

Leon County Schools

Lawton Chiles High School



2023-24

Schoolwide Improvement Plan (SIP)

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Lawton Chiles High School

7200 LAWTON CHILES LN, Tallahassee, FL 32312

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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	Mrs. Bigelow is responsible for supporting the principal in his duties. She is specifically assigned to support curriculum, title IX coordinator, ESE/ 504/MTSS and Mental Health 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.
Lambert, Paul	Assistant Principal	Mr. Lambert is responsible for supporting the principal in his duties. He is specifically assigned to attendance and facilities.
Clark, Aaron	Dean	Mr. Clark assists the Assistant Principal for Discipline in promoting the educational success and safety of every student at Chiles High School. Mr. Clark is also the testing coordinator, responsible for all state mandated assessments.
Hampton, Melanie	Instructional Coach	Ms. Hampton is the Reading Coach at Lawton Chiles High School. She provides data analysis and works with our reading teacher and ELA teachers to plan lessons that support success for all our students. She coordinates Tier 2 and Tier 3 students for pullout in small groups to ensure reading interventions are in place.
Brennan, Oscar	Teacher, K-12	Mr. Brennan is the Social Studies Department Head, and is responsible for coordinating students, staff, academics, and required instruction within his department.
Warren, Bonni	Teacher, K-12	Mrs. Warren is the Science Department Head, and is responsible for coordinating students, staff, academics, and required instruction within her department.
Allum, Gaye	Teacher, K-12	Mrs. Allum is our Math Department Head, and is responsible for coordinating students, staff, academic and human resource issues within her department.
Shoenberger, Andrew	Teacher, K-12	Mr. Shoenberger is the ELA Department Head, and is responsible for coordinating student, staff, academics, required instruction.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are included in our School Advisory Council. The School Improvement Plan is written in collaboration with educators, staff members, parents, students and community leaders. The SIP is presented in August to the SAC for Chiles High School and then for public vote during Open House.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Chiles High School will review the SIP goals monthly during our regular department head and SAC meetings.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	13%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A

	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	454	
One or more suspensions	0	0	0	0	0	0	0	0	0	122	
Course failure in ELA	0	0	0	0	0	0	0	0	0	31	
Course failure in Math	0	0	0	0	0	0	0	0	0	81	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	184	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	118	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	183

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	8

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	66	51	50	74	55	51	72		
ELA Learning Gains				61			50		
ELA Lowest 25th Percentile				47			39		
Math Achievement*	71	45	38	68	36	38	62		
Math Learning Gains				45			24		
Math Lowest 25th Percentile				50			21		
Science Achievement*	83	65	64	88	47	40	83		
Social Studies Achievement*	81	77	66	87	46	48	78		
Middle School Acceleration					40	44			
Graduation Rate	99	89	89	99	67	61	100		
College and Career Acceleration	69	61	65	73	75	67	64		
ELP Progress		45	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	78
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	99

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	692
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	99

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL				
AMI				
ASN	90			
BLK	59			
HSP	76			
MUL	86			
PAC				
WHT	79			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL				
AMI				
ASN	78			
BLK	56			
HSP	68			
MUL	78			
PAC				
WHT	71			
FRL	59			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	66			71			83	81		99	69	
SWD	20			38			53	55		28	6	
ELL												
AMI												
ASN	86			77			95			94	5	
BLK	35			42			64	64		53	6	
HSP	66			71			79	86		56	6	
MUL	72			89			93	100		65	6	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	66			75			85	82		69	6	
FRL	43			51			75	61		41	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	74	61	47	68	45	50	88	87		99	73	
SWD	37	41	33	34	30	35	52	53		95	22	
ELL												
AMI												
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					
PAC												
WHT	74	59	46	72	45	53	90	91		99	76	
FRL	57	51	38	56	46	42	77	78		95	49	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	72	50	39	62	24	21	83	78		100	64	
SWD	29	34	26	24	24	14	44	57		100	16	
ELL												
AMI												
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	
PAC												
WHT	73	49	40	65	26	26	86	83		100	65	
FRL	45	38	31	37	17	8	61	72		97	29	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	66%	51%	15%	50%	16%
09	2023 - Spring	66%	50%	16%	48%	18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	58%	-4%	50%	4%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	58%	20%	48%	30%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	65%	18%	63%	20%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	75%	6%	63%	18%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data point for Lawton Chiles High School with the lowest performance is Math Learning Gains, which is at 45% for all students and 50% for our lowest 25% of students. When comparing these to the 21-22 school year, we have made huge gains over 25% in both categories.

The contributing factors to these low levels in both 21-22 and 22-23 is post- pandemic mathematics standards loss. We will continue to focus on math gains with the support of our Math department and interventionist.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline in 22-23 was in our overall ELA scores. Students in 9th and 10th grade during the 2022-2023 school year took the FAST assessment for the first time, our overall Achievement level 3 and above was 67%. Which is a decline from the FSA score for our overall student population in 21-22 of 74% with Achievement scores of 3 or higher. Students during the 2023-2024 school year will take the FAST Progress Monitoring 1 and 2, and the final Progress Monitoring 3.

Contributing factors are loss of standard learning post pandemic, new state assessment and the movement of staff.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There is not a data component that shows a gap when compared to the state of Florida, but we are still in the post pandemic climb. Our scores in ELA continue to fluctuate, as well as on the United States History and Biology EOCs. Chiles will continue to offer a variety of rigorous standard based curriculum in all core courses.

Which data component showed the most improvement? What new actions did your school take in this area?

