Chambers High School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
2021-22 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	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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	CSI
* 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.](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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	25%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	Yes	96%

School Grades History

Year	2012-13	2011-12	2009-10
Grade			I

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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 commit to fostering successful learners by building a stronger foundation of education values to promote graduation.

Provide the school's vision statement.

Chambers High School will positively engage all stakeholders to stimulate academic and social connections cultivating the school's core values.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Walke, Daniel	Principal	
Phillips, Marcella	School Counselor	
Contreras, Julio	Dean	
West, Jacqueline	Teacher, ESE	
Cooper, Cynthia	ELL Compliance Specialist	

Demographic Information

Principal start date
Monday 12/17/2012, Daniel Walke

Number of teachers with a 2022 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 2022 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.*

1

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

480

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	1	10	17	18	45	99	208	398
Attendance below 90 percent	0	0	0	0	0	0	0	2	12	16	31	89	193	343
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	3	2	1	15	12	12	45
Course failure in Math	0	0	0	0	0	0	0	4	3	5	9	15	15	51
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	7	14	16	0	73	175	286
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	9	14	11	0	60	128	223
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	7	14	16	15	73	175	301

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	0	13	49	121	184

Using current year data, complete the table below with the number of students identified as being "retained.":

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	51	51
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	36	36

Date this data was collected or last updated
Wednesday 10/12/2022

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	35	103	262	406
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	13	77	246	339
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	4	3	7	14
Course failure in Math	0	0	0	0	0	0	0	0	0	2	9	11	19	41
Level 1 on 2019 statewide FSA ELA assessment	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	4	0	0	0	4
Number of students with a substantial reading deficiency	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	

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

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	35	103	262	406
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	13	77	246	339
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	4	3	7	14
Course failure in Math	0	0	0	0	0	0	0	0	0	2	9	11	19	41
Level 1 on 2019 statewide FSA ELA assessment	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	4	0	0	0	4
Number of students with a substantial reading deficiency	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	

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

Part II: Needs Assessment/Analysis

School Data 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		54%	51%					59%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								48%	42%
Math Achievement		42%	38%					54%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								51%	45%
Science Achievement		41%	40%					68%	68%
Social Studies Achievement		56%	48%					76%	73%

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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	4%	68%	-64%	67%	-63%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	71%	-50%	70%	-49%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	5%	63%	-58%	61%	-56%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD										4	
ELL										3	
BLK	8									4	
HSP	11			33				35		7	18
WHT										19	
FRL	14	25		36				28		6	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
SWD										10	
ELL										9	
BLK										1	
HSP										14	5

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
WHT										21	
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	17
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	101
Total Components for the Federal Index	6
Percent Tested	87%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	4
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	3
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

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

Black/African American Students	
Federal Index - Black/African American Students	6
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3

Hispanic Students	
Federal Index - Hispanic Students	21
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	19
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 2022 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?

students not attending their intervention classes for reading and math. Educational value towards foundational learning in reading and math is poor.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Reading learning gains

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

Ensuring students were attending direct instruction for reading to build foundational and conceptual learning skills.

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

All students that haven't passed a reading or math assessment, the students 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 teacher development, leading achievement, and data for achievement.

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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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 with more instructional opportunities both at school and at home to increase skill-building and proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school will increase the learning gains in English Language Arts by 3% from 37% to 40% utilizing state and concordant assessment scores for the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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 (mphillips@mavericksineducation.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	All students that have not passed the graduation required exam in reading will be assigned a reading Direct Instruction course. This increased instructional time utilizes a research-based curriculum to help students build foundation skills as well as test-taking strategies to be successful in both state and concordant assessments.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 (mphillips@mavericksineducation.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 with more instructional opportunities both at school and at home to increase skill-building and proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school will increase the learning gains in Mathematics by 3% from 65% to 68% utilizing state and concordant assessment scores for the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	Daniel Walke (944872@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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   Daniel Walke (944872@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school will Increase average yearly attendance by 10% from 39% to 49% average attendance for the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	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:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school will increase the graduation rate by 5% from 29% to 34% for the 2022-2023 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 2022-2023 school year by 10% from the previous school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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:	Marcella Phillips (mphillips@mavericksineducation.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Ensuring students that have not passed their state assessments attend the direct instruction class(es) specified to increase their instructional opportunities. The school will ensure that the 1920 cohort of students who display truancy issues have regular phone, email, and home visits to ensure the students stay on track to graduate.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 tests to increase their opportunities to graduate. Increased communication and physical home visits help develop social connections to build student and parent trust and can help repair poor academic experiences.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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   Marcella Phillips (mphillips@mavericksineducation.com)

#5. Positive Culture and Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school will increase Parental/Guardian participation/involvement at the school or school events by 5% of the total enrollment for the 2022-2023 SY.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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. The school will also utilize the EESAC to promote parental involvement through school events.
Person responsible for monitoring outcome:	Cynthia Cooper (ccooper@mavericksineducation.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Contacting parents/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 encourage 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 visits5. Development/Implementation of Parent Resource Center and documentation of visitors

Person Responsible   Cynthia Cooper (ccooper@mavericksineducation.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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 expressed on 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.