

Volusia County Schools

# The Chiles Academy



## 2022-23 Ungraded Schoolwide Improvement Plan

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# The Chiles Academy

868 GEORGE W ENGRAM BLVD, Daytona Beach, FL 32114

<http://www.thechilesacademy.com/>

## Demographics

**Principal: Abby Ferguson B**

Start Date for this Principal: 1/7/2019

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK, 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	2021-22: I 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	2022-23: No Rating

## School Board Approval

This plan is pending approval by the Volusia County School Board.

## SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part 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.

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

The Chiles Academy serves pregnant and parenting students in grades 6-12. Pregnant and parenting teens have the highest mobility rate of any population enrolled in school and one of the lowest graduation rates of any other cohort of high school student. Transience and housing instability increases the number of absences and limits access to parenting resources at such a critical time in development--for both the student and the child. A full time parenting teacher stands alongside our social service staff (family care coordinators and school counselors) as an outreach resource for struggling students. Attendance is a leading indicator of academic performance and with a strong parenting program in place, students have greater resources at school to support attendance and increase life skills needed to build their families. The cycle of poor educational performance must be broken and the strategies used at TCA can offer a depressed, unmotivated student hope and it begins with at one step at a time. Many of our students take 5-6 years to earn a high school diploma but our attention to the details of each individual situation and the care and commitment of a dedicated parenting teacher can make the difference between dropping out entirely and graduating with a standard diploma.

### School Leadership Team

#### **Membership**

Identify the name, email address, 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>The Principal shall develop, monitor and implement the annual strategic plan for the school encompassing, building, staffing, curriculum, budgeting and all facets of the school in keeping with the School Charter in addition to being accountable for its implementation.</p> <p>Responsibilities and Duties</p> <p>Shapes overall school mission, identifies school objectives each year and develops plans for their attainment</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Works collaboratively with the Board to establish and implement of their effectiveness; determines continuation, discontinuation or modification of school programs</li> <li>• Oversees establishment of programs at the school and evaluations of their effectiveness; determines continuation, discontinuation or modification of school programs</li> </ul> <p>Coordinates Personnel Management Function</p> <ul style="list-style-type: none"> <li>• Establishes employee selection process</li> <li>• Assigns duties of employees</li> <li>• Selects, hires and evaluates personnel based on school policy</li> <li>• Administers and executes all employee contracts to insure adherence to all provisions as established</li> <li>• Oversees staff professional development</li> </ul> <p>Establishes the Policies, Methods, and Procedures of the School</p> <ul style="list-style-type: none"> <li>• Develops and provides faculty and staff with a handbook of school policies and procedures</li> <li>• 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</li> <li>• Meets with and is accessible to key stakeholders to explain, clarify or modify policies, methods and procedures of school</li> </ul>
Foster, Ashley	Assistant Principal	<p>Implements the high school guidance curriculum; conducts orientation activities for new students; provides grade level</p>

Name	Position Title	Job Duties and Responsibilities
		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 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, consistent with middle college model; assist in the development and implementation of experiential 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/

Jones, Tamarah	Staffing Specialist	<ul style="list-style-type: none"> <li>• Oversee day-to-day financial operations of TCA, Inc. for all of the programs operated by the corporation:</li> <li>• Present monthly reports (compiled by an outside CPA) to the Board of Directors                             <ul style="list-style-type: none"> <li>o Confer with the TCA Board Treasurer regarding monthly financial reports</li> <li>o Prepare EHS financial reports for the Policy Council</li> <li>o Send Charter School reports to the VCSB</li> <li>o Monthly reimbursement claim reports for the nutrition programs</li> <li>? Child Care Food Program - CCFP (Birth to five)</li> <li>? National School Lunch Program - NSLP (Grades 6-12)</li> </ul> </li> <li>• Present budgets to the Board of Directors and EHS Policy Council for approval and revisions as necessary (at least twice per fiscal year)                             <ul style="list-style-type: none"> <li>o Title One Budget</li> <li>o School Nutrition Programs</li> </ul> </li> <li>• Maintain salary schedules for employees that reflect levels of responsibility, certifications, training, and education                             <ul style="list-style-type: none"> <li>o Administrative staff</li> <li>o Teaching staff</li> <li>o Child Care Teachers</li> <li>o Support and Kitchen Staff</li> </ul> </li> <li>• Primary contact for Vision HR Professional Employment Organization</li> </ul>
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**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

N/A

**Demographic Information**

**Principal start date**

Monday 1/7/2019, Abby Ferguson B

**Total number of students enrolled at the school.**

81

**Total number of teacher positions allocated to the school.**

3

**Number of teachers with professional teaching certificates?**

3

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

1

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

0

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

0

**Demographic Data**

**Early Warning Systems**

**2022-23**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	3	11	12	7	33
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	4	6	3	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	5	7	5	18
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	5	7	5	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	7	7	6	21
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	6	7	6	20
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	2	2	1	6

**The number of students with two or more early warning indicators:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	6	7	5	19

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	6	5	14

**Date this data was collected or last updated**

Wednesday 8/24/2022

**2021-22 - Updated**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	5	7	10	20	42
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	4	5	9	20	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	5	7	10	20	42
Course failure in Math	0	0	0	0	0	0	0	0	0	0	5	7	10	19	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	5	7	10	20	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	5	6	9	19	39

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	5	7	10	20	42

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	5	6	15	29

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	57%					54%	61%
ELA Learning Gains		48%	55%					53%	59%
ELA Lowest 25th Percentile		35%	46%					44%	54%
Math Achievement		47%	55%					55%	62%
Math Learning Gains		53%	60%					52%	59%
Math Lowest 25th Percentile		48%	56%					45%	52%
Science Achievement		53%	51%					61%	56%
Social Studies Achievement		63%	72%					72%	78%

**Grade Level Data Review - State Assessments**  
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

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

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	57%	-57%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	55%	-55%	57%	-57%

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
FRL										31	

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL											

  

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	39
Total Components for the Federal Index	3
Percent Tested	

**Subgroup Data**

**Students With Disabilities**

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

**English Language Learners**

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

**Asian Students**

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

**Black/African American Students**

Federal Index - Black/African American Students	
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Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?**

The Area of Focus from the previous school year included Leadership specifically relating to Leadership Development. We proposed that strategies for student engagement and retention start from the very top and if utilized effectively, should affect every aspect of the school experience. We recognized a need for leadership development among our admin staff to ensure that a supportive and fulfilling environment was being achieved and learning conditions that meet the needs of all students are supported and verified. Adding leadership responsibilities across the administration---specifically at the assistant principal level---and empowering faculty to take a leadership role in curriculum development and employing school improvement strategies is the approach.

The data points we continued to monitor as we progressed towards our goal was enrollment increases or decreases, student retention by semesters, and overall attendance rates. We attempted to measure when students enroll within the academic year and for how long we were able to keep their attendance rates up over time, allowing for fluctuation specific to our population including maternity leave and various needs associated with the care of a child.

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

We were able to increase enrollment at key points throughout the year--reaching a high point of 162 students during December and again in February. Several actions were taken to increase leadership in enrollment and recruitment--PST meetings with designated point-people on recruitment efforts, increased communication within district and across service providers, and teacher-led outreach efforts across faculty at other schools.

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

Increased enrollment by 2% each semester

Increase student retention decreased at two points during the spring semester--specifically January and March

Increased attendance by 5% overall for year

**What trends emerge across grade levels, subgroups and core content areas?**

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.

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

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.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.**

TCA follows all PD learning opportunities provided by the district and encourages all teachers to attend PD days as announced. TCA also provides ongoing trainings in a variety of subject areas including our Responsibility-Centered-Discipline approach, SEL-focused teacher trainings, and staff workshops modeling support and leadership in the classroom.

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Math**

**Area of Focus**

**Description and Rationale:**

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

Because our students have consistently Level 1 scores across FSA Math and EOC Algebra assessments, and due to the percentage of students who have been retained one or more years across our population, creative and dynamic instructional practice relating to the B.E.S.T. standards was identified as a critical need.

**Measurable Outcome:**

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

An increase in performance in course-based assessments and comprehension checks is expected.  
A stabilized baseline for state assessments will be monitored across cohorts and an increase in scores is expected.

**Monitoring:**

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

This Area of Focus will be monitored by the following classroom procedures: visual representations of course-based progress, monitored by the instructor as students move through the curriculum, comprehension checks performed after each unit by the instructor, and in-class assessments and peer-based reviews of unit work. Progress will be monitored via state and school based assessments.

**Person responsible for monitoring outcome:**

Ashley Foster (aefoster@volusia.k12.fl.us)

**Evidence-based Strategy:**

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

The Chiles Academy follows the evidence-based math instruction that identifies the four elements that make up effective math teaching.

1. Explicit instruction with cumulative practice --A way of teaching that makes the learning process completely clear for students. Model a skill and verbalize your thinking process, using clear and concise language.
2. Visual representation -- Visual representation is a way for students to see math. You can visually represent math using number lines, tape diagrams (also known as bar models), pictures, graphs, and graphic organizers. Visual representation is often used in an instructional approach called concrete-representational-abstract, or CRA. Especially helpful for students who struggle with math.
3. Schema-based instruction -- two main types of schemas: additive and multiplicative.
4. Peer interaction -- you pair up students to work together and have discussions about math.

**Rationale for Evidence-based Strategy:**

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

Research has shown that using explicit math instruction can improve students' ability to perform operations and solve word problems. The cumulative practice of explicit instruction is especially helpful because it keeps old skills fresh in students' minds. Visual representations help all students understand abstract math concepts and solve problems. These representations can remove language barriers related to word problems for students who learn and think differently, as well as for English language learners. Research shows that students who were taught using schema-based instruction were better able to solve both familiar and new multi-step problems. All students can benefit from seeing that the same problem can be solved in multiple ways.

**Action Steps to Implement:**



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

1-Review overall student progress within B.E.S.T. standards-based curriculum at each Progress Report interval

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

Course design will be reviewed mid-semester and corrections/amendments based on student feedback and assessments

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

**Monitoring ESSA**

**Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The Chiles Academy student population is highly diverse and we regularly engage in progress monitoring across ESSA subgroups through our weekly practice of PST/MTSS team meetings.

**#2. Instructional Practice specifically relating to Managing Accountability Systems**

**Area of Focus Description and Rationale:**

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

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. 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. This year, we will focus this same mindset to our instructional practice, classroom learning environments, and classroom management approaches in order to maximize student engagement and increase attendance and overall student retention. Our 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 social emotional learning (SEL) that all members of the TCA participate in on a daily basis. We center SEL 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.

Outcomes of a culture of restorative justice and discipline will be measured in demonstrable student progress in life skills (setting and making appointments, fulfilling basic needs and advocacy for herself and her family) and in educational outcomes and increased and consistent attendance. We are aiming for an overall increase of 5-6% better attendance rates per day, to be measured by each progress report interval per student.

**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? We are aiming for an overall increase of 5-6% better attendance rates per day, to be measured by each progress report interval per student.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

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

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. But without improving classroom management, all of these other efforts will ultimately fall short of expectations. We have developed our own Discipline Rubric that outlines what the students should expect each time a behavior falls outside of our Community Norms and expectations.

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 InSchool Suspensions by Year 2, 50% Reduction in Office Referrals by Year 2 in other schools.

**Rationale for Evidence-based Strategy:**

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

**Action Steps to Implement:**

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

Community Meeting the Third Thursday of each month will bring whole community together to review/amend Community Norms and provide a space to discuss expectations and classroom management procedures

**Person Responsible**

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

Principal set three one-on-one meetings with each teacher throughout first three months of school calendar to review practices, advise on classroom management practices, informally measure and adjust student engagement practices, and discuss Walk Throughs and evaluations

**Person Responsible**

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

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The Chiles Academy student population is highly diverse and we regularly engage in progress monitoring across ESSA subgroups through our weekly practice of PST/MTSS team meetings.

**RAISE**

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

**Area of Focus Description and Rationale**

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

**Measurable Outcomes:**

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

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

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

N/A

**Action Steps to Implement:**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

## Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Parent Engagement

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Positive school culture and climate is a fundamental principle of TCA, which is at its core a voluntary program. If and when students are not able to meet our expectations and fulfill their obligation as a student, a family meeting is called and the students are offered the opportunity to sign a behavioral and academic contract. If they are not able to meet the requirements of the contract they are invited to return to their zone school. Students often contact TCA after dismissal and ask to come back, citing the climate of the school and the holistic approach to meeting their needs as a primary reason to want to return. We have an "open door policy" on returning students and we reiterate our expectations of a student's engagement with our community upon their return. At weekly PST meetings administration and staff discuss students' behavior in class, on campus, with their peers, adults, partners, family members, child care teachers and academic teachers. Immediate intervention protocols are put in place on a regular basis and then they are monitored and evaluated to maintain meaning and purpose.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

The Chiles Academy is a full service community school that serves the holistic needs of all of its constituents utilizing a wide variety of stakeholders. TCA has a full time certified school counselor, two Family Care Coordinators, contracted services with a licensed Marriage and Family Therapist, a robust parenting curriculum, a certified child care and VPK program, and an array of referral services (OT, PT, reading specialist, family counseling, etc) available on campus. Honor roll students go out to lunch every quarter with the Principal. Bethune Cookman University students and volunteers offer family engagement and team building opportunities throughout the year. Midwives will meet with students to discuss child birth and child care issues in a culturally centered health care environment. We have developed a strong partnership with the Volusia County Health Department (VCHD) this year. They are on campus once a week to provide our students and community families WIC reloads, immunizations, school physicals, family planning, and preventative dental procedures by a dentist. When an individual concern requires additional intervention, TCA has a partnership with most local agencies that can provide referral, assessment, and ongoing care for our individual students. Our partnerships with community organizations are strong. The TRIO program at DSC offers our students the opportunity to earn college credit while enrolled in high school, the CCAMPIS program at DSC offers child care payment assistance for single parents enrolled in school, local churches and church members provide emotional and physical help to our students throughout the year

**Describe how implementation will be progress monitored.**

The success of our school-wide behavioral system is based on the understanding that the problems that come up throughout the day are faced and dealt with immediately. Most staff members are able to contact family members immediately to diffuse any escalating situation. As long as the administration and staff follow through on this protocol, the disciplinary incidents and negative behavior diminishes substantially throughout the year. This will be monitored at regular intervals at our weekly PST meetings, by creating our new student "Charting" system, and building in contact with parents and families as a regular practice--for both positive and restorative behavior interventions.

**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.

Action Step	Person Responsible for Monitoring
During Orientation for both students and staff, present the Discipline Rubric and the expectations of our community behaviors.	Ferguson, Abby, abfergus@volusia.k12.fl.us
During first Community Meeting, establish Community Norms with substantial stakeholder buy-in	Ferguson, Abby, abfergus@volusia.k12.fl.us
Monitor parent conference and contact across staff and faculty interventions	Foster, Ashley, aefoster@volusia.k12.fl.us
Create first annual Chiles Academy Homecoming to invite all community members together for positive engagement event	Foster, Ashley, aefoster@volusia.k12.fl.us