

Miami-Dade County Public Schools

Chambers High School



2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
2019-20 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
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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Chambers High School

698 N HOMESTEAD BLVD, Homestead, FL 33030

www.chambershigh.com

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)
High School 6-12	Yes	%
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

School Board Approval

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SIP Authority

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<https://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.

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, position title, and job duties/responsibilities 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	

Demographic Information

Principal start date

Monday 12/17/2012, Daniel Walke

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.*

0

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.*

5

Total number of teacher positions allocated to the school

14

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
2019-20 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*
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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 .	

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	11	48	115	319	493
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	13	77	246	339
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	4	3	7	14
Course failure in Math	0	0	0	0	0	0	0	0	0	2	9	11	19	41
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	4	0	3	240	247
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	4	0	0	0	4
	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	4	3	12	204	223

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	

Date this data was collected or last updated

Friday 9/11/2020

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	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

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	

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	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

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	

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	
	(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.

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	

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
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 Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	2

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 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	15
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
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%	2
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	14
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
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%	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.

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?

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. Graduation
5. Parental Involvement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and 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.
Measurable Outcome:	The school will increase the proficiency levels for all students taking the FSA ELA (first times (10th grade) and retakers by 3% from 36% to 39% proficiency for the 2020-2021 school year.
Person responsible for monitoring outcome:	Marcella Phillips (mphilips@mavericksineducation.com)
Evidence-based Strategy:	All students that have not passed a graduation required exam in reading will be assigned a reading Direct Instruction course. 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, student assessment performance, and student schedules will provide evidence for this strategy.

Action Steps to Implement

1. Professional development for instructional development.
2. Professional development in data analysis, interpretation, and implementation.
3. Use of supplemental reading (Reading Plus) program.
4. Direct Instruction classes for all students who have not met the proficiency level on the state assessment or concordant scores for reading .

Person Responsible Marcella Phillips (mphilips@mavericksineducation.com)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and 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.

Measurable Outcome: The school will increase the proficiency levels for all students taking the FSA Math EOCs by 3% from 58% to 61% proficiency for the 2020-2021 school year.

Person responsible for monitoring outcome:

Troy Gilde (tgilde@mavericksineducation.com)

Evidence-based Strategy:

All students that have not passed a graduation required exam in math (Algebra 1) will be assigned a math Direct Instruction course. 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, student assessment performance, and student schedules will provide evidence for this strategy.

Action Steps to Implement

1. Professional development for instructional development.
2. Professional development in data analysis, interpretation, and implementation.
3. Use of supplemental math (Math Nation) program.
4. Direct Instruction classes for all students who have not met the proficiency level on the state assessment or concordant scores for math.

Person Responsible

Troy Gilde (tgilde@mavericksineducation.com)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and 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.
Measurable Outcome:	The school will Increase average yearly attendance by 10% from 50% to 60% average attendance for the 2020-2021 school year.
Person responsible for monitoring outcome:	Julio Contreras (jcontreras@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 Steps to Implement

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.

Person Responsible Julio Contreras (jcontreras@mavericksineducation.com)

#4. Instructional Practice specifically relating to Graduation

Area of Focus	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).
Description and Rationale:	
Measurable Outcome:	The school will increase the graduation rate by 3% for the 2020-2021 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 (based on the states graduation rate calculation). The school will also increase the total number of students who graduate during the 2020-2021 school year by 10% from the previous school year 2020-2021.
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 Steps to Implement

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

Person Responsible [no one identified]

#5. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and 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.

Measurable Outcome: The school will increase Parental/Guardian participation/involvement by 5% of the total enrollment for the 2020-2021 SY.

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 Steps to Implement

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

Person Responsible Julio Contreras (jcontreras@mavericksineducation.com)

Additional Schoolwide Improvement Priorities

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

The focus on reading and math will flow to the rest of the core academic areas with the same level of attention paid to each student in each course. The focus will remain on attendance, engagement, performance, and completion utilizing a high touch communication process. The main focus is always on rehabilitating the student to a disciplined school culture and structure.

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.

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 web pages. 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.

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: ELA				\$11,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		500-Materials and Supplies	7065 - Chambers High School	General Fund		\$11,500.00
			<i>Notes: Reading Plus - reading program</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$1,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		500-Materials and Supplies	7065 - Chambers High School	General Fund		\$1,100.00
			<i>Notes: Math Nation - math program</i>			
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$95,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			7065 - Chambers High School	General Fund		\$95,000.00
			Notes: student transportation, parentlink communication system, positive behavior rewards			
4	III.A.	Areas of Focus: Instructional Practice: Graduation				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			7065 - Chambers High School	General Fund		\$5,000.00
			Notes: college/career fairs, graduation resources			
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
Total:						\$112,600.00