Chambers High School

2019-20 Schoolwide Improvement Plan

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Chambers High School

698 N HOMESTEAD BLVD, Homestead, FL 33030

www.chambershigh.com

Demographics

Principal: Daniel Walke

Start Date for this Principal: 12/17/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* 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 Dade 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)
High School 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	2012-13	2011-12	2009-10	
Grade			I	

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SIP Authority

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Part I: School Information

School Mission and Vision

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.

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.

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
Walke, Daniel	Principal	
Gilde, Troy	Assistant Principal	
Phillips, Marcella	School Counselor	
West, Jacqueline	Teacher, ESE	
Contreras, Julio	Dean	
Cooper, Cynthia	Other	

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	0	5	23	114	231	373
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	19	92	194	307
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	11	25	38	74
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	7	0	87	219	313
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	3	6	76	165	250

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Monday 9/16/2019

Prior Year - As Reported

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	9	21	80	192	302
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	1	25	19	17	62
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	17	2	72	199	290
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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**	**12**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	8	1	48	117	174

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	9	21	80	192	302
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	1	25	19	17	62
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	17	2	72	199	290
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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**	**12**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	8	1	48	117	174

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%	59%	56%	0%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

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)	0 (0)	5 (0)	23 (0)	114 (0)	231 (0)	373 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	2 (9)	19 (21)	92 (80)	194 (192)	307 (302)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (1)	11 (25)	25 (19)	38 (17)	74 (62)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (17)	0 (2)	87 (72)	219 (199)	313 (290)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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	0%	59%	-59%	58%	-58%
Cohort Comparison		0%				
09	2019	8%	55%	-47%	55%	-47%
	2018	8%	54%	-46%	53%	-45%
Same Grade Comparison		0%				
Cohort Comparison		8%				
10	2019	6%	53%	-47%	53%	-47%
	2018	12%	54%	-42%	53%	-41%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				

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					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	68%	-64%	67%	-63%
2018	9%	65%	-56%	65%	-56%
Compare		-5%			

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	21%	71%	-50%	70%	-49%
2018	7%	67%	-60%	68%	-61%
Compare		14%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	63%	-58%	61%	-56%
2018	6%	59%	-53%	62%	-56%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	57%	-57%
2018	10%	54%	-44%	56%	-46%
Compare		-10%			

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
SWD	8	20								11	
ELL				7						20	
BLK	5	27						38		15	6
HSP	8	23		10			17	20		19	9
WHT										14	
FRL	9	25		11	10		17	31		17	5
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	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	22
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	15
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	15
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - 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	14
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	16
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.

ELA (6.7%) proficiency & Math (6.7%) proficiency. The school was down a few certified instructors, especially in our Reading direct instruction program. About 85% of our students are in math and reading intervention courses because they have not passed the state assessment in reading, math, or both. School and class attendance was also a contributing factor to low performance.

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

The greatest decline is in Math from 14.3% to 6.7%. Also a major decline happened in Reading from 12.7% to 6.7%. School and class attendance was also a contributing factor to low performance. About 85% of the student population is behind multiple grade levels and still have not passed the Math or Reading assessments

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.

Math (52.9%) difference and ELA (50.3%) difference. With low attendance and working with students that are multiple grade levels behind, this has increased the gap in these areas.

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

Social Science showed the most improvement going from 8.6% to 26.7% proficiency. We provided more 1-1 work and testing prep.

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

Level 1 on state Assessments
Attendance below 90%

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

1. Reading
2. Math
3. Attendance
4. Parental Involvement
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase student achievement through core instruction in all content areas
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.
State the measurable outcome the school plans to achieve	Increasing instructional time for students that have not earned a proficient score level on state assessments or a concordant score on the SAT, ACT, or PERT, the school hopes to see increased scores or proficiency levels for these students on the state assessments. The school will be satisfied with students that increase through the levels (level 1 low-mid-high, level 2 low-high for FSA ELA and Math), to level 3 proficiency status, or earning a concordant score in Reading/ Math on the SAT/ACT/PERT.
Person responsible for monitoring outcome	Daniel Walke (944872@dadeschools.net)
Evidence-based Strategy	All students that have not passed a graduation required exam in Reading and Math will be assigned a Direct Instruction course in either or both subjects. This increased instructional time will help students build foundation skills as well as test taking strategies to be successful on both state and concordant assessments.
Rationale for Evidence-based Strategy	Providing more instructional time in areas of academic difficulty will help increase a students score leading to proficiency or meeting the concordant score for the specified tests. Class attendance, course work, and student schedules will provide evidence for this strategy.

Action Step	
Description	1. Professional development for increased instructional development. 2. Professional development in data analysis, interpretation, and implementation. 3. Use of supplemental reading (Reading Plus) and Math (Math Nation) programs 4. Direct Instruction classes for all students who have not met the proficiency level or concordant scores for reading and math. 5.
Person Responsible	Daniel Walke (944872@dadeschools.net)

#2	
Title	Increase student Attendance
Rationale	Increased attendance will lead to improved student performance. 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.Instructional time with students building foundation skills in reading and math (direct instruction program) and the 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.
State the measurable outcome the school plans to achieve	Increasing student attendance and decreasing tardies will help provide more opportunities for student participation in their academics to improve their skills and increase their state assessment levels and scores on the concordant tests for reading and math.
Person responsible for monitoring outcome	Troy Gilde (tgilde@mavericksineducation.com)
Evidence-based Strategy	Student attendance will be monitored daily. If a student becomes truant, the school will arrange a truancy meeting with the parent/guardian to discuss a plan of supporting from the school and a 3rd party vendor via the districts truancy program. The school will monitor the contact logs and the student information systems (Maestro & DSIS) for updated information as well as randomly verify student phone numbers and addresses to increase the accuracy of our students' contact information. Documentation of parents- administrative interviews, parent -Teacher conferences, and participation in school based activities.
Rationale for Evidence-based Strategy	By monitoring the attendance and tardies daily, the school will be able to continuously keep the parents informed and build a team environment with our families to help encourage our students to come to school and come on time. Evidence can consist of attendance reports, tardy reports, call logs, electronic call reports, and documented parent conferences.
Action Step	
Description	1. monitor students daily attendance as well as focus on students that have 3, 5, & 10 days of consecutive absences. 2. Parentlink will be used to contact students who miss school on a daily basis. 3. Phone calls will be made as well by staff on a daily basis and logged to monitor attendance. 4. Students will attend Direct Instruction for Reading and Math to increase their skill level, confidence, and ability. 5.
Person Responsible	Troy Gilde (tgilde@mavericksineducation.com)

#3	
Title	Increase graduation rate
Rationale	Increasing the graduation rate will allow our students to continue on their life journey through Enrollment (in a post-secondary or vocational school), Enlistment (in any of the military branches), or Employment (entering the workforce as a high school graduate).
State the measurable outcome the school plans to achieve	The school will increase the graduation rate by 1% for the 2019-2020 school year based on proficiency on state assessments or earning a concordant score on the ACT/SAT/PERT and completion of the 18 or 24 credit option plans.
Person responsible for monitoring outcome	Daniel Walke (944872@dadeschools.net)
Evidence-based Strategy	Ensuring students that have not passed their state assessments attend the direct instruction class specified to increase their instructional opportunities.
Rationale for Evidence-based Strategy	Building on the foundation skills and working on the academic weaknesses identified by previous assessments, students will continue to increase their scores on specified graduation requirement test to increase their opportunities to graduate.
Action Step	
Description	1. Direct Instruction classes for all students who have not met the proficiency level or concordant scores for reading and math. 2. monitor students daily attendance as well as focus on students that have 3, 5, & 10 days of consecutive absences. 3. Parent meetings with all students multiple times throughout school year 4. 5.
Person Responsible	Daniel Walke (944872@dadeschools.net)

#4	
Title	Increase parental involvement
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. Increased contact and communication with the parent helps the school involve the parent/guardian/family in their student's education plan.

State the measurable outcome the school plans to achieve	Maintain open lines of communication with parents in order to facilitate a better relationship between parents and the school. See increased parent participation in their child's education by participating in parent-teacher conferences, parent-administrator conferences, EESAC, and monthly school events.
Person responsible for monitoring outcome	Julio Contreras (jcontreras@mavericksineducation.com)
Evidence-based Strategy	Staff will contact the parents of students who are absent daily as well as an electronic attendance call. Students who miss 3, 5, & 10 consecutive days of school will receive a staff call and home visit to help determine the attendance issue. During parental involvement events and parent conferences, the school will request that the parents/guardians review and update their contact information if necessary to ensure the school always has the most updated information on file.
Rationale for Evidence-based Strategy	Contacting parent/guardians when a student is absent lets the parents know, that might have not known otherwise that their child is missing school. Our home visits help parents know what is going on with their child's attendance and academics and encourages the parent/guardian to enforce the students' attendance to avoid truancy and to help increase the students' academics and opportunities to earn a high school diploma. Encouraging parents/guardians to attend school events and EESAC help give the parent/guardian knowledge about the school, their child's academics, and opportunities for the child to succeed.

Action Step	
Description	1. Daily parent/guardian contact logs 2. Maintain an informative social media campaign that provides information on events and happenings at the school. 3. Documentation of parent conferences with teachers/administrators 4. documentation of home visits 5. Development/Implementation of Parent Resource Center and documentation of visitors 5.
Person Responsible	Julio Contreras (jcontreras@mavericksineducation.com)

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).

By addressing these major areas of focus, these will help students understand the need for being in school everyday. These focus areas will increase all academic opportunities to includes student course

work in all courses, testing strategies for EOC's that are required for graduation, and parental involvement.

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.

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.

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.

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.

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.

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.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase student achievement through core instruction in all content areas				$80,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			7065 - Chambers High School	General Fund		$80,000.00
			Notes: eSchoolware/eCourses, Maestro (SIS), classroom materials, technology			
2	**III.A.**	**Areas of Focus: Increase student Attendance**				**$95,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			Budget Focus	Funding Source	FTE	2019-20
			7065 - Chambers High School	General Fund		$95,000.00
			Notes: student transportation, parent link, positive behavior support			
3	**III.A.**	**Areas of Focus: Increase graduation rate**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			7065 - Chambers High School	General Fund		$10,000.00
			Notes: college/career fairs, graduation resources			
4	**III.A.**	**Areas of Focus: Increase parental involvement**				**$0.00**
					Total:	**$185,000.00**