Our student pass rate for the Algebra and Geometry EOC was at 76% in 2018-2019, we declined to 68% in 2021-2022 and we see an increase as the 2022-2023 school year closed out with a 72% pass rate. With a focus to hire math teachers with background in Geometry and Algebra and the addition of our Math Interventionist we took action to improve in this area.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Overall attendance for 25% of our students continues to be below 90%. During the 23-24 school year, students will continue to be monitored by administration and the school counselors for attendance and academic excellence.
2. With the inclusion of a math and reading interventionist we will continue to focus on our ELA and Math level 1 students in order to help them achieve the goal of passing the FSA/FAST and Algebra or Geometry EOC, as they are both graduation requirements.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase gains for our Level 1 and 2 math students.
2. Increase gains for our Level 1 and 2 ELA students.
3. Increase gains for our Students with Disabilities.
4. Continue to offer our Level 3 and above students courses that are rigorous and are focus on college readiness.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our 22-23 data, we want to continue to raise our student ELA achievement. There is a need to provide supplemental instruction, that is district approved, for students based upon their individual FAST reports in the area of reading to ensure all students and subgroups make adequate gains.

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 FAST Reading and Writing at a Level 3 and above. Chiles will have 67% of students make learning gains in reading and our overall pass rate on the FAST ELA will be 72%, an increase of 5%.

Monitoring:

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

We will utilize the FAST ELA assessment and district progress monitoring reviewed by teachers to focus on areas of need.

Person responsible for monitoring outcome:

Calli Pickens (pickensc@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students identified by previous years data as Tier 3 students will be placed in small group for reading intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will use the LCS content pacing guides and progress monitoring from FAST to target standards that need to be retaught.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our 22-23 data, we want to continue to raise student Math achievement. There is a need to provide supplemental instruction for students based upon their individual progress monitoring 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 79% of our Level 3 students and above in the area of Math at a Level 3 or above. Chiles will have 74% of students in Geometry and Algebra at a Level 3 or above.

Monitoring:

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

We will utilize state FAST Algebra and Geometry assessments.

Person responsible for monitoring outcome:

Gaye Allum (allumg@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students identified by previous years data and progress monitoring will receive interventions from their classroom teacher and our Math interventionist.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will use the content pacing guides and the diagnostic test to target standards that need to be retaught. All Algebra and Geometry teachers will use EOC reviews and practice tests throughout the school year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our 22-23 Biology EOC data, we want to continue to raise student scores. In 22-23 we had 83% of students score a level 3 or higher.

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 our students score a Level 3 or higher on the Biology EOC.

Monitoring:

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

We will use district and state Biology EOC review progress monitoring and practice questions.

Person responsible for monitoring outcome:

Bonni Warren (warrenb@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students identified by pervious years ELA data as struggling readers, will receive teacher based content reading interventions and support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will use district approved lesson plans and pacing guides, along with the Biology diagnostic to target standards and content vocabulary that need to be retaught.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our 22-23 United States History EOC data, we had 80% of our students score a Level 3 or above. There is a need for our teachers to provide supplemental instruction for students based upon their individual needs in the social studies subject area to 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 83% of our students score a Level 3 or higher on the United States EOC.

Monitoring:

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

We will utilize district progress monitoring and EOC practice tests.

Person responsible for monitoring outcome:

Oscar Brennan (brennano@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students identified by previous years ELA data who need reading support and interventions will receive teacher directed content area support in reading and vocabulary.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will use district pacing guides and the U.S. History diagnostic to target standards and content vocabulary that need to be retaught.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#5. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Measurable Outcome:

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

Chiles High School strives to have 60% of our students receive recognition through our honor roll celebrations during each of the nine weeks.

Monitoring:

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

Administration and our school guidance counselors will work with students and families to ensure their academic success.

Person responsible for monitoring outcome:

Grace Bigelow (bigelowg@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers and school guidance counselors will complete check in with students who are not attending class, falling behind in assignments and who are below a D average in their course.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student success in school is connected to relationship building. Teachers who facilitate a school connection with students can help them succeed academically.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#6. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Chiles High School offers a positive school learning environment and school culture. We have an operational school based team that meets weekly (Mondays) to discuss students with barriers to academics and social success. We have a new teacher support program that connects new teachers with veteran teachers to offer instructional, environmental and daily support. All teachers participate in collaborative learning communities that meet both informally and formally on a regular schedule.

Measurable Outcome:

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

90% of Chiles high school teachers will receive an effective or highly effective rating on their final evaluation in LeonLeads.

Monitoring:

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

Our Leadership team and department heads will focus this year on "how can we develop and maintain a problem solving system to bring out the best in our school, our teachers, and our students?"

Person responsible for monitoring outcome:

Joseph Burgess (burgessj@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Based on the above information, the team will identify professional development and resources to facilitate the process of supporting all staff members.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Due to an increasing teacher shortage and the lack of trained educators our school system has to find a way to recruit and retain educators.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Through our departments working together and SITE, teachers are able to apply for school improvement funds through a well establish procedure. Educators can use funds to extend classroom learning opportunities by purchasing additional approved instructional materials, attending content specific professional development and working collaboratively with other educators.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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 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 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

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?

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Dissemination of our School Improvement Plan and our school improvement funds is presented to our SAC committee during the month of August, posted at Open House and sent to families on our school wide Listserv.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Chiles High School offers both dual enrollment options and AP courses to accelerate student learning in all grade levels. We plan required instruction and state assessments in a way to protect instructional time and communicate these expectations to all stakeholders.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Administration and faculty members communicate safety expectations, promote safety assemblies and provide students with programs within the career and technical education sector.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00

3	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Social Studies	\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
6	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes