administrators, and teachers use this data at weekly PST meetings to determine progress, test scores, areas of mastery, and areas that need improvement. For those students who are at risk, tiered level support will be in place to address deficits and ensure grade level proficiency. For those students who are exceeding expectations, enrichment activities will be in place to ensure acceleration of learning.
Rationale for Evidence-based Strategy	Phone call reports, school counselor communication, parent meetings, progress reports, report cards, peer counseling classes. Students have the opportunity to work on their academic courses with teacher supervision before, during lunch, and after the standard school day. Teachers collaborate once a week to engage in the following activities: review universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks. The team meets regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. During the summer reading program the library is open with two certified teachers available to help students with their online courses throughout the summer.
Action Step	
Description	1. Weekly PST meetings monitoring every student progress 2. Strategies developed and person(s) responsible assigned 3. Monitor progress with online coursework and develop real-time interventions to ensure redirection 4. Maintain communication about graduation requirements with guidance team 5. Reconnect with PST weekly and update goals to stay on track
Person Responsible	Abby Ferguson (abfergus@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Response to Intervention (RTI) as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. Our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs at The Chiles Academy include: • Parenting Teacher • Materials and Supplies • Family Engagement The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following: • Academic Assistance through credit accrual/recovery, tutoring, and summer school • Translation Services for parent/teacher conferences • Parental support through parent/kid activity nights and workshops on school success • Migrant Parent Advisory Council (MPAC) • Medical Assistance through referrals to outside community agencies • Food Assistance through referrals to food assistance programs. Teachers consistently monitor the progress of at risk students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation. The school works closely with agencies to ensure that homeless students have the materials and resources they need to be successful. The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. The school offers the following non-violence and anti-drug programs: • Career Connections Program • Peer Mediation Program • Crisis Training Program • Suicide Prevention Program • Bullying Program • Yoga and personal fitness program. The Chiles Academy offers a variety of nutrition programs including: • Free and Reduced Meal Plan • Wellness Policy School Plan • Nutrition and Wellness classes • Health classes • Parenting, Physical Education, & Personal Fitness classes The Chiles Academy provides on-site child care for children of teen parents, child care through an Early Head Start grant for 48 children ages 0-3. Child care for community children as a provider for the Early Learning Coalition. Adult Education- Many of our students are "adults" pursuing a high school diploma Career/Technical Programs/Career Connections/Parenting classes. The Chiles Academy offers students' career awareness opportunities through job shadowing opportunities, guest speakers from business and industry, workshops and field trips to business and industry locations. Our school offers students Career and Technical Education Programs that prepare students for work and post-secondary education. Students are also offered the opportunity to develop leadership skills through identified Career and Technical Student Organizations. The Chiles Academy leadership team is made up of the Principal, Finance Director, Family Care Coordinator, Math & Science teacher, LA teacher, Social Studies teacher, Parenting teacher, School Counselor, and Life Coach. The PST team meets once a week to discuss campus issues in general relationship concerns with pregnant and parenting teens and their children or significant others, as well as individual academic achievement of each student. An individual plan is developed for each student by the team to assist with academic and/or emotional support on a regular basis.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The Chiles Academy is a school wide Title I school and it follows the guidelines to build and sustain partnerships with our families in the community. The partnerships that we have established with local universities, agencies, and programs have helped us maintain strong resources to help our students who live in generational poverty. Our ongoing partnerships include the Volusia County Health Department, Volusia County Schools, Western Governor's University's nursing program, Halifax Hospital, Florida Elks Children's Therapy program, Healthy Start, Early Learning Coalition, Embry Aeronautical University, Bethune Cookman University's Community Service program, Sunset Civitan scholarship program, Vision HR Professional Employment Organization, One Voice for Volusia, Daytona State College, and the University of Central Florida, Daytona Beach Art League, Bonner Chiles Foundation,

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

TCA has a full time certified school counselor, two Family Care Coordinators, a licensed Marriage and Family Therapist, a full time LPN, a parenting teacher, and a life coach available for conversation throughout the year. Honor roll students go out to lunch every quarter with the Principal. Bethune Cookman University sororities offer family engagement and team building opportunities throughout the year. Adolescent literacy is emphasized in our library with discussion groups, parenting groups create individual creative projects for the child care environment. Midwives will meet with students to discuss child birth and child care issues in a culturally centered health care environment. Our interactive website is a good source for reaching out to our students and their families. We have developed a strong partnership with the Volusia County Health Department (VCHD) this year. They are on campus all day every Wednesday to provide our students and community families WIC reloads, immunizations, school physicals, family planning, and preventative dental procedures by a dentist. When an individual concern requires additional intervention, TCA has a partnership with most local agencies that can provide referral, assessment, and ongoing care for our individual students. Our partnerships with community organizations are strong. The National Foster Grandparent program provides individuals throughout the year who develop relationships with our students, the TRIO program at DSC offers our students the opportunity to earn college credit while enrolled in high school, the CCAMPIS program at DSC offers child care payment assistance for single parents enrolled in school, local churches and church members provide emotional and physical help to our students throughout the year.

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

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

and outgoing cohorts of each student who transitions from one school level to another. The Bonner Chiles Foundation was created to support present and past students in their academic quest to receive a high school diploma, certification, or college degree. The Foundation has partnered with various agencies to secure scholarships for our graduating students. Close to \$10,000 was secured and presented to our seniors during the graduation ceremony. The Career Connection program has been expanded to incorporate the opportunity for students to earn certification in the child care, health care, and business tracks.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Response to Intervention (RTI) as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. TCA works with outside agencies that provide specific services to targeted children and their families. Programs supported by Title I at The Chiles Academy include: • Parenting Teacher • Family Engagement The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following: • Academic Assistance through credit accrual/recovery, tutoring, and summer school • Translation Services for parent/teacher conferences • Parental support through parent/kid activity nights and workshops on school success • Migrant Parent Advisory Council (MPAC) • Medical Assistance through referrals to outside community agencies • Food Assistance through referrals to food assistance programs • Free and Reduced Meal Plan • Wellness Policy School Plan • Nutrition and Wellness classes • Health classes • Parenting, Physical Education, & Personal Fitness classes.

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

The Chiles Academy is a very small school with a total of 65 students (and 60 babies ages 0-3) enrolled in grades 6-12. We have 2 core teachers and 1 parenting teacher. The students are enrolled in courses required for graduation, this includes their choice of an elective. The students can receive credit in Career Connections, career study, and parenting classes. They walk and graduate with their zone school. We have an ongoing partnership with Daytona State College and Bethune Cookman University and students participate in workshops throughout the year to discuss transition to college and/or the workforce. Our students also visit the local campus for tours throughout the year. The school offers students elective courses in Career Connections, parenting, and career study. These courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other "Why are we learning this?" to ensure that instruction is always relevant. The purpose of MicroSociety is to create in miniature in a school so students can link schoolwork to real life. The guiding principles of MicroSociety are to promote student voice and choice, learn by doing, find the entrepreneurial spirit, become part of real world experiences, assist teachers as facilitators, share responsibility and authority, and work with community partners who are contributors to TCA. It is part of

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Students will work towards meeting graduation requirements within a school wide culture of literacy	\$0.00
Total:			\$0.00