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Chamberlain High School

9401 N BOULEVARD, Tampa, FL 33612

[no web address on file]

Demographics

Principal: Jake Russell

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General 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)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (51%) 2016-17: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough 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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Chamberlain High School

9401 N BOULEVARD, Tampa, FL 33612

[no web address on file]

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)
High School 9-12	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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.

To provide an environment for students to master disciplinary literacy across all content areas.

Provide the school's vision statement.

At Chamberlain, all stakeholders work together to create a learning community where students are held to high expectations. The Chamberlain community builds students who are caring, contributing citizens that can succeed in an ever-changing world.

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
Woods, Jody	Assistant Principal	APC 12th Grade Restorative Practice Instructional Focus: All Departments, Math
Russell, Jake	Principal	Instructional Focus: All Departments/Social Studies
Suarez, Luis	Assistant Principal	APA 11th Grade Restorative Practice Instructional Focus: Electives, ELL
Smith, Jean	Assistant Principal	APSA 9TH AND 10TH Grade Restorative Practice Instructional Focus: Science, ESE
Buchert, Danielle	Assistant Principal	APSA - 3DE Instructional Focus: English, 3DE

Demographic Information

Principal start date

Thursday 7/29/2021, Jake Russell

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.*

1

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.*

9

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,290

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

16

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

14

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	334	346	284	306	1270
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	50	34	19	13	116
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	102	9	3	114
Course failure in Math	0	0	0	0	0	0	0	0	0	0	67	8	4	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	132	4	0	0	136
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	13	5	0	0	18
Number of students with a substantial reading deficiency	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	33	27	10	7	77

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

Date this data was collected or last updated

Thursday 8/19/2021

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	370	345	351	325	1391
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	156	150	149	135	590
One or more suspensions	0	0	0	0	0	0	0	0	0	13	5	10	6	34
Course failure in ELA	0	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	1	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	177	154	130	116	577
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	144	44	21	82	291

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	9	1	4	4	18

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	10	0	0	2	12
Students retained two or more times	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	370	345	351	325	1391
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	156	150	149	135	590
One or more suspensions	0	0	0	0	0	0	0	0	0	0	13	5	10	6	34
Course failure in ELA	0	0	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	1	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	177	154	130	116	577
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	144	44	21	82	291

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	9	1	4	4	18

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	10	0	0	2	12
Students retained two or more times	0	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				28%	56%	56%	30%	54%	56%
ELA Learning Gains				47%	54%	51%	44%	53%	53%
ELA Lowest 25th Percentile				45%	41%	42%	45%	43%	44%
Math Achievement				40%	49%	51%	46%	48%	51%
Math Learning Gains				63%	48%	48%	63%	49%	48%
Math Lowest 25th Percentile				56%	45%	45%	54%	45%	45%
Science Achievement				42%	69%	68%	60%	65%	67%
Social Studies Achievement				60%	75%	73%	52%	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
09	2021					
	2019	26%	55%	-29%	55%	-29%
Cohort Comparison						
10	2021					
	2019	26%	53%	-27%	53%	-27%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	41%	66%	-25%	67%	-26%	

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	58%	73%	-15%	70%	-12%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	24%	63%	-39%	61%	-37%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	57%	-10%	57%	-10%

