

Leon County Schools

Lawton Chiles High School



2022-23 Schoolwide Improvement Plan

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Lawton Chiles High School

7200 LAWTON CHILES LN, Tallahassee, FL 32312

<https://www.leonschools.net/chiles>

Demographics

Principal: Joseph Burgess

Start Date for this Principal: 8/16/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	13%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (69%) 2018-19: A (72%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Leon 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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Lawton Chiles High School

7200 LAWTON CHILES LN, Tallahassee, FL 32312

<https://www.leonschools.net/chiles>

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 9-12	No	13%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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.

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Lawton Chiles High School is building a tradition of excellence by providing an environment where students are challenged to be active learners, leaders, achievers and contributors within a global community.

Provide the school's vision statement.

Lawton Chiles High School will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

Our Principles:

The structure and curriculum of Lawton Chiles High School is based upon many strong beliefs. Among the top principles are those which stakeholders feel are paramount to student success.

They are as follows:

- Education is a life-long process.
- Students maximize performance by developing self-discipline and effective critical thinking, academic and leadership skills.
- Diversity can enhance students' understanding of all people and cultures.
- Students should be active learners and have ownership of their learning.

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
Burgess, Joseph	Principal	The school principal is responsible for oversight of human resource development, facilities, and all academic and social aspects of the school.
Pickens, Calli	Assistant Principal	Mrs. Pickens is responsible for supporting the principal in his duties. She is specifically assigned as Lead Curriculum Administrator.
Bigelow, Grace	Assistant Principal	Ms. Bigelow is responsible for supporting the principal in his duties. She is specifically assigned to attendance, facilities, and ESE/504/MTSS programs.
Molinaro, Dan	Assistant Principal	Mr. Molinaro is responsible for supporting the principal in his duties. He is specifically assigned to school safety, student discipline, Title 9 investigator, and threat assessment administrator.
Brennan, Oscar	Teacher, K-12	Mr. Brennan is the Social Studies Department Chair and is responsible for coordinating students, academic, and human resource issues within his department.
Warren, Bonni	Teacher, K-12	Mrs. Warren is our science Department Chair and is responsible for coordinating student, academic, and human resource issues within the department.
Allum, Gaye	Teacher, K-12	Mrs. Allum is our math department chair and is responsible for coordinating student, academic, and human resource issues within the department,
Shoenberger, Andrew	Teacher, K-12	Mr. Shoenberger is the English department chair and is responsible for coordinating student, academic, and human resource issues within the department.
Hampton, Melanie	Reading Coach	Ms. Hampton is our Reading Coach. She provides data analysis and works with our reading teacher to plan lessons and coordinates pull out of small groups of students for intensive reading sessions.
Clark, Aaron	Dean	Mr. Clark assists the Assistant Principal for Discipline in promoting the educational success and safety of each student in the school. He also develops and maintains a positive communication system with the community, teachers, staff and administration.

Demographic Information

Principal start date

Tuesday 8/16/2022, Joseph Burgess

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.*

1

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

117

Total number of students enrolled at the school

1,890

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

5

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

10

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	0	0	0	483	491	473	443	1890
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	120	108	114	112	454
One or more suspensions	0	0	0	0	0	0	0	0	0	38	47	23	14	122
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	10	10	5	31
Course failure in Math	0	0	0	0	0	0	0	0	0	5	12	26	38	81
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	64	48	48	24	184
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	47	41	18	12	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	51	48	45	39	183

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	11	4	9	1	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	2	0	8

Date this data was collected or last updated

Tuesday 8/16/2022

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	521	502	496	513	2032	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	137	143	147	140	567	
One or more suspensions	0	0	0	0	0	0	0	0	0	7	8	3	0	18	
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	12	19	9	45	
Course failure in Math	0	0	0	0	0	0	0	0	0	9	15	32	30	86	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	55	42	41	36	174	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	52	20	22	8	102	
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	30	36	42	32	140

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	12	12	21	0	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	5	1	7

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	521	502	496	513	2032
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	137	143	147	140	567
One or more suspensions	0	0	0	0	0	0	0	0	0	7	8	3	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	12	19	9	45
Course failure in Math	0	0	0	0	0	0	0	0	0	9	15	32	30	86
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	55	42	41	36	174
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	52	20	22	8	102
Number of students with a substantial reading deficiency	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	30	36	42	32	140

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	12	12	21	0	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	5	1	7

