The Chiles Academy

2020-21 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: 1/7/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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)	**2019-20 Title I School**	**2019-20 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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SIP Authority

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Purpose and Outline of the SIP

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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.

The vision of The Chiles Academy is to come together as a whole to scaffold learning and growth for young parents to recognize their own power by creating self-sufficiency and self-worth through the increased knowledge of and engagement with the world around them.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities 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	

Demographic Information

Principal start date
Monday 1/7/2019, Abby Ferguson B

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
3

Demographic Data

2020-21 Status (per MSID File)	Active
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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.	

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	6	7	16	27	56
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	5	9	20	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	5	7	15	25	52
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	5	7	14	24	50

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	6	7	16	27	56

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	6	8	17	31

Date this data was collected or last updated

Wednesday 9/2/2020

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	
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

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**	
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

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%

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey

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

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%
	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	
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	1
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%	0
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%	0
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%	0
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%	0
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%	2

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.

Because TCA is such a small dropout prevention program, that accepts students from an array of zone schools at varying points of the academic year, we are unable to aggregate data into cohorts. Therefore, it isn't possible to measure or track low performing data components.

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

Because of the answer explained in E.1. a., we are unable to track inclines or declines in data components from year to year.

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.

N/A

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

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N/A

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

1. Student health & safety
2. Student engagement
3. Instructional Innovation
4. Learning outcomes
5. Utilization of services

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Instructional Practice at The Chiles Academy provides a blended learning environment in all of its core classes, incorporating live instruction, remote learning, and online coursework. All of our students are enrolled in Parenting classes and they are required to assist in the child care environment in one of our child care rooms to help them identify the emotional and physical milestones of small children ages 0-4. Our students come from a wide variety of academic background and, more often than not, bring along significant gaps in learning and attendance from their previous experiences in school. Our academic and support staff collaborates once a week--in a Problem Solving Team (PST) meeting---to review data gathered regarding the academic and behavioral performance of each student, looking at both the history and the current performance once they've enrolled at TCA. The team takes into consideration the needs of each student and problem solves, shares best practices, evaluates the implementation, makes decisions, and moves forward to practice what has been learned.
Measurable Outcome:	Outcomes of innovative instructional practice should include a measurable increase in academic performance, a higher level of student engagement measurable through attendance, in-class learning, number of hours logged into remote learning and contact hours with the instructional staff.
Person responsible for monitoring outcome:	Abby Ferguson (abfergus@volusia.k12.fl.us)
Evidence-based Strategy:	I. State Clear Learning Goals repeatedly, so students have a clear idea of where they are going and what it will look like when they get there. II. Share and Model concepts to explain and then demonstrate how students will do a task. III. Check for Student Understanding by asking for feedback from students in various ways, regularly. IV. Give Feedback to Students regularly V. Record information in graphical ways by both instructor and students for visual learning and deeper processing. VI. Create Opportunities for Peer-to-Peer Learning so that students assist each other in understanding concepts. VIII. Build in Time to Succeed by allowing varying time per unit, in particular to account for learning difficult concepts. IX. Teach Strategies for Learning with general resources and techniques specific to a discipline. X. Nurture Metacognition by prompting students to ask how they are thinking about a subject.
Rationale for Evidence-based Strategy:	This is research-based strategy employed in higher education when dispatching educational strategies across secondary curricula; we anticipate that these proven approaches will work to create a baseline of student-centered engagement and learning outcomes. Once we have established a multi-tiered approach to all live-taught coursework on campus, we can begin to fine-tune our strategies to our highly specific population of teen parents with academic gaps and learning differences.

Action Steps to Implement

Action Step 1: Bring to PST Agenda to review and create buy-in (Abby Ferguson)
Action Step 2: Set up Instructional Practice overview and build in strategic planning for longview (PST)
Action Step 3: Create student engagement rubric for each live taught course (Abby Ferguson)
Action Step 4: Continue to monitor student progress and outcomes (PST)

Person Responsible	Abby Ferguson (abfergus@volusia.k12.fl.us)