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring was completed through the district baselines.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.1	50	50
	Economically Disadvantaged	20		
	Students With Disabilities	13.8	35.3	35.3
	English Language Learners	21.5	51.67	58.63
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	21.6	38.5	
	Economically Disadvantaged	4.3	33.9	
	Students With Disabilities	28.6	29.9	
	English Language Learners	26.3	45.7	
		Number/% Proficiency	Fall	Winter
Biology	All Students	35.8	30.5	48.9
	Economically Disadvantaged	45		59.1
	Students With Disabilities	29.5	27.4	40.6
	English Language Learners	34.3	28.1	33.3
		Number/% Proficiency	Fall	Winter
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	46.5	25.7
	Economically Disadvantaged	40	46.4	
	Students With Disabilities	22.7	43.5	
	English Language Learners	36.4	34.7	25.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.2	35.8	31.7
	Economically Disadvantaged	4.3	39.6	35.4
	Students With Disabilities	28.6	31.1	29.7
	English Language Learners	26.3	31.6	30.7
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.4	28.8	
	Economically Disadvantaged	24.6	28.3	
	Students With Disabilities	26.9	27.7	
	English Language Learners	11.1	33	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58.3	54.4	40.1
	Economically Disadvantaged	60.6	68.1	61.7
	Students With Disabilities	49.8	53.5	42
	English Language Learners	40.5	44.9	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.6	30.9	
	Economically Disadvantaged	4.3	27.1	
	Students With Disabilities	28.6	32.1	
	English Language Learners	26.3	29.4	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.4	31.5	30.3
	Economically Disadvantaged	24.6	40.4	24.2
	Students With Disabilities	26.9	30.9	29.1
	English Language Learners	31.6	18	24.2
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.4	48.8	
	Economically Disadvantaged		56.1	
	Students With Disabilities		47.2	
	English Language Learners		45.5	

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57.3	64.4	66.6
	Economically Disadvantaged	55	70	
	Students With Disabilities	50.8	57.8	69
	English Language Learners		59.3	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.6	30.9	
	Economically Disadvantaged	4.3	27.1	
	Students With Disabilities	28.6	32.1	
	English Language Learners	26.3	38.8	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	22.5	28.8	30.3
	Economically Disadvantaged			30.3
	Students With Disabilities	27.5	24.7	24.3
	English Language Learners	30.4	28.1	26.3
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	16	29	35	10	35	58	24	39		84	29
ELL	9	34	45	11	30	40	15	31		75	56
ASN										100	80
BLK	15	35	46	10	29	44	16	36		89	23
HSP	27	37	45	22	29	38	38	46		85	50

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
MUL	26	22		21	45		55			73	36
WHT	27	38	45	26	30		38	78		87	61
FRL	23	36	44	17	29	42	32	46		86	42
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	17	45	46	28	61		27	44		78	11
ELL	19	48	41	36	64	50	43	42		71	44
ASN		40						80		100	69
BLK	15	38	44	27	61	57	30	43		84	5
HSP	32	50	41	45	63	62	43	60		80	37
MUL	40	47		33			30	71		86	25
WHT	46	56	71	48	75		66	75		87	48
FRL	25	46	44	38	65	60	39	55		81	24
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
SWD	12	39	42	24	50		45	38		63	4
ELL	3	33	31	35	63	36	50	33		77	42
ASN								64		100	36
BLK	15	39	50	29	53	56	43	31		73	18
HSP	33	45	40	47	62	48	67	59		87	37
MUL	19	37		77				50		100	27
WHT	53	54	44	63	77		68	69		91	28
FRL	26	43	45	44	61	50	59	48		84	26

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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
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	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
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?

Proficiency in ELA, Math, USH and BIO are an area we need to focus on.

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

Reading and literacy

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

Seventy-five percent of ninth graders enter Chamberlain as a level 1 in ELA. Since 2019 there has been a decline in reading and literacy. There has been a loss of instruction due to teacher shortages, eLearning/simultaneous teaching, students off campus/quarantining/illness.

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

Bottom Quartile in both Math and ELA performed above the District average.

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

There was a specific focus on BQ students. All teachers were expected to know their BQ students and develop strategies to improve their performance through small group instruction, tutoring and push ins from the resource teachers.

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

Teachers will be trained on acceleration vs remediation and data-driven, teacher-led, small groups. Teachers will work together to plan and implement differentiated small group instruction based on ongoing formative data to promote acceleration.

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.

Professional development will be held during preplanning and monthly throughout the year on standards based instruction, literacy strategies, and small group instruction. The ILT will also be trained in the GEMBA process, while will consist of data gathering walkthroughs to determine areas of need that will guide the continuing professional development.

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

- a. The addition of an interdisciplinary PLC will allow teachers to discuss students and successful strategies across contents.
- b. Emphasis of baseline data tracking and data driven small group instruction in content PLCs.
- c. Student services will be comprised of the Climate and Culture Resource Teacher, the RTI specialist, and student services assistants. Data on student attendance, discipline, and teachers will be tracked to ensure student success.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Seventy-five percent of students are below grade level entering the ninth grade. Standards-aligned instruction is necessary to better prepare students with the ability to demonstrate learning gains and proficiency on state assessments. Disciplinary literacy is central to standards-aligned instruction. Teachers need to plan and deliver high-quality lessons which center on both content and literacy skills and standards to provide students access to challenging content and texts.

Measurable Outcome: To increase proficiency and learning gains in all components of school grade by 3 percent with a focus on African American students and SWD students.

Monitoring: Standards aligned instruction will be monitored through classroom walk throughs, formal and informal observations, coach and department head walk throughs. Gemba walks will also provide school wide monitoring of instructional practices.

Person responsible for monitoring outcome: Jody Woods (jody.woods@sdhc.k12.fl.us)

- Evidence-based Strategy:**
1. Create coaching team to support core area instruction to align to content and literacy standards
 2. Use a schoolwide evidence gathering tool to support reading and writing using the Scratch Paper Method
 3. All core contents will utilize Common Assessments and Unpacking charts/Concept Posters
 4. All elective courses will include vocabulary instruction as a cornerstone to their units of study
 5. Teacher-led walkthroughs (GEMBA Walks) that will determine next steps in teacher professional development needs to increase student learning
 6. Utilizing the SF support model to address learning needs of SWD student

Rationale for Evidence-based Strategy: By focusing our coaching team to better align literacy within content, we will better support teacher planning and instruction. Support will be provided by coaches, lead teachers, department heads and administrators. Common Assessments and Common writing will enable teachers to see gaps in student understanding via discussion of data and progress monitoring. The use of a common system for evidence gathering will help students navigate challenging texts. Vocabulary instruction will allow students to raise their comprehension levels when reading. Monthly GEMBA walks will be conducted by teachers. Data collected will determine the professional development offerings to support standards-aligned instruction. The SF model allows teachers to address specific SWD student's needs.

Action Steps to Implement

Scratch Paper- All teachers will be trained and this strategy will be used in all classrooms. This will occur Preplanning 2021

1. Targeted coaching
 - a. Coaching team is composed of writing coach and literacy coach
 - b. Coaches will support students through differentiated support for teachers based on student and assessment data.
 - c. Coaching team progress monitoring will be overseen by Jody Woods, Assistant Principal for Curriculum.
2. Common Assessments
 - a. Common assessments will be created by each department to facilitate pedagogical discussion through PLC's.

- b. Common assessments will be standards based and will occur regularly in each department.
- 3. Professional Development
 - a. Professional development will occur regularly throughout the 20-21 school year.
 - b. PD will also occur at a differentiated level based on individual department academic data and overall school grade data.
 - c. PD will be overseen by the instructional coaches, department heads, and administrative staff
- 4. Admin/Coach Walk-through's
 - a. Admin/coach walk-through's use the instructional strategies being taught by Steven Cousins.
 - b. Walk-through's will use the Gemba model as outlined by consultant Steven Cousins.
 - c. Admin/coach walk-through's will occur weekly with feedback being given to teachers at the end of each day or week.
 - d. Admin/coach walk-through's will be overseen by Jody Woods, Assistant Principal for Curriculum.
- 5. Saturday school tutoring
 - a. Tutoring will be available at various points throughout the 20-21 school year to students at Chamberlain.
 - b. Tutoring sessions will focus on standards-based instruction, grade enhancement, and content-based gaps that emerge throughout the school year.
 - c. Tutoring will be overseen by the instructional coaches and department heads
- 6. SF teachers will meet with SWD student's to go over progress in their classes and reading/ writing.

Person Responsible Jody Woods (jody.woods@sdhc.k12.fl.us)

Vocabulary Strategy PD for elective teachers. This PD is designed specifically for elective teachers during one Tuesday PLC time each month.

Person Responsible Jody Woods (jody.woods@sdhc.k12.fl.us)

Common Assessment and Common Writing Plan, Calendar and PLC discussions. All core PLC's will address scores and align plans for remediation based on assessment data.