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	74%	55%	51%				80%	57%	56%
ELA Learning Gains	61%						60%	52%	51%
ELA Lowest 25th Percentile	47%						49%	40%	42%
Math Achievement	68%	36%	38%				77%	56%	51%
Math Learning Gains	45%						49%	47%	48%
Math Lowest 25th Percentile	50%						68%	47%	45%
Science Achievement	88%	47%	40%				90%	67%	68%
Social Studies Achievement	87%	46%	48%				85%	82%	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

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
2022					
2019	90%	70%	20%	67%	23%
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	86%	81%	5%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	69%	-10%	61%	-2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	67%	18%	57%	28%

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	37	41	33	34	30	35	52	53		95	22
ASN	89	72	50	72	45		95	82		100	95
BLK	55	62	45	37	41	46	59	60		100	51
HSP	74	65	73	62	47	20	90	92		100	57
MUL	81	72		87	53		95				
WHT	74	59	46	72	45	53	90	91		99	76
FRL	57	51	38	56	46	42	77	78		95	49
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	29	34	26	24	24	14	44	57		100	16
ASN	85	68		84	47		93			100	93
BLK	48	45	24	33	15	10	67	46		98	40
HSP	70	39	33	58	6		64	76		100	68
MUL	74	62	60	64	30		83	70		100	42
WHT	73	49	40	65	26	26	86	83		100	65
FRL	45	38	31	37	17	8	61	72		97	29
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	35	38	37	52	63	64	55	71		95	26
ASN	87	67	20	86	62		89			100	92
BLK	59	58	44	54	32	57	71	66		98	45
HSP	76	51	45	67	53	69	87	93		95	68
MUL	82	58	60	79	44		88			100	63
WHT	82	61	51	80	51	70	93	88		100	65
FRL	62	48	43	60	44	48	68	69		98	29

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)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	692

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

Chiles High School continues to be a high performing high school in Leon County and the state. Students continue to score above or close to the state average in all areas. Overall, school assessment data remained on par with prior year performances with some decreases during the 2021-2022 school year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement is needed in both ELA and Math for our level 3 and above students. We did see an increase in both but still need to return to our Pre-Covid numbers. We also need to focus on our students scoring in the lowest 25% to increase those scores.

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

Due to the pandemic, many students were attending school virtually. In addition, and at times students were not always present for daily instruction. There were still students missing school and this has led to infrequent or poor attendance. During the 22-23 school year, the students will continue to be monitored by administration and the school counselors to monitor progress, conduct student data chats and initiate parent conferences.

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

We had improvement in all areas, but Social Studies gains for our Level 3 and above students went from 78 to 87 percent.

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

There was less teacher turn over in the Social Studies department. We did not take any new action but continued with our teachers who taught the curriculum.

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

Students will continue to be offered a variety of rigorous standards based curriculum in all core content and elective areas. There will be a specific emphasis on lower class sizes for students in the lowest quartile and accelerated options for high performing students.

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.

As a school, our teachers are participating in a PLC through Master Teacher for coursework. Through the online Leon Leads program, teachers are also offered many different opportunities for professional development on a variety of topics.

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

The district provided both a reading interventionist and a math interventionist position to help our students make gains in these two areas. Students will be pulled out of their elective classes at times in small groups to work on fluency and more intensive attention on basic math skills.

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.

Based on our 2021-22 data, we want to continue to raise student ELA achievement. There is a need to provide supplemental instruction for students based upon their individual score reports in the area of reading to ensure all student and subgroups make adequate progress.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Chiles will have at least 80% of our Level 3 students and above in the area of ELA/Reading /Writing at a Level 3 and above. Chiles will have over 62% of students making learning gains in Reading. Chiles will have 50% of students showing Adequate Progress in reading for the lowest 25% of students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will utilize state, district and school progress monitoring assessments including FAST and Achieve 3000.

Person responsible for monitoring outcome:

Calli Pickens (pickensc@leonschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students identified by previous years data and progress monitoring will receive teacher interventions including one on one meetings and remediation, as needed.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will use the content pacing guides and the diagnostic to target standards that need to be retaught. There will be ELA reviews and practice tests throughout the year.

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.

Teachers will identify struggling students based on the bottom 25% data and FSA scores.

Person Responsible

Melanie Hampton (hamptonme@leonschools.net)

Teachers will use progress monitoring throughout the year according to the district window and the diagnostic to target standards that need to be retaught.

Person Responsible

Andrew Shoenberger (shoenbergera@leonschools.net)

Teachers will use the content area vocabulary to assist with reading comprehension within the subject area.

