

Miami-Dade County Public Schools

Chambers High School



2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
2020-21 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	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 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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year	2012-13	2011-12	2009-10
Grade			

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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.

We, the family at Chambers High School are fully committed to providing a productive learning environment that fosters the realization of each student's potential.

Provide the school's vision statement.

Our vision at Chambers High School is to positively transform our students' educational experiences in order to produce successful community-minded citizens.

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

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

Total number of students enrolled at the school

407

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

1

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

2

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	0	6	35	103	262	406
Attendance below 90 percent	0	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	0	0
Course failure in ELA	0	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	0	2	9	11	19	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	4	0	3	240	247
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	5	36	102	260	403
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	4	3	11	204	222

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

Date this data was collected or last updated

Thursday 9/23/2021

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	0	11	48	115	319	493
Attendance below 90 percent	0	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	0	0
Course failure in ELA	0	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	0	2	9	11	19	41
Level 1 on 2019 statewide ELA assessment	0	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	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	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	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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	11	48	115	319	493
Attendance below 90 percent	0	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	0	0
Course failure in ELA	0	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	0	2	9	11	19	41
Level 1 on 2019 statewide ELA assessment	0	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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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					59%	56%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	73%		73%	71%

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	8%	55%	-47%	55%	-47%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2021					
	2019	6%	53%	-47%	53%	-47%
Cohort Comparison		-8%				

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					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	4%	68%	-64%	67%	-63%

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	21%	71%	-50%	70%	-49%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	63%	-58%	61%	-56%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

ELA - Reading Plus benchmark 9-12

Math - Algebra 1 benchmark 9-12

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9	21	35/1.2%
	Economically Disadvantaged	0	1	3/2%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	11	10/1.1%
	Economically Disadvantaged	1	1	5/2.1%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	1/.5%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60	63	61/1.4%
	Economically Disadvantaged	1	1	3/1.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	24	31
	Economically Disadvantaged	0	0	1/1.2%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	141	140	137/2%
	Economically Disadvantaged	0	2	5/4.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	27	28
	Economically Disadvantaged	1	0	3/3.6%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	175	181	163/2.1%
	Economically Disadvantaged	5	0	4/3.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	38	49
	Economically Disadvantaged	2	1	5/4%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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
SWD										10	
ELL										9	
BLK										1	
HSP										14	5
WHT										21	

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	9	20								12	4
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	20								11	
ELL				7						20	
BLK	5	27						38		15	6
HSP	8	23		10			17	20		19	9
WHT										14	
FRL	9	25		11	10		17	31		17	5
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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	11
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	
Total Points Earned for the Federal Index	44
Total Components for the Federal Index	4
Percent Tested	42%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	9
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	1
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	10
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	11
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?

Our students struggle to meet proficiency in Reading and math. While math is performing better holistically, the proficiency is still low.

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

Reading at the 11 & 12 grades related to proficiency.

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

From the 2020-2021 SY the main contributing factor was the pandemic and students not access their intervention classes for reading and math.

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

Economically disadvantaged students performed better than other subgroups

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

These are most of our students, except not all are identified due to not filling out the school lunch form

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

All students that haven't passed a reading or math assessment, they will all receive intensive reading and math training.

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.

PD is related to instructional practices and student performance.

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

monthly data chats with parents and students. Prescriptive plans to encourage success.

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 student's 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 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 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 2021-2022 school year.

Monitoring: Monthly meetings will be held with the reading direct instruction teachers to review student progress for the month as well as data from benchmarks and FSA ELA reporting categories. Skill-building related to the reporting categories will be monitored monthly. Attendance will also be closely monitored as our students have truant tendencies.

Person responsible for monitoring outcome: Marcella Phillips (mphilips@mavericksineducation.com)

Evidence-based Strategy: All students that have not passed the 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 student's 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 (Read180 & Systems 44) 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 student's 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 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 the proficiency levels for all students taking the FSA Math EOCs by 3% from 58% to 61% proficiency for the 2021-2022 school year.

Monitoring:

Monthly meetings will be held with the math direct instruction teachers to review student progress for the month as well as data from benchmarks, FSA Algebra 1 EOC reporting categories, and PERT. Skill-building related to the reporting categories will be monitored monthly. Attendance will also be closely monitored as our students have truant tendencies.