#2. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	Culture and environment is the defining characteristic of our program, where we focus the most up front and outward attention to any entering student and their families. All staff members at The Chiles Academy (TCA) engage in a casual and respectful relationship before, during, and after school as a programmatic component, modeling tolerance, respect and meaningful social connections. By underscoring the importance of the social fabric, TCA is fostering a healthy environment for vulnerability and tolerance of 'apprenticeship thinking'--critical building blocks to genuine student learning. Our approach is not punitive, we encourage dialogue and teach our students how to interact with others without resorting to behavior that lacks impulse control and learned negative interactions. We employ restorative justice practices to repair the social fabric when it is disrupted, and use responsive/sharing circles to encourage students to speak honestly about struggles and successes alike. This approach informs both our disciplinary practices and creates a bedrock of social emotional learning (SEL) that all members of the TCA participate in on a daily basis. We center SEL practices into curricula and model it on our culture, with the belief that both approaches have to coexist in order to foster a real shift in student behavior and learning outcomes.
Measurable Outcome:	Outcomes of a culture of restorative justice and discipline will be measured in demonstrable student progress in life skills (setting and making appointments, fulfilling basic needs and advocacy for herself and her family) and in educational outcomes. The PST will meet to monitor all progress in both the short term and the long term, i.e. Did this student experience retentions in her academic history prior to her attendance here? Is she making adequate academic progress in her grade level now?
Person responsible for monitoring outcome:	Abby Ferguson (abfergus@volusia.k12.fl.us)
Evidence-based Strategy:	TCA uses Responsibility-Centered Discipline as a restorative justice practice. Over the past decade, the Responsibility-Centered Discipline program has produced remarkable results as it has been implemented across North America. RCD schools have seen significant decreases in office referrals, detentions and suspensions. But RCD schools have also moved away from an obedience-based model to a model that is centered on students taking responsibility for their own behavior as well as their own academic success. As schools drive toward improving academic results, educators have become far more purposeful in enhancing curriculum, refining assessment and enriching instruction. But without improving classroom management, all of these other efforts will ultimately fall short of expectations.
Rationale for Evidence-based Strategy:	The RCD strategy has been applied across the country in a variety of different programs. TCA is a dropout prevention program in addition to being highly focused on the needs of teen parents, so we require restorative and creative approaches to discipline. RCD has proven to build in a 40% Reduction in Discipline Referrals in Year 1, 60% Reduction in In-School Suspensions by Year 2, 50% Reduction in Office Referrals by Year 2 in other schools.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

While we are unable to respond to state collected school data, we are able to identify school-wide priorities (not including the Areas of Focus delineated above) as follows:
1. Student health & safety
2. Learning outcomes
3. Utilization of services
The school leadership team will work to address these priorities by assessing and establishing a baseline metric for each factor. After this is established, data collected from weekly PST meetings will be monitored for any improvements or declines depending on the priority. For instance, during COVID-19, all campus policies and procedures will be evaluated with the aim to ensure the health and safety of all campus constituents. If the health of any population declines during the year (infants, toddlers, students, staff, faculty), measures will be taken to isolate the negative outcomes and ensure the safety of the remaining groups.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The Chiles Academy is a full service community school that serves the holistic needs of all of its constituents. TCA has a full time certified school counselor, two Family Care Coordinators, contracted services with a licensed Marriage and Family Therapist, a robust parenting curriculum, a certified child care and VPK program, and an array of referral services (OT, PT, reading specialist, family counseling, etc) available on campus. Honor roll students go out to lunch every quarter with the Principal. Bethune Cookman University students and volunteers offer family engagement and team building opportunities throughout the year. Midwives will meet with students to discuss child birth and child care issues in a culturally centered health care environment. We have developed a strong partnership with the Volusia County Health Department (VCHD) this year. They are on campus once a week 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 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. Positive school culture and climate is a fundamental principle of TCA, which is at its core a voluntary program. If and when

students are not able to meet our expectations and fulfill their obligation as a student, a family meeting is called and the students are offered the opportunity to sign a behavioral and academic contract. If they are not able to meet the requirements of the contract they are invited to return to their zone school. Students often contact TCA after dismissal and ask to come back, citing the climate of the school and the holistic approach to meeting their needs as a primary reason to want to return. We have an "open door policy" on returning students and we reiterate our expectations of a student's engagement with our community upon their return. At weekly PST meetings administration and staff discuss students' behavior in class, on campus, with their peers, adults, partners, family members, child care teachers and academic teachers. Immediate intervention protocols are put in place on a regular basis and then they are monitored and evaluated to maintain meaning and purpose. The success of our school-wide behavioral system is based on the understanding that the problems that come up throughout the day are faced and dealt with immediately. Most staff members are able to contact family members immediately to diffuse any escalating situation. As long as the administration and staff follow through on this protocol, the disciplinary incidents and negative behavior diminishes substantially throughout the year.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Discipline	$0.00
		Total:	$0.00