Person Responsible Jody Woods (jody.woods@sdhc.k12.fl.us)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus	
Description and Rationale:	Our African American subgroup performed under the 41 percent threshold.
Measurable Outcome:	Our African American subgroup should perform above the 41 percent threshold.
Monitoring:	Data will be monitored with writing portfolios, EAs, CAs, District Formatives, and Reading and Writing coach targeted lists.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Provide students access to culturally appropriate and relevant text 2. Provide targeted ELP to students which has an emphasis on both relationship building and academics 3. Plan monthly intervention and pullouts for specific students starting in September to provide extra time for remediation 4. Utilize AVID WICOR strategies to provide students additional academic support
Rationale for Evidence-based Strategy:	Culturally relevant text will provide students with a way to relate to academic text and pull from background knowledge. Targeted ELP will support remediation to students and foster mentorships. Monthly interventions will allow progress monitoring to occur in core classrooms as well as fill in learning gaps from e-Learning. Organizational tools and academic support with AVID strategies will support student learning and drive home the importance of grades.

Action Steps to Implement

Targeted ELP and staff mentorship opportunities	
Person Responsible	Jody Woods (jody.woods@sdhc.k12.fl.us)
AVID Schoolwide strategy PD sessions	
Person Responsible	Ashley Olson (ashley.olson@hcps.net)
Pull-outs and targeted remediation from coaches.	
Person Responsible	Jody Woods (jody.woods@sdhc.k12.fl.us)

#3. Other specifically relating to Postsecondary Readiness

Area of Focus Description and Rationale: 20% of students show college readiness in reading and no students show college readiness for math. 18% of students have an acceleration point. 43% of students without an acceleration point are not currently enrolled in a course where they could potentially earn an acceleration point. Chamberlain aims to prepare students for post secondary readiness by providing opportunities to learn about post secondary options, take accelerated courses, prepare for college and career entrance exams, and gain certifications in different fields.

Measurable Outcome: Over 50% of students should show college readiness in reading and math. Over 30% of students should have an acceleration point.

Monitoring: Data will be monitored from the SAT, ACT, ASVAB, Industry Certification, AP and Dual Enrollment exams; and course enrollment and grades.

Person responsible for monitoring outcome: Jake Russell (jake.russell@hcps.net)

Evidence-based Strategy:

1. Provide test-taking strategies and skills through in class instruction and tutoring
2. Enrolling students in College and Career Prep courses such as AVID and CTE
3. Offer job fairs to provide career opportunities

Rationale for Evidence-based Strategy: Test-taking strategies give students to confidence and skills to be successful on exams. College and Career Prep courses such as AVID and CTE teach students valuable skills that they can apply during and post secondary education. Job fairs demonstrate the wide array of post-secondary options available to students, which in turn give students a purpose and importance to their secondary education.

Action Steps to Implement

SAT and ACT prep through reading classes to increase post secondary readiness. Reading and writing coach will work with teachers to implement test-taking strategies in their classes. Reading and writing coach will pull specific students to work on skills assessed on the SAT and ACT.

Person Responsible Danielle Buchert (danielle.buchert@sdhc.k12.fl.us)

Target 60 seniors to enroll in the First Year Experience Orientation - Dual Enrollment course

Person Responsible Jody Woods (jody.woods@sdhc.k12.fl.us)

Identify 50 students with the potential to attend a two or four-year college or university to participate in the DreamCatchers Initiative sponsored by the Chamberlain Legacy Alliance, a year long program that walks through the processes and steps needed to apply and attend a college or university.

Person Responsible Jody Woods (jody.woods@sdhc.k12.fl.us)

ASVAB prep through the ROTC courses and testing offered to all students.

Person Responsible Jody Woods (jody.woods@sdhc.k12.fl.us)

Hold a Trade Job Recruitment Fair that will allow students to meet with multiple trade companies to learn about various postsecondary options and apply for jobs.

Person Responsible Luis Suarez (luis.suarez@sdhc.k12.fl.us)

3DE program offers a cohort of 9th and 10th graders the opportunity to gain business, entrepreneurial, leadership, and real-world problem solving skills by working local and national companies. As students progress through the program into the 11th and 12th grade they will create their own company and complete an internship with a 3DE partnering company. All students in the 3DE program are involved in a AVID course which incorporates college and career readiness skills.

Person Responsible Ashley Olson (ashley.olson@hcps.net)

ACT boot camps will be help to support students struggling in their math courses.

Person Responsible Jody Woods (jody.woods@sdhc.k12.fl.us)

CTE offerings in Agriculture, Business, Culinary, Medical Skills and Early Childhood Education where students have the opportunity to become certified in the selected field.

Person Responsible Luis Suarez (luis.suarez@sdhc.k12.fl.us)

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.

Based on the discipline data from SafeSchoolsforAlex.org in comparison across the state, Chamberlain has a high incident and suspension rate. Our primary area of concern is establishing a schoolwide culture providing consistency to students with schoolwide norms. Our secondary area of concern focuses on building a tiered approach to discipline allowing us to address the deficiencies in behavior at our school. We will monitor the school culture and environment through a mutli-layer approach with several data points. We will establish school wide norms to build consistency across content and classrooms. Our schoolwide norms are actively participate in learning, respect yourself, others and property, be present and on time, follow classroom and school procedures.

We plan to monitor our areas of concerns through the use of academic data, attendance data and behavior and discipline data. To help establish the schoolwide culture and norms we have a Culture and Climate Specialist to push into classrooms to help cultivate healthy classroom environments that focus on learning. This will support our educators in helping build consistency with establishing our school culture. An Interdisciplinary PLC will meet twice a month with a focus on students. This will foster cross-content and grade level collaboration to provide tier 1 supports to our students. Through collaboration and discussion, support systems and strategies for student success can be shared and implemented. Our RTI Specialist will develop a consistent PLST Team to focus on schoolwide incentives, referring students to the RTI process and implement tier 2 supports for students to be successful. Our Behavior Team with the help of educators, the Interdisciplinary PLC, the PSLT and the RTI Specialist guidance will create a fluid focus group of students to provide tier 2 supports too. The Behavior Team will meet monthly to review behavior and discipline data to adjust areas of concern needed in establishing a successful culture for learning.

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.

Building on the 2020-2021 school year we will continue our Steering Committee and Spirit Squad Committee(former Cultural Committee).

- a. Our Steering Committee will analyze school discipline data, incidents and overall pulse of the programs, norms and multi-level approach to culture and discipline within the school. Based on the analyzes, adjustments to the implementation of the culture consistency will occur.
- b. Our Spirit Squad Committee is divided into three sub-groups (staff culture, student culture, and community culture). The focus of this group is to work alongside the different stakeholder groups to determine which areas of school culture needs attention. Based on the recommendation from the Spirit Squad, action plans will be created to work on those identified areas. Any concerns with student behavior that affect school culture will be completed by the RTI specialist as outlined in the Title 1 CNA plan that was submitted to the district. The areas below will also be focused on through the Spirit Squad:
 1. Camaraderie among all stakeholders (students, staff, and community)
 2. Work alongside the Chamberlain Alliance alumni group to continue supporting past, current, and future students at Chamberlain.
 3. Focus on having the Student leadership groups play an active role in creating activities that help create a sense of community among all students
 4. PD led by the school leadership team on creating the consistency for our students' growth

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

- a. Administration - promote school wide norms and procedures, be consistent with enforcing expectations and communication
- b. Behavior Team - monitor school wide behavior plan and students, create safe hallways and learning environments
- c. Climate and Culture Resource - work with teachers to create consistency around school wide norms and procedures.
- d. Rtl specialist - work with students to ensure consistency and acclimatization to school wide norms and procedures.
- e. Teachers - create a positive learning environment with norms and structures in place, create engaging lessons, be culturally sensitive and aware.
- f. Students - follow school wide norms and procedures.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
3	III.A.	Areas of Focus: Other: Postsecondary Readiness	\$0.00
Total:			\$0.00