

Leon County Schools

Lawton Chiles High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	18
Positive Culture & Environment	22
Budget to Support Goals	22

Lawton Chiles High School

7200 LAWTON CHILES LN, Tallahassee, FL 32312

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

Demographics

Principal: Joseph Burgess

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (72%) 2017-18: A (70%) 2016-17: A (71%) 2015-16: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

Our Principles:

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

They are as follows:

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Burgess, Joseph	Principal	<p>Mr. Burgess is supported by three assistant principals and a dean of students. The principal has designated specific responsibilities to each assistant principal and dean, which is described through attendance, curriculum, and student affairs. Additional duties may be assigned to any member of the administrative team. Administrators participate in monthly professional development and are assigned teacher observation duties.</p> <ul style="list-style-type: none"> *Provides a common vision for the use of data-based decision making *Ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff *Ensures implementation of intervention support and documentation *Ensures adequate professional documentation to support MTSS implementation *Communicates with parents regarding school-based MTSS plans and activities
Pickens, Calli	Assistant Principal	
Swope, John	Assistant Principal	
Bigelow, Grace	Assistant Principal	
Clark, Aaron	Dean	

Demographic Information

Principal start date
 Sunday 7/1/2012, Joseph Burgess

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
 2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
 8

Total number of teacher positions allocated to the school
 117

Total number of students enrolled at the school

2,041

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

5

Demographic Data

Early Warning Systems

2021-22

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	30	36	42	32	140

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	12	12	21	0	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	5	1	7

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - As Reported

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	514	586	517	471	2088
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	11	12	14	48
One or more suspensions	0	0	0	0	0	0	0	0	0	36	16	13	12	77
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	8	6	3	28
Course failure in Math	0	0	0	0	0	0	0	0	0	12	15	16	8	51
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	41	39	33	24	137
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	28	19	13	4	64
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	36	19	10	10	75

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	6	5	14	2	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	7	2	13

2020-21 - 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	514	586	517	471	2088
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	11	12	14	48
One or more suspensions	0	0	0	0	0	0	0	0	0	36	16	13	12	77
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	8	6	3	28
Course failure in Math	0	0	0	0	0	0	0	0	0	12	15	16	8	51
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	41	39	33	24	137
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	28	19	13	4	64
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	36	19	10	10	75

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	6	5	14	2	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	7	2	13

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).

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
09	2021					
	2019	81%	58%	23%	55%	26%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
10	2021					
	2019	79%	57%	22%	53%	26%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	70%	20%	67%	23%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	81%	5%	70%	16%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	69%	-10%	61%	-2%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	67%	18%	57%	28%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District created Progress Monitoring Assessments were used for Algebra, Geometry, Biology and US History. STAR was used for ELA.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	183/43%	154/35%	123/29%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	All Students	23/10%	76/49%	98/47%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	All Students	210/80%	49/69%	82/36%
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	All Students		261/89%	
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	279/35%	147/36%	123/29%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	170/23%	21/23%	82/36%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	210/80%	49/69%	
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

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

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	38	37	52	63	64	55	71		95	26
ASN	87	67	20	86	62		89			100	92
BLK	59	58	44	54	32	57	71	66		98	45
HSP	76	51	45	67	53	69	87	93		95	68
MUL	82	58	60	79	44		88			100	63
WHT	82	61	51	80	51	70	93	88		100	65
FRL	62	48	43	60	44	48	68	69		98	29

2018 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 2016-17	C & C Accel 2016-17
SWD	32	43	40	42	42	50	50	50		84	26
ASN	96	84		81	54		100	91		97	86
BLK	53	53	45	50	36	42	54	83		94	52
HSP	78	65	57	70	36		86			84	56
MUL	62	42		53	42		55			100	46
WHT	81	62	50	79	47	60	84	90		99	67
FRL	56	50	46	54	55	67	64	77		89	39

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)	N/A
OVERALL Federal Index - All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	722
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

Chiles High School continues to be a high performing high school in Leon County and the state. Students continue to score above or close to the state average in all areas. Overall school assessment data remained on par with prior year performances with some decreases during the 2020-2021 school year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our Geometry scores dropped the most from 86% to 68% scoring at a level 3 or higher. In ELA our 9th grade scored at 73% and 10th grade at 71 % proficiency. This a drop for both grades from 9th at 81% and 10th at 77%..

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

Due to the pandemic, many students were attending school virtually through Digital Academy and as a result were not present for daily instruction. Instruction took place through zoom. Many students demonstrated infrequent or poor attendance while attending online. During the 21-22 school year the students will continue to be monitored by administration and the school counselors to monitor progress, conduct students data chats, and initiate parent conferences.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was the Math Lowest 25th Percentile that increased from 56% in 2018 to 68% in 2019. Chiles High School took on the focus of looking and working with our lower 25% students. For the 20-21 school year there was not an area of improvement. For the upcoming year we will continue our progress monitoring system with the monitoring of data chats and remediation of those standards that students are still not mastering. We will continue to focus on these students to increase their progress.

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

The school counselors, teachers and administration throughout the year focused on the students and their progress in all courses to earn credits needed for graduation.

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

Students will be offered as they have been throughout our school history a variety of rigorous, standards based curriculum in all core content and elective areas. There will be a specific emphasis on lower class sizes for students in the lowest quartile and accelerated options for high performing students.

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

As a school, our teachers are participating in a PLC through Master Teacher which is 18 hours of ESE coursework. They will submit a lesson plan that outlines the ESE accommodations made and the results of those accommodations. Through Leon Leads teachers are also offered many different opportunities for professional development.

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

We created our master schedule to meet the requests and graduation requirements for all students. We will continue to identify school wide areas of focus as needed and provide professional development opportunities and time for teachers to collaborate through department meetings and planning times.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

The standards and assessments for ELA, Algebra 1, Geometry, Biology and U.S. History emphasize these areas for instruction. Student Achievement on the ELA assessment and our EOCs are components of our school grade. We saw decreases in achievement in all areas.

Measureable Outcome:

Chiles will have at least 78% of our students proficient in the area of History on the 2022 U.S. History End of Course Exam (EOC). Chiles will have at least 55% of our students proficient in the area of Algebra on the 2022 Algebra I End of