

Volusia County Schools

The Chiles Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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The Chiles Academy

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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 The Chiles Academy is to combine a community of support and guidance for pregnant and parenting students with the goal of attaining a high school diploma, which will empower them to become independent and responsible citizens.

Provide the school's vision statement.

The vision of The Chiles Academy is to come together as a whole to scaffold learning and growth for young parents to recognize their own power by creating self-sufficiency and self-worth through the increased knowledge of and engagement with the world around them.

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
Ferguson, Abby	Principal	<p>Shapes overall school mission, identifies school objectives each year and develops plans for their attainment</p> <ul style="list-style-type: none"> • Works collaboratively with the Charter School Board, the school administrative team, parent groups and Volusia County Schools to identify the school mission, school wide needs and implement plans to meet them, which support school improvement. The focus of the school is to encourage and support academic excellence • Works collaboratively with the Board to establish and implement of their effectiveness; determines continuation, discontinuation or modification of school programs • Oversees establishment of programs at the school and evaluations of their effectiveness; determines continuation, discontinuation or modification of school programs Coordinates Personnel Management Function • Establishes employee selection process • Assigns duties of employees • Selects, hires and evaluates personnel based on school policy • Administers and executes all employee contracts to insure adherence to all provisions as established • Oversees staff professional development Establishes the Policies, Methods, and Procedures of the School • Develops and provides faculty and staff with a handbook of school policies and procedures • Collaborates with the school's senior management to make sure that the day to day operations and programs of the school are professionally and efficiently organized and administered • Meets with and is accessible to key stakeholders to explain, clarify or modify policies, methods and procedures of school • Directs the preparation of required records, reports, surveys, data collections and documents required • Provides leadership in evaluation and accountability of charter school programs • Continually evaluates school policies, methods and procedures, initiating timely and desirable change
Foster, Ashley	School Counselor	<p>Implements the high school guidance curriculum; conducts orientation activities for new students; provides grade level transitional activities; assists students in developing an educational plan, including unique opportunities; provides school-to-career guidance activities; provides scholarship information; interprets standardized test results; assists the administration with the state</p>

Name	Position Title	Job Duties and Responsibilities
		<p>mandate and school testing programs; develop and conduct developmental guidance lessons in the classroom and in large groups; facilitate the integration of the guidance curriculum into the educational curricula; select topics and resources consistent with school identified objectives, activities geared toward improving school climate, communication and community capacity building (i.e. student leadership retreats, diversity issue workshops and activities that foster pride and increase cohesion on campus); adheres to American Counseling Association/ American School Counselor Association accreditation guidelines; conducts counseling sessions in response to identified needs of individuals and groups of students through individual counseling, crisis intervention and the formation and facilitation of groups; counsels on various student issues: poor performance, advocacy, mediation of teacher-student differences, personal problems and concerns (i.e. family issues, abuse, pregnancy, depression, substance abuse, relationships, peer group issues); responds to crisis situations to include altercations, illness/ death, suspected child abuse and mandatory reporting of same; responds to situations in a timely manner; works with developmental groups to create a safe environment for peer groups; consults with and serves as a resource for teachers, staff, and parents regarding the developmental needs of students; conducts and facilitates conferences and in-service programs; maintain records to document interactions, interventions, and decisions; refers students and parents to community agencies, programs, or specialists as appropriate; maintain a list of district and community resources; consults and coordinates with community social service agencies; fosters links between community college admissions, student services and campus life; works with school staff to determine appropriate student placement, e.g., regular education, English Language Learners, special programs, and occupational opportunities; conducts or provides opportunities for parent education programs; maintains various records based on ethical and legal guidelines; assists students with course selections that are appropriate for graduation requirements and career plans; operates within the established school procedures and policies; provides support for other school programs and personnel; attends meetings, conferences and in-service trainings to keep abreast of best practices and professional trends; performs related duties as assigned.</p>

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.

The data sources used for the SIP development process include staff surveys, student* surveys, focus groups, multiple feedback platforms, social media engagement, and weekly contacts with constituents. The populations providing perception data include learners, teachers, families, alumnae, and community partners. The staff and student surveys are administered each academic year and we are looking at data going back to 2019. While there is longitudinal data available from previous administrations and throughout the over 20 years of the program, for the purposes of the SIP development we focused on the data gathered in the last academic year.

The population size of the staff surveys averages to 34 staff members across administrations, which represents an average response rate of 80%. Participants are identified as any currently serving staff members that spans administration, child care teachers, academic teachers, support staff and both full and part time employees.

The population size of the student surveys averages to 22 members across administrations, which represents an average response rate of 50%. Participants are identified as any currently enrolled student of The Chiles Academy.

Formal focus group/strategic planning sessions with academic staff, support staff, students and families helped leaders get feedback on an overview of all academic structures, course alignment and outcomes, ancillary services, community engagement, student engagement, collaborative teaching and learning, grant programs, fundraising efforts and outcomes, discipline processes and outcomes, and community well-being. More informal focus groups are conducted with small groups of students throughout the academic year or in response to specific programming (e.g. paid internship program, student appreciation activities, etc)

We regularly survey our social media platforms for engagement, often monitoring community and parent responses to look for opportunities for further one-on-one outreach. We have a robust cohort of alumnae who often engage with us on social media as a way of staying in touch and offering feedback.

*Because we are a Teen Parent program, historically our students have also counted as our parents. We have a variety of ways that we gather and report parent feedback data; for the purposes of Title I reporting, parents were defined as parents of the enrolled babies 0-4 yrs old. During the ten year administration of a federal Early Head Start child care program grant, parent surveys were regularly administered to our community families with children enrolled in the grant program. For this evaluation, there will not be any global parent survey data. However, we do have empirical feedback and qualitative data from consistent parent communication, parent conferences, social media engagement and community-wide events.

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))

The SIP will be monitored regularly using the oversight and engagement structures in place during the weekly PST meetings, one-on-ones with admin and faculty, regular large school staff input meetings monthly, and using State reported data on academic standards. This data will be reviewed with a notation of positive trends upward and any areas that require improvement.

We hold monthly Community Meetings that encompass all constituents and the SIP monitoring process will be a fixed item on the agenda. This forum allows for community feedback on goals and trends noticed via school culture and improvements.

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)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	70%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
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	

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	14	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	18	
Course failure in Math	0	0	0	0	0	0	0	0	0	18	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	21	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	20	
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	6	

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	19

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	14

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*		48	53	0	49	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	0	45	55	0	32	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		56	52		45	54			
Social Studies Achievement*		64	68		52	59			
Middle School Acceleration		53	70		44	51			
Graduation Rate	29	76	74	39	52	50	0		
College and Career Acceleration		43	53		62	70			
ELP Progress		58	55		68	70			

* 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)	CSI
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	29
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	29

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	13

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	39
Total Components for the Federal Index	3
Percent Tested	
Graduation Rate	39

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	33	Yes	4	

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				
ELL				
AMI				
ASN				
BLK				
HSP				

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%
MUL				
PAC				
WHT				
FRL	31	Yes	3	3

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				0						29		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL											1	

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	0			0						39		
SWD												
ELL												
AMI												
ASN												

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
BLK												
HSP												
MUL												
PAC												
WHT												
FRL										31		

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										0		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL										0		

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	*	45%	*	50%	*
09	2023 - Spring	*	44%	*	48%	*

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	32%	*	50%	*

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	39%	*	48%	*

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	63%	*

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	57%	*	63%	*

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.

TCA students consistently bring Level 1 testing scores from their previous schools and immediately take scheduled state tests once they arrive here to stay within the year-long testing windows provided by the district. They are often unprepared for the state level tests and 80% do not receive a passing grade to satisfy the testing requirement. Contributing factors include attendance/absence rates, gaps in enrollment across zone schools, poor performance on state tests and assessments throughout academic history, and high trauma/poverty rates among the population as a whole. Actions taken to address the need for improvement include: individualize monitoring, high-touch outreach to address school absences, greater in-school preparation for the skills required for state assessments, and curriculum designed to address academic gaps to aid in skill and credit recovery.

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

A slight decline between SY20 and SY21 is the school graduation rate, which saw a dip from 38.9% to 29.4%. These metrics are still in progress as TCA has only recently started awarding its own diplomas,

and the statewide graduation coding does not reflect the intermittent periods of out of school status for most seniors who are pregnant and parenting. Contributing factors include similar issues mentioned in other areas of the SIP, including attendance rates, gaps in enrollment, and lack of engagement with state assessments throughout academy history. Starting in SY21 and through last year, TCA has adjusted instruction to be more benchmark-aligned and individualized to student needs.

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.

TCA notes the trends of students coming in from a variety of zone middle and high schools with significant academic gaps, below proficiency skills and Level 1 test scores across all core content areas. It is also significant to note that attendance trends tend to correlate directly with low test scores and grades, as students who become pregnant while still attending school often are transient, with high truancy rates before entering our charter school.

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

The data components that showed the most improvement were the rates of success within the core subject area curriculum and completion rates of online courses from the last two academic years, as measured in PST meetings. We saw little to no improvement in state test passing rates, however--implementation of the ACT-NCR allowed for small improvements in overall passing rates for graduation requirements. With the implementation of the ACT-NCR allowing for more time on each section and school-based proctoring system, we saw a slight uptick in passing rates used for graduation requirements. Also, we were able to monitor student progress across the curriculum both online and in-person learning with a more aggressive outreach strategy including weekly teacher meetings, student feedback reports and discussion boards that monitored student progress in real-time rather than in a primarily self-paced online model. TCA PST sets strategies to accelerate learning through the course of the year. TCA admin and faculty work together daily to implement innovative Instructional Practices at The Chiles Academy provides a blended learning environment in all of its core classes, incorporating live instruction, remote learning, and online coursework. Our academic and support staff collaborates once a week--in a Problem Solving Team (PST) meeting---to review data gathered regarding the academic and behavioral performance of each student, looking at both the history and the current performance once they've enrolled at TCA. The team takes into consideration the needs of each student and problem solves, shares best practices, evaluates the implementation, makes decisions, and moves forward to practice what has been learned

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

Because the EWS provided only encompasses K-8, it is insufficient to measure the current reality of our Grades 6-12 student population. However, we are often identifying significant areas of concern for our students and families, and the following represent the highest need: (1) Absences 10% or more; (2) Level 1 on ELA Assessments.

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

- 1) Attendance
- 2) Level 1 on ELA assessments
- 3) Level 1 on Math assessments

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**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.

Culture and environment is the defining characteristic of our program, and the critical need identified for our population is positive and consistent behavioral interventions and supports. All staff members at The Chiles Academy (TCA) engage in a casual and respectful relationship before, during, and afterschool as a programmatic component, modeling tolerance, respect and meaningful social connections. TCA will continue to develop a set of shared Community Norms that are written, adopted and embodied by every constituent of our school. By underscoring the importance of the social fabric, TCA is fostering a healthy environment for vulnerability and tolerance of 'apprenticeship thinking'--critical building blocks to genuine student learning. Community Norms guide our Restorative Justice Rubric, which sets specific behavior expectations and outcomes when those expectations are not met or the Community Norms have been violated. The TCA approach is not punitive, we encourage dialogue and teach our students how to interact with others without resorting to behavior that lacks impulse control and learned negative interactions. We employ restorative justice practices to repair the social fabric when it is disrupted, and use responsive/sharing circles to encourage students to speak honestly about struggles and successes alike. This approach informs both our disciplinary practices and creates a bedrock of behavioral learning that all members of the TCA participate in on a daily basis. We center restorative practices into curricula and model it on our culture, with the belief that both approaches have to coexist in order to foster a real shift in student behavior, learning outcomes and attendance.

Measurable Outcome:

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

The specific, measurable outcome of this focus area will be the increase in attendance rates overall, from a baseline of 61% to 66% attendance between the first day of school and the last day of school. The other measurable outcome will be a decrease in early check-outs from a baseline of 27% average daily to 15% average daily for this school year. These two factors combined should directly impact our low-performing subgroups by increasing the total instructional time over the course of the year, increasing the opportunities for academic improvements overall. Outcomes of a culture of restorative justice and discipline will also be measured in demonstrable student progress in life skills (setting and making appointments, fulfilling basic needs and advocacy for herself and her family) and lower instances of student-to-student conflict across the board.

Monitoring:

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

The PST will meet to monitor all progress in both the short term and the long term, i.e. Did this student experience retentions in her academic history prior to her attendance here? Is she making adequate academic progress in her grade level now? How is her classroom learning reflected in her community behavior? What interventions might be necessary to increase learning, adherence to Community Norms, attendance rates, and overall school participation?

Person responsible for monitoring outcome:

Abby Ferguson (abfergus@volusia.k12.fl.us)

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.)

TCA uses Responsibility-Centered Discipline as a restorative justice practice. Over the past decade, the Responsibility-Centered Discipline program has produced remarkable results as it has

been implemented across North America. RCD schools have seen significant decreases in office referrals, detentions and suspensions. But RCD schools have also moved away from an obedience-based model to a model that is centered on students taking responsibility for their own behavior as well as their own academic

success. As schools drive toward improving academic results, educators have become far more purposeful in enhancing curriculum, refining assessment and enriching instruction. But without improving classroom management, all of these other efforts will ultimately fall short of expectations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The RCD strategy has been applied across the country in a variety of different programs. TCA is a dropout prevention program in addition to being highly focused on the needs of teen parents, so we require restorative and creative approaches to discipline. RCD has proven to build in a 40% Reduction in Discipline Referrals in Year 1, 60% Reduction in In-School Suspensions by Year 2, 50% Reduction in Office Referrals by Year 2 in other schools.

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 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Principal will review all RCD trainings with academic staff and create behavioral intervention strategies for each teacher in individual classrooms. The evidence of the successful implementation of these early intervention strategies will be a significant reduction in office referrals for student behavior in the classroom and the increased adherence to all Community Norms, specifically in the academic setting. This will be monitored closely by the principal and assistant principal and reported on in PST meetings weekly.

Person Responsible: Abby Ferguson (abfergus@volusia.k12.fl.us)

By When: End of first quarter -- overall referral rates monitored and reported to PST meetings and board meeting
End of second quarter -- incidents of Community Norm violations review

All staff will participate in at least 2 and up to 4 trainings, readings, and workshops in order to develop a common language and strategic understanding of the "TCA way" of interventions that focus on accountability and resiliency. The Community Norms will serve as our guide throughout the year and the evidence of adoption will be in the reduction of student to student conflict and the increase in conflict resolution conferences at first sign of tension and increase in self-election for conferencing rather than as a consequence within the RJ rubric.

Person Responsible: Ashley Foster (aefoster@volusia.k12.fl.us)

By When: End of first semester

#2. Instructional Practice specifically relating to Small Group Instruction

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.

Instructional Practice at The Chiles Academy provides a blended learning environment in all of its core classes, incorporating live instruction, remote learning, and online coursework. This year, we are focusing on differentiated ELA instruction in small groups to accommodate for our wide variety of learners from diverse academic backgrounds prior to their enrollment with us. When teachers differentiate instruction for students, they provide multiple ways for students to (a) access critical content, (b) make sense of that content, and (c) express what they have learned about that content (i.e., differentiation of content, process, and product). After our focus on the Math instruction last academic year, we saw promising evidence that these interventions can be successful in our learning community. This new model increased class participation and engagement across all math classes. We will create the connection between the EBI and benchmark-aligned instruction in differentiated instruction in ELA. Last school year, we had zero incidents of students shutting down and refusing to attempt the work in the classroom. Compared to previous years, this is a dramatic improvement. In the previous direct instruction model, students regularly shut down when they felt they were falling behind or struggling with the material more than their peers. We will apply this differentiated instruction model to the ELA standards-aligned curriculum in order to reach previously hesitant students with the increased availability of teachers to address questions in real time and offer 1:1 support. Other students report appreciation for the amount of pacing flexibility the blended learning model offers, especially when students are dealing with parenting challenges or pregnancy related issues.

Measurable Outcome:

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

Outcomes of innovative instructional practice should include a measurable increase in academic performance, a higher level of student engagement measurable through a 5% increase in overall attendance, a 20% increase in number of hours logged into remote. Last year, for the math curriculum, our passing rate correlates closely with the attendance rate. In Q1, 100% of regular attenders (students with at least 50% attendance) passed their math classes with at least a D and 78% passed with at least a C. In Q2, 78% of regular attenders passed with at least a D and 68% passed with a C or better. We'd like to mimic these results in the ELA curriculum. Qualitative evidence observed across multiple learning environment assessments notes results being that most students display active intellectual engagement and are supported by teacher scaffolding.

Monitoring:

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

Our academic and support staff collaborates once a week--in a Problem Solving Team (PST) meeting--to review data gathered regarding the academic and behavioral performance of each student, looking at both the history and the current performance once they've enrolled at TCA. The team takes into consideration the needs of each student and problem solves, shares best practices, evaluates the implementation, makes decisions, and moves forward. The desired outcome should support this evidence.

Person responsible for monitoring outcome:

[no one identified]

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.)

Knight (2013) has identified five evidence-based “high-impact instructional strategies” for differentiated instruction that can help improve student learning and engagement. They are:

- * thinking prompts (e.g., exciting and engaging video clips or works of art that stimulate dialog);
- * effective questions;
- * stories;
- * cooperative learning; and
- * authentic learning experiences

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Evidence-based strategy on differentiated instruction has been employed across secondary curricula and provided proven results on increasing student engagement. We anticipate that these proven approaches will work to create a baseline of student-centered engagement and learning outcomes. Once we have established a multi-tiered approach to all live-taught coursework on campus, we can begin to fine-tune our strategies to our highly specific population of teen parents with academic gaps and learning differences.

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 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Academic staff will identify each live course curriculum that would benefit most from differentiated instruction

Person Responsible: Abby Ferguson (abfergus@volusia.k12.fl.us)

By When: End of pre-planning, moving into first 4 weeks of instruction

PST meeting will review differentiated instruction strategies across curriculum and how students are reacting, making modifications as needed. AP will monitor student progress across coursework and develop success strategies if students fall behind

Person Responsible: Ashley Foster (aefoster@volusia.k12.fl.us)

By When: First quarter progress monitoring

#3. ESSA Subgroup specifically relating to Students with Disabilities**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.

TCA educates teen parents and their children, creating active learning environments for each constituent with fidelity to state-aligned standards. Our Early Learning teachers are seeking and utilizing more training resources to focus on multiple intelligences, specific needs, behavioral communication, and sensory-based lesson plans and regulation strategies. At a recent staff training, teachers were able to utilize the feedback sessions and policy questions generated earlier in the year to provide more clarity on classroom environments and learner needs, including a sample lesson plan specializing in performative and sensory needs, provided by child care administrative staff. Teachers identified the need for additional on-site training to optimize instruction for students with disabilities and the need for a supplemental teacher with a specialty in learning styles and needs for SWD that could "float" as a specialist serving each classroom by developmental age.

Measurable Outcome:

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

The specific, measurable outcome of this focus area will be the increase in screenings and ASQs for each classroom by developmental age, from a baseline of 70% to 95% for children in regular attendance between the first day of school and the last day of school. The other measurable outcome will be an increase in access to support services provided by community-based organizations, from a baseline of 25% of the population utilizing services to up to 45% if screenings denote qualification. These two factors combined should directly impact our ESSA subgroups of focus by increasing the number of specialists on campus AND adding a supplemental on-site specialist able to provide services and train teachers.

Monitoring:

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

In the Early Learning program, classrooms are observed once a month by the child care administrative staff. The teachers are observed during a time-limited portion of a lesson plan, according to the class schedule, checked against the planned activities (versus what is directly observed), learner activity is monitored and gauged for interest and impact, and a qualitative narrative results from the observation. The child care director will address any teacher concerns if needed and observe how learners are engaging in rooms with challenging behaviors. This year, we are working towards combining observation tools from the 6-12 program to align more directly with observation data from the Early Learning program, specifically with regard to service and instruction for SWD. We will continue to monitor every child's progress as they learn and transition from each environment.

Person responsible for monitoring outcome:

Abby Ferguson (abfergus@volusia.k12.fl.us)

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.)

TCA will work with district-based VSET model of teacher evaluation (Danielson) to establish a framework for evidence-based intervention. A discussion follows with the teacher during the classroom's quiet time, to go over any findings, answer any questions the teachers might have, and to address observations of learner engagement. The narratives are filed in the staff files and revisited if suggested changes aren't addressed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is ample evidence that the Danielson framework works well for classroom observation and teacher evaluations within the school-aged classroom setting. TCA has employed Danielson in all of its teacher evaluations for grades 6-12 and reasons that these domains will allow teachers and instructional admin to have concrete, standards-aligned goals for each classroom and with particular focus on SWD in the early learning centers.

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?

Yes

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.

The TCA principal will work with the board of directors and the child care director to develop a job description and rubric for a supplemental specialist in providing training for on-site teachers and direct service delivery for SWD in the early learning classrooms.

Person Responsible: Abby Ferguson (abfergus@volusia.k12.fl.us)

By When: End of first semester -- identified and hired supplemental specialist in services to SWD

Apply VSET/Danielson domains to current evaluation tools for chld care teachers and establishing a timeline for all teacher evaluations and standards-aligned goals for the academic year.

Person Responsible: Ashley Foster (aefoster@volusia.k12.fl.us)

By When: By second quarter-- all teachers on-boarded to new evaluation system By end of first semester -- half teaching staff evaluated and goals developed

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).

The UniSig resources will be allocated directly to instructional staff salary support and will be monitored using the district- established VSET teacher evaluation process. TCA actively works with the district to assess other resources to address the individual needs of the students, specifically looking into per pupil expenditures, the amount of instructional time available for each student by subject area, early intervention strategies developed at the school level and PL practices on the district level, teacher quality and out of field instances, school leadership quality, facilities and rigorous content/courses, specialized instructional support personnel (e.g., school counselors, social workers). Title I funding allocations have traditionally been applied directly to our personnel and instructional staff in Parenting as that is the most direct area that links parents, parenting programs and curriculum, community engagement and student academic success. The additional resources provided will expand to supplemental support in ELA, an area of focus for our curriculum innovation this year.

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 protocol includes: availability on the school website (www.thechilesacademy.com), hard copies in the front office, during monthly Community Meetings by request, SIP goals and progress shared at public board meetings, and evaluated at informal stakeholder meetings both during and after school hours throughout the school year.

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))

Strategies developed from stakeholder climate surveys and facilitated feedback sessions include additional trainings for all staff and opportunities to learn together, administrative open "office hours" to encourage both formal and informal discussions of policy with families and constituents, one-on-one teacher and principal meetings biweekly to "check in" about emergent or ongoing issues, anonymous suggestion/question box centrally located on campus and checked regularly by admin staff to be addressed at stakeholder meetings, and regular and consistent communication between school and families via social media, website platforms, surveys, and texts.

As a result of professional development work in restorative practice and restorative justice by school leaders, Sharing Circles were introduced into the parenting curriculum pre-Covid but have since become a program focus. "Circle" has been deeply impactful on student's experience of one another, particularly regarding developing empathy. As one student noted, "Circle is empowering to be able to express yourself and have no judgment. You can come to circle to have a safe place to get things off your chest. You can get one step deeper into knowing another student's history and background, you can learn how to approach them, what works for them." Seeing how other students react to deep shares is often what students cite as the reason for being comfortable with vulnerability, watching the circle react and enact empathy and trust has been the most beneficial. An informal sample of parenting students were surveyed in the Fall 2022 to provide feedback on the parenting teacher and curriculum and over 90% of students surveyed rated the quality of the courses at a "5" as highest and cited mindset change, increased access to gratitude, self-care and increased patience as outcomes of the courses. Due to the programmatic success of this Circle practice, the school admin has committed to creating a Family Circle available to all families, parents, and parenting constituents who can attend to develop the same connections the students currently enjoy. Family Circle will take place at least twice this school year, during designated hours convenient for working families. Incentive programs will be developed to encourage participation with fidelity.

An increase in school-wide events has also increased positive relationship building, including a Homecoming Carnival in the Fall and a Prom for the students in the Spring. We will continue with family-focused programming to include the largest number of stakeholders in our community.

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)

The data sources used to analyze Student Performance include state testing data for six administrations of the FSA ELA, five administrations of the Algebra End-of-Course (EOC) assessments, all batteries of SAT assessments across three academic years, the on-site administration of the ACT-NCR, passing rates of updated Math curriculum, completion rates of online curriculum, grade point average data and honor roll achievement rates, FAIR and FAST progress monitoring, and teacher-led qualitative feedback on learner engagement. In addition, we examined assessments from our early learning classrooms--specifically our VPK classroom and the ASQs administered by each development age over the last three academic years.

Our theory of action stemmed from this broader view of root causes, and included adding small-scale or limited lesson plans within both the English and Math curriculum like "Testing Boot Camps" and "Hack

the Test.” From 2020 to 2021, the weekly Problem Solving Team discussions of standardized testing expectations, strategies and schedules only increased slightly and was shifted into a holistic discussion of overall student progress, which was over 80% of PST meeting topics. In 2021, the Testing Coordinator trained the core academic teachers in test expectations, key points on administrations and procedures in order to be in better alignment with the curriculum. After one-on-one feedback sessions between the principal and the testing coordinator, both agreed to use Restorative Justice and Social Emotional Learning mindsets and strategies when students are preparing for tests, taking tests during the official administration, and how to process the test taking experience once the test is closed. This approach is more in alignment with the overall TCA view of student-centered experience rather than assessment-driven policy. We will closely monitor the effect these adjustments might have on overall data and continue to engage in ongoing discussions about learner outcomes and student performance.

Similarly, we continue to focus our attention on curriculum delivery, learner experience and it's correlation with skill acquisition. Currently, we are working with a new teacher who is working with students both in the online learning lab and in live instruction. The teacher feedback includes an overview of the student-centered approach to assessment and mastery. The Early Learning component of The Chiles Academy continues to be a key aspect of the success of the program, both in the assessments of the children served, and the rates by which our youngest students are hitting developmental benchmarks. In climate surveys, the quality of the education in the child care classrooms is consistently rated as high.

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))

The mission of The Chiles Academy is to combine a community of support and guidance for pregnant and parenting students with the goal of attaining a high school diploma, which will empower them to become independent and responsible citizens. Until the Fall of 2019, The Chiles Academy was a single grantee of the Early Head Start program, and continues to grow its Early Learning Education program in alignment with the values and best practices of that federal grant. An analysis of survey results reflected that most stakeholders agreed with the values and thought they were aligned with the operations of the school. The highest approval ratings were from the teen parents in the program who function both as students and as parents of the young children in the early learning classrooms, who emphasized the confidence they feel with the care and education of their children and the overall sense of safety they feel on campus. The Chiles Academy continues to make significant strides in the creation, development, and support for an equity-based model of support amongst the stakeholders that make up our learning community. These practices included: sharing circles, restorative justice conferencing, and responsibility-centered discipline. The principles of Restorative Practice are implemented with fidelity through each aspect of the institution: conflict management among staff, conflict resolution conferencing between students, and within the restorative justice rubric published in the Student Handbook.

Respect, fairness, equity and inclusion are embedded in the school's mission and values, at the beginning of each academic year, the whole community is convened during the week of Orientation to create and accept a set of Community Norms that will be adhered to, measured against and modified as needed throughout the entire academic year. The Community Norms stand as expectations of one another across community boundaries, to include administration, leadership, staff, parents, families and students. Community Meeting is open to the entire community every third Thursday of the month. 100% of students surveyed at the conclusion of the 2021-2022 school year indicated that they (1) feel physically safe at school; (2) agree that their children are safe in their childcare classrooms; and (3) agree that all school staff members respect all races and cultures. This data shows a significant increase in the overall culture of safety and well-being across the school and was celebrated as a milestone

achievement. One of the contributing factors to this success is an alignment of values and norms established across the institution.

The Chiles Academy is also both a vendor and sponsor of the National School Lunch Program, adhering to all values, standards, and practices of the federal grant program, and the Child Care Food Program, which focuses on healthy nutritional practices for early learning environments.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The fundamental organizing principle of any school is to educate. By all accounts, The Chiles Academy has been exceptional at providing a supportive, community-centered environment in which vulnerable and unique learners can grow. Because of the multi-faceted nature of the program, primary focus has not always been on academic outcomes, learner needs, and what skills a learner might need in order to have the capacity to thrive. Each TCA graduate earned a standard high school diploma and fidelity to state standards was and is a central tenet of the leadership's focus. Two findings were analyzed for root causes and theories in action simultaneously: how blended learning environments prove to be effective for our learners and how learning environment must be in alignment with our Community Norms before any learning can be done. A deep dive with the PST revealed that the root causes for both findings were based in the tenuous trust built between teacher and learner and learner with herself, often as a result of deep trauma both within and without of academic history. On-boarding meetings with the School Counselor and the Family Care Coordinator confirm that at least 90% of enrolling students have experienced at least one kind of significant trauma. The experience of an early unplanned pregnancy is also almost always experienced as a trauma itself (direct research by a program co-founder, who developed the parenting curriculum and subsequently retired from the school to become a licensed trauma therapist confirms this), bringing the trauma-informed population of students at The Chiles Academy to 100%. As discussed in other sections of this assessment, the addition of Sharing Circles ("Circle") to the Parenting curriculum has been a critical tool in re-engaging students in the learning environment. An average of 90% of students share at least once, compared to the past year, only 75% of the students would share at least once."

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The Chiles Academy has recently developed a collaborative and engaged leadership model designed to be inclusive of stakeholders and emblematic of community norms. To build leadership capacity and workforce skills among each student enrolled, the entire school team supports one another in a collaborative teaching model-based course called INTERactions, which is a yearlong course that all students are required to take. In 2021-2022, 76% of students agreed that the collaborative course was valuable. Each teacher is encouraged to take the lead on whole units or sections of inquiry-based curriculum, modeling a hands-on approach to leading outside of one's subject area and using reactive pedagogy to lead the learning community at large. Subject areas include soft skills for interpersonal development, budgeting and household management, career and tech readiness, resume building, and application to an on and off campus paid internship program.

Leaders work to cultivate a culture of leadership across the community. The principal is the staff sponsor for the Student Government Association (SGA), guiding the election, campaign and governance process

with emerging student leaders each year since 2019. The SGA presides over Community Meeting, which takes place once a month and includes the entire constituency of stakeholders. The elected SGA President represents student concerns to staff ensembles and helps set the agenda for discussion at gatherings of students and SGA meetings. This academic year, three key positions were added to SGA to ensure parent's voices were centered: representative of expecting mothers, representative of infant parents, and representative of toddler parents.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

While using the Community Norms and Restorative Practice Rubric as a baseline for early interventions, TCA reorganized the online learning lab to incorporate two distinct learning centers. One side of the room features traditional rows of computers, whiteboards, areas for small group study and calendars and important dates for student progress and district-wide deadlines. Teachers are stationed in the middle of the room, carefully monitoring student academic progress and focus on task-based assignments within the online curriculum. The other side of the online learning lab was designed to be a "re-regulation station"; an area to be utilized when learners have demonstrated through their behavior that they are no longer able to respond to redirection, cannot focus on the task at hand, have elevated speech or emotional outbursts (without directly violating any community norms), have had a terrible night sleep because of a screaming infant, a fight with a significant other or parent, slept on the streets, are hungry or their basic needs have gone unmet for the time they were out of school, or just simply, need a break. This flexible space is designed to bring (1) peace from the overstimulation (2) awareness to the behavior and (3) a return to the learner mindset.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Over the last four years, the school has been deliberate in building teacher capacity for instruction, with a focus on creating engaging learning environments and more direct engagement with students in both online and live classroom settings. Our academic and support staff collaborates once a week--in a Problem Solving Team (PST) meeting---to review data gathered regarding the academic and behavioral performance of each student, looking at both the history and the current performance once enrolled at TCA. The team takes into consideration the needs of each student and problem solves, shares best practices, evaluates the implementation, makes decisions, and moves forward to practice what has been learned. Teachers know their learners well enough to develop and provide a variety of academic and non-academic experiences throughout their time at The Chiles Academy. At 90% of the weekly PST meetings, the staff discussed student progress and student updates. Student progress includes discussing how students are doing in their live and online coursework. Student updates include progress and how a student is doing outside their academic classes, such as mental, physical, and emotional health. These discussions also included updates about teacher and staff outreach to students. Curriculum modification, academic and behavior interventions, and additional supports are developed each week as needed per student and then the teacher or staff discuss the proposals with the student and/or families to ensure student agency.

During the fall of this school year, the school's professional development sessions focuses on strategies for creating engaging learning environments. Some examples of the sessions include:

Collaboration & Communication for Teachers

Creating Engaging Student Space

Parent Involvement/Parent Contact

All staff participated in these training sessions. Throughout the fall, the leadership team conducted informal classroom observations to determine whether the strategies from the training session were being implemented. In cases where strategies were not being implemented or teachers indicated that

they were struggling with implementing strategies, the principal worked to support faculty by providing feedback and additional resources on models and exemplars. The Chiles Academy builds the value of diverse culture, backgrounds and abilities into the very core of the learner's experience of curriculum, community, and school culture. 91% of staff indicated that teachers, staff, and child care teachers respect all races and cultures.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Similarly, in the Early Learning program, classrooms have historically been observed once a month by the child care administrative staff. The teachers are observed during a time-limited portion of a lesson plan. Teachers are observed according to the class schedule, checked against the planned activities (versus what is directly observed), learner activity is monitored and gauged for interest and impact, and a qualitative narrative results from the observation. A discussion follows with the teacher during the classroom's quiet time, to go over any findings, answer any questions the teachers might have, and to address observations of learner engagement. The narratives are filed in the staff files and revisited if suggested changes aren't addressed. However, in recent years, the regularity of formal classroom visits has decreased in favor of a more 'ad hoc' approach to specific issues from specific classrooms. The child care director will address any teacher concerns if needed and observe how learners are engaging in rooms with challenging behaviors. This year, we are working towards combining observation tools from the 6-12 program to align more directly with observation data from the Early Learning program. We will continue to monitor every child's progress as they learn and transition from each environment. Additionally, Early Learning teachers are seeking and utilizing more training resources to focus on multiple intelligences, specific needs, behavioral communication, and sensory-based lesson plans and regulation strategies. At an all-staff training, they were able to utilize the feedback sessions and policy questions generated earlier in the year to provide more clarity on classroom environments and learner needs, including a sample lesson plan specializing in performative and sensory needs, provided by child care administrative staff.

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: Positive Culture and Environment: Early Warning System				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	390	7841 - The Chiles Academy	General Fund	1.0	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$47,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	390	7841 - The Chiles Academy	UniSIG	0.11	\$47,500.00
			<i>Notes: Salaries - supplemental ELA Teacher</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$19,574.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	390	7841 - The Chiles Academy	UniSIG		\$19,574.75

	<i>Notes: Supplemental teacher - specialist in Early Learning/SWD</i>
Total:	\$67,074.75

Budget Approval

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

No