Person responsible for monitoring outcome:

Troy Gilde (tgilde@mavericksineducation.com)

Evidence-based Strategy:

All students that have not passed the 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 student's 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 (study island and Math nation text for PERT) 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 help 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 2021-2022 school year.

Monitoring: Monthly attendance meetings will be held with the school's truancy team. They will monitor areas to include the number of days out, consecutive days out, school communication and documentation, home visits, and the response of the student/parent to the home visit.

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 support from the school and a 3rd party vendor via the district's 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. The school will also deploy its truancy team to conduct home visits or provide additional resources to the student and family

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
Description and Rationale: Increasing the graduation rate will allow our students to continue on their life journey through Enrollment (in a post-secondary or vocational school), Enlistment (in any of the military branches), or Employment (entering the workforce as a high school graduate).

Measurable Outcome: The school will increase the graduation rate to a minimum of 30% for the 2021-2022 school year based on student 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 2021-2022 school year by 10% from the previous school year.

Monitoring: The school will meet with our data team and classrooms monthly to monitor all potential graduates regardless of grade level. All students will be reviewed monthly to determine attendance, productivity, and whether or not they are on track to graduate this school year. The school will monitor all withdrawn students to ensure the withdrawal codes are accurate for accountability purposes related to our graduation rate.

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 the school year
- 4, Monitor students' monthly academic progress and productivity.

Person Responsible Daniel Walke (944872@dadeschools.net)

#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 2021-2022 SY.

Monitoring: The school will meet monthly with the data team to review parent interactions. The school will monitor the various interactions and continuously work on interventions to improve the frequency and number of times the school interacts with parents.

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

Using the [SafeSchoolsforAlex.org](https://www.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.

While our school wasn't listed on the SafeSchoolsforAlex.org website, typically our discipline data is related more towards truancy than other standard disciplinary areas. The school's primary area of discipline concern is related to truancy. The school has this outlined as a goal with a process to monitor and review throughout the school year. Please review that goal for more details. The second area of concern is behavior towards academic productivity. Many students will attend school and make the decision to not do any work. This is a behavior issue that will be reviewed monthly to monitor student productivity and make recommendations for changes.

The school is taking a collaborative approach to the school environment with our students. We are working hard to involve them in almost all decisions that are being made here at the school. We wanted them to feel even more welcomed at the school than they have the previous school years. This will be monitored utilizing walk-throughs, surveys, and celebrations for school and classroom-based success.

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.

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.

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

Our stakeholders consist of the following groups:

Students - their role is to actively contribute and collaborate with school staff to ensure the mission and vision are expressed throughout the school, work to show school spirit and pride, and participate in school events on and off-campus.

Staff - Their role is to actively engage with every student and visitor we come in contact with. Mentor the students on the mission and vision as well as the 9 core values. Collaborate with the students to help ensure that their voice is heard and express on the campus. Promote a positive environment and celebrate all successes.

Parents - Their role is to be proactive in their child's academic development by interacting with the school in PTC meetings, school events (on and off-campus) and promoting the school in a positive manner in the community.

Governance Board - Their role is to support the school from an entity standpoint. They work with the school to help align community-based connections to improve the positive culture by providing internal/external resources to the school, students, and parents.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$31,680.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		500-Materials and Supplies	7065 - Chambers High School	General Fund		\$31,680.00
<i>Notes: Reading curriculum: Read 180 & Systems 44</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$4,812.50
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		500-Materials and Supplies	7065 - Chambers High School	General Fund		\$4,812.50
<i>Notes: Study Island</i>						
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$100,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7065 - Chambers High School	General Fund		\$100,000.00
<i>Notes: student transportation, Remind communication system, positive behavior rewards program</i>						
4	III.A.	Areas of Focus: Instructional Practice: Graduation				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7065 - Chambers High School	General Fund		\$5,000.00
<i>Notes: College and career fairs, graduation resources, college resources</i>						
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$5,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		500-Materials and Supplies	7065 - Chambers High School	General Fund		\$5,000.00
			<i>Notes: Parent resources and materials</i>			
					Total:	\$146,492.50