Person Responsible

Andrew Shoenberger (shoenbergera@leonschools.net)

#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.

Based on our 2021-22 data, we want to continue to raise student Math achievement. There is a need to provide supplemental instruction for students based upon their individual score reports in the area of math to ensure all students and subgroups make adequate progress.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Chiles will have at least 77% of our Level 3 students and above in the area of Math at a Level 3 and above. Chiles will have over 68% of students making learning gains in Math. Chiles will have 60% of students showing Adequate Progress in reading for the lowest 25% of students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will utilize state, district and school progress monitoring assessments including FAST and EOC reviews and practice tests..

Person responsible for monitoring outcome:

Gaye Allum (allumg@leonschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students identified by previous years data and progress monitoring will receive teacher interventions including one on one meetings and remediation as needed.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will use the content pacing guides and the diagnostic to target standards that need to be retaught. There will be EOC reviews and practice tests throughout the year.

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.

Teachers will identify struggling students based on EOC scores and classroom grades and performance.

Person Responsible

Gaye Allum (allumg@leonschools.net)

Teachers will use progress monitoring throughout the year according to the district window and the diagnostic to target standards that need to be retaught.

Person Responsible

Gaye Allum (allumg@leonschools.net)

Teachers will use the content pacing guide, EOC reviews and practice tests to support learning.

Person Responsible

Calli Pickens (pickensc@leonschools.net)

Teachers will implement content area vocabulary to assist with reading comprehension with in each subject area.

Person Responsible

Gaye Allum (allumg@leonschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our 2021-22 data, we want to continue to raise student Science scores. There is a need to provide supplemental instruction for students based upon their individual score reports in the area to ensure all student and subgroups make adequate progress.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Chiles will have at least 90% students in the area of Science at a Level 3 and above.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will utilize state, district and school progress monitoring assessments including FAST and EOC reviews and practice tests.

Person responsible for monitoring outcome:

Bonni Warren (warrenb@leonschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students identified by previous years data and progress monitoring will receive teacher interventions including one on one meetings and remediation as needed.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will use the content pacing guides and the diagnostic to target standards that need to be retaught. There will be EOC reviews and practice tests during the year.

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.

Teachers will identify struggling students based on EOC scores and classroom grades and performance.

Person Responsible

Bonni Warren (warrenb@leonschools.net)

Teachers will use progress monitoring throughout the year according to district window and the diagnostic to target standards that need to be retaught.

Person Responsible

Bonni Warren (warrenb@leonschools.net)

Teachers will implement content area vocabulary to assist with reading comprehension within each subject area.

Person Responsible

Bonni Warren (warrenb@leonschools.net)

#4. Instructional Practice specifically relating to Social Studies**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our 2021-22 data, we want to continue to raise student Social Studies scores. There is a need to provide supplemental instruction for students based upon their individual score reports in the area to ensure all student and subgroups make adequate progress.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Chiles will have at least 85% of students in the area of Social Studies at a Level 3 and above.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will utilize state, district and school progress monitoring assessments including FAST and EOC reviews and practice tests.

Person responsible for monitoring outcome:

Oscar Brennan (brennano@leonschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students identified by previous years data and progress monitoring will receive teacher interventions including one on one meetings and remediation as needed.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will use the content pacing guides and the diagnostic to target standards that need to be retaught. There will be EOC reviews and practice tests during the year.

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.

Teachers will identify struggling students based on EOC scores and classroom grades and performance.

Person Responsible

Oscar Brennan (brennano@leonschools.net)

Teachers will implement content area vocabulary to assist with reading comprehension within each subject area.

Person Responsible

Oscar Brennan (brennano@leonschools.net)

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.

Chiles High School offers a positive school learning environment and school culture. We strive to meet the needs of all students through reinforcing positive relationships in the classroom and through extracurricular activities. Students are encouraged to take an active role in leadership by participating in the arts, sports, clubs, and other leadership activities in our community. Through our departments working together we are able to establish school norms and expectations of routines, rules, and ways of work for students. Administration and faculty members play a vital role supporting these norms through duty assignments before and after school. During transition times, halls are monitored and this supervision provides for an academically focused climate throughout our school. Distractions are minimized for an optimal learning environment supporting growth and achievement.

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

Our faculty and staff at Chiles, our PTO, and business and community partners visibly support school wide activities and celebrations. We recognize student achievements, citizenship, and a myriad of other accomplishments by sharing on both social media and listserv.