The Chiles Academy

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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)	**2020-21 Title I School**	**2020-21 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

School Board Approval

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

SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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	Position 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.
Jones, Tamarah	Other	• Oversee day-to-day financial operations of TCA, Inc. for all of the programs operated by the corporation: • Present monthly reports (compiled by an outside CPA) to the Board of Directors o Confer with the TCA Board Treasurer regarding monthly financial reports o Prepare EHS financial reports for the Policy Council o Send Charter School reports to the VCSB o Monthly reimbursement claim reports for the nutrition programs ? Child Care Food Program - CCFP (Birth to five) ? National School Lunch Program - NSLP (Grades 6-12) • Present budgets to the Board of Directors and EHS Policy Council for approval and revisions as necessary (at least twice per fiscal year) o EHS Budget for Policy Council o Title One Budget o School Nutrition Programs • Maintain salary schedules for employees that reflect levels of responsibility, certifications, training, and education o Administrative staff o Teaching staff o Child Care Teachers o Support and Kitchen Staff • Primary contact for Vision HR Professional Employment Organization o Submit semi-monthly and special payrolls for payment o File all payroll source documents after signed by employees o Forward "New Hire Packets" when an employee is hired o Submit "Action Notices" for pay changes, job status or classification change, and employee personal information changes o Review and properly code invoices in accounting software o Review and update Employee Handbook as needed o Track & report employee annual leave hours earned and used o Evaluate health insurance plans offered by Vision HR and make recommendation to the BOD annually o Reply to employment verification requests made by employees • Grant Writing

Name	Position Title	Job Duties and Responsibilities
		o Work collaboratively to prepare grant proposals with specific emphasis on budget planning o Preparation of grant renewal documents (Including EHS and NSLP) • Facilities o Issue "Requests for Proposals" and make recommendations to the BOD o Primary contact for facility projects o Provide or secure technical assistance for staff members to ensure environmental, safety, comfort, and communication needs are met o Approve facility repairs and maintenance o Update curriculum notebook annually with teachers' syllabi for every course being taught o Purchase publications, software, textbooks, and ancillary materials as needed o Negotiate for web-based curriculum needs o Co-Founder of The Chiles Academy in 2002 o Represent The Chiles Academy and all of its programs in a professional manner at social and/or business functions o Attend weekly staff meetings o Provide employees with ongoing HR information as needed o Coordinate special events & ceremonies with the Executive Director o Secondary contact when the Executive Director is not available o Meet with the Executive Director and/or the Child Care Director several times each week to discuss student, staff, & community issues
Foster, Ashley	School Counselor	Implements the high school guidance curriculum; conducts orientation activities for new students; provides grade level transitional activities; assists students in developing an educational plan, including unique opportunities; provides school-to-career guidance activities; provides scholarship information; interprets standardized test results; assists the administration with the state mandate and school testing programs; develop and conduct developmental guidance lessons in the classroom and in large groups; facilitate the integration of the guidance curriculum into the educational curricula; select topics and resources consistent with school identified objectives, consistent with middle college model; assist in the development and implementation of experiential activities geared toward improving school climate, communication and community capacity building (i.e. student leadership retreats, diversity issue workshops and activities that foster pride and increase cohesion on campus); adheres to American Counseling Association/American School Counselor Association accreditation guidelines; conducts counseling sessions in response to identified needs of individuals and groups of students through individual counseling, crisis intervention and the formation and facilitation of groups; counsels on various student issues: poor performance, advocacy, mediation of teacher-student differences, personal problems and concerns (i.e. family issues, abuse, pregnancy, depression, substance abuse, relationships, peer group issues); responds to crisis situations to include altercations, illness/death, suspected child abuse and mandatory reporting of same; responds to situations in a timely manner; works with developmental groups to create a safe environment for peer groups; consults with and serves as a resource for teachers, staff, and parents regarding the developmental needs of students;

Name	Position Title	Job Duties and Responsibilities
		conducts and facilitates conferences and in-service programs; maintain records to document interactions, interventions, and decisions; refers students and parents to community agencies, programs, or specialists as appropriate; maintain a list of district and community resources; consults and coordinates with community social service agencies; fosters links between community college admissions, student services and campus life; works with school staff to determine appropriate student placement, e.g., regular education, English Language Learners, special programs, and occupational opportunities; conducts or provides opportunities for parent education programs; maintains various records based on ethical and legal guidelines; assists students with course selections that are appropriate for graduation requirements and career plans; operates within the established school procedures and policies; provides support for other school programs and personnel; attends meetings, conferences and in-service trainings to keep abreast of best practices and professional trends; performs related duties as assigned.

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.*

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.*

0

Total number of teacher positions allocated to the school

3

Total number of students enrolled at the school

91

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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	7	10	20	42
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	5	9	20	38
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	5	7	10	20	42
Course failure in Math	0	0	0	0	0	0	0	0	0	5	7	10	20	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	5	5	10	20	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	5	6	9	20	40
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	3	2	6	13	24

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	5	7	10	20	42

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	3	5	6	15	29

Date this data was collected or last updated
Wednesday 9/1/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					54%	61%		57%	60%
ELA Learning Gains					53%	59%		56%	57%
ELA Lowest 25th Percentile					44%	54%		50%	52%
Math Achievement					55%	62%		54%	61%
Math Learning Gains					52%	59%		50%	58%
Math Lowest 25th Percentile					45%	52%		46%	52%
Science Achievement					61%	56%		64%	57%
Social Studies Achievement					72%	78%		75%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	50%	-50%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	57%	-57%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	55%	-55%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Because TCA is such a small dropout prevention program, accepting students from a zone schools at varying points of the academic year, aggregating data into grade level cohorts is often an inefficient measurement of student progress. We use a multiple-pronged approach. TCA uses FAIR testing for our 9th/10th graders for the first 6 weeks of school to establish a baseline for reading/writing proficiency that is then monitored by the certified English teacher during weekly PST meetings. PERT/FSA Math scores are inserted into our TCA Progress Monitoring Baseline and Qualitative Report and all previous attempts are recorded and compared to current scores. Our certified math teacher develops action steps that are incorporated into her curriculum and progress is reported out during PST meetings. Our TCA Progress

Monitoring Baseline and Qualitative Report includes FSA ELA and Algebra 1 EOC scores. Qualitative notes are maintained weekly and our students are monitored on an individual basis. Testing does not indicate the nuanced/soft skills often missing in teen parent students with gaps in their academic records, and our staff diligently gauges and modifies all learning tools based on first-hand knowledge of the student and her strengths/areas of improvement. Finally, an average of 35% of our students have IEPs and our staff actively participates in IEP meetings, understands and works towards IEP goals and effectively uses data collected in that process to measure and support success. Please note: the data collected below do not reflect the same students within the grade level cohort throughout the year.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/53%	1/39%	N/A
	Economically Disadvantaged	1/53%	1/39%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/0%	1/0%	10%
	Economically Disadvantaged	1/0%	1/0%	1/0%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/30%	1/30%	1/30%
	Economically Disadvantaged	1/30%	1/30%	1/30%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/40%	11/30%	8/35%
	Economically Disadvantaged	5/40%	11/30%	8/35%
	Students With Disabilities	3/40%	4/40%	2/40%
	English Language Learners	1/30%	3/35%	3/35%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/40%	11/40%	8/40%
	Economically Disadvantaged	5/40%	11/40%	8/40%
	Students With Disabilities	3/40%	4/40%	2/40%
	English Language Learners	1/30%	3/40%	3/40%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/50%	14/50%	6/50%
	Economically Disadvantaged	7/50%	14/50%	6/50%
	Students With Disabilities	1/50%	5/50%	1/50%
	English Language Learners	0/0%	0/0%	1/100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/50%	14/50%	6/50%
	Economically Disadvantaged	7/50%	14/50%	6/50%
	Students With Disabilities	1/50%	5/50%	1/50%
	English Language Learners	0/0%	0/0%	1/50%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13/40%	24/45%	4/50%
	Economically Disadvantaged	13/40%	24/45%	4/50%
	Students With Disabilities	3/30%	3/40%	2/70%
	English Language Learners	0/0%	2/50%	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13/40%	24/45%	4/50%
	Economically Disadvantaged	13/40%	24/45%	4/50%
	Students With Disabilities	3/30%	3/40%	2/70%
	English Language Learners	0/0%	2/50%	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25/40%	32/47%	34/51%
	Economically Disadvantaged	25/40%	32/47%	34/51%
	Students With Disabilities	9/33%	12/43%	7/46%
	English Language Learners	2/60%	3/60%	3/60%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25/40%	32/57%	34/57%
	Economically Disadvantaged	25/40%	32/57%	34/57%
	Students With Disabilities	9/33%	12/40%	7/55%
	English Language Learners	2/60%	3/60%	3/60%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
FRL											

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

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

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

TCA notes the trends of students coming in from a variety of zone middle and high schools with significant academic gaps, below proficiency skills and Level 1 test scores across all core content areas. It is also significant to notes that attendance trends tend to correlate directly with low test scores and grades, as students who become pregnant while still attending school often are transient, with high truancy rates before entering our charter school.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

TCA students consistently bring Level 1 testing scores from their previous schools and immediately take scheduled state tests once they arrive here to stay within the year-long testing windows provided by the district. They are often unprepared for the state level tests and 80% do no receive a passing grade to satisfy the testing requirement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include attendance/absence rates, gaps in enrollment across zone schools, poor performance on state tests and assessments throughout academic history, and high trauma/poverty rates among the population as a whole. Actions taken to address the need for improvement include: individualize monitoring, high-touch outreach to address school absences, greater in-school preparation for the skills required for state assessments, and curriculum designed to address academic gaps to aid in skill and credit recovery.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components that showed the most improvement were the rates of success within the core subject area curriculum and completion rates of online courses from the last two academic years, as measured in PST meetings. We saw little to no improvement in state test passing rates, however-- implementation of the ACT-NCR allowed for small improvements in overall passing rates for graduation requirements.

What were the contributing factors to this improvement? What new actions did your school take in this area?

With the implementation of the ACT-NCR allowing for more time on each section and school-based proctoring system, we saw a slight uptick in passing rates used for graduation requirements. Also, we were able to monitor student progress across the curriculum both online and in-person learning with a more aggressive outreach strategy including weekly teacher meetings, student feedback reports and discussion boards that monitored student progress in real-time rather than in a primarily self-paced online model.

What strategies will need to be implemented in order to accelerate learning?

TCA PST sets strategies to accelerate learning through the course of the year. TCA admin and faculty work together daily to implement innovative Instructional Practices at The Chiles Academy provides a blended learning environment in all of its core classes, incorporating live instruction, remote learning, and online coursework. 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.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

TCA follows all PD learning opportunities provided by the district and encourages all teachers to attend PD days as announced. TCA also provides ongoing trainings in a variety of subject areas including our Responsibility-Centered-Discipline approach, SEL-focused teacher trainings, and staff workshops modeling support and leadership in the classroom.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Sustainable practices are at the heart of the TCA approach to improvement and growth. We support faculty professional development to ensure the latest best practices are utilized across the curriculum, we work together as a school to monitor and intervene on an individual student basis and mobilize social emotional learning practices to keep students healthy and engaged while they are enrolled with us.

Specific additional services to ensure stability include: continued access to academic technology for remote credit recovery work, "student appreciation" practices that promote steady attendance rates like donated goods, services, and free diaper program "teacher appreciation" practices that encourage consistent commitment to the pedagogy and our increased student contact model such as raffles, earned personal time, rotating remote work days and giveaways, and increased number of parent-centered activities such as on-site community events, parent/teacher positive conferences, and parent-volunteer "mommy & me" time to cultivate both family engagement and literacy.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	Strategies for student engagement and retention start from the very top and if utilized effectively, should affect every aspect of the school experience. We recognized a need for leadership development among our admin staff to ensure that a supportive and fulfilling environment was being achieved and learning conditions that meet the needs of all students are supported and verified. Adding leadership responsibilities across the administration---specifically at the assistant principal level---and empowering faculty to take a leadership role in curriculum development and employing school improvement strategies is the approach.
Measurable Outcome:	Increased enrollment by 2% each semester Increase student retention by 5% Increased attendance by 5% overall for year Positive feedback on the learning environment from faculty and students
Monitoring:	We will monitor our daily attendance rates, and our enrollment trends over time. We will measure where/when students enroll within the academic year and for how long we were able to keep their attendance rates up over time, allowing for fluctuation specific to our population including maternity leave and various needs associated with the care of a child.
Person responsible for monitoring outcome:	Abby Ferguson (abfergus@volusia.k12.fl.us)
Evidence-based Strategy:	The Kirkpatrick framework for adult Learning suggests that leadership training is most effective in improving the following outcomes: Reactions - the attitudinal component of effectiveness; Learning - a relatively permanent change in knowledge or skill produced by experience; Transfer - what the trainee will do, including job performance; Results -effect on achieving organizational objectives. The study also indicates that outcomes increase both for the organization and people participants are leading (subordinates), with organizational outcomes even greater than subordinate outcomes. They found there were eight key evidence-based practices that determine the effectiveness of a leadership development program: 1. Conduct a needs analysis 2. Use multiple delivery methods, including practice-based delivery 3. Include feedback, but maybe not 360° assessment 4. Multiple sessions spaced over time 5. Have a face-to-face delivery component 6. Must include soft skills 7. Ensure theory is evidence-based and relevant 8. Design the program according to desired outcomes
Rationale for Evidence-based Strategy:	To measure the outcome of the increased leadership role across the school while also informing the strategies for developing professional growth opportunities over time. Leading research on leadership development will be utilized and admin check ins will include research and development on current best practices.

Action Steps to Implement

Assistant Principal to set agenda and monitor accountability for weekly PST meetings

Person Responsible	Ashley Foster (aefoster@volusia.k12.fl.us)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Culture and environment is the defining characteristic of our program, and the critical need identified for our population is positive and consistent behavioral interventions and supports. All staff members at The Chiles Academy (TCA) engage in a casual and respectful relationship before, during, and afterschool 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, learning outcomes and attendance.
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 and increased and consistent attendance.
Monitoring:	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	

1. Principal will review all RCD trainings will academic staff and create behavioral intervention strategies for each teacher in individual classrooms.

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

2. All staff will participate in at least 2 and up to 4 RCD trainings, readings, and workshops in order to develop a common language and strategic understanding of the "TCA way" of interventions that focus on accountability and SEL engagement.

Person Responsible   Ashley Foster (aefoster@volusia.k12.fl.us)

#3. 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. This year, we are focusing on differentiated instruction to accommodate for our wide variety of learners from diverse academic backgrounds prior to their enrollment with us. When teachers differentiate instruction for students, they provide multiple ways for students to (a) access critical content, (b) make sense of that content, and (c) express what they have learned about that content (i.e., differentiation of content, process, and product).
Measurable Outcome:	Outcomes of innovative instructional practice should include a measurable increase in academic performance, a higher level of student engagement measurable through a 5% increase in overall attendance, a 20% increase in number of hours logged into remote learning and contact hours with the instructional staff.
Monitoring:	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.
Person responsible for monitoring outcome:	Abby Ferguson (abfergus@volusia.k12.fl.us)
Evidence-based Strategy:	Knight (2013) has identified five evidence-based "high-impact instructional strategies" for differentiated instruction that can help improve student learning and engagement. They are: * thinking prompts (e.g., exciting and engaging video clips or works of art that stimulate dialog); * effective questions; * stories; * cooperative learning; and * authentic learning experiences.
Rationale for Evidence-based Strategy:	Evidence-based strategy on differentiated instruction has been employed across secondary curricula and provided proven results on increasing student engagement. We anticipatethat 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	

1. Academic staff will identify each live course curriculum that would benefit most from differentiated instruction

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

2. Faculty will develop differentiated instruction strategies within at least one unit per 9 weeks and review plan with principal.

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

3. PST meeting will review differentiated instruction strategies across curriculum and how students are reacting, making modifications as needed. AP will monitor student progress across coursework and develop success strategies if students fall behind.

Person Responsible Ashley Foster (aefoster@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A
The Chiles Academy is not listed on the dashboard to compare discipline data. As reported in the areas of focus, school culture and environment is a critical priority for the daily operation of the school. Discipline is proactive, preventative, and cross-monitored by many stakeholders across campus to ensure conflict is managed quickly, effectively and before it boils over into direct behavioral interventions and/or negative outcomes.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Chiles Academy is a full service community school that serves the holistic needs of all of its constituents utilizing a wide variety of stakeholders. 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
		Total:	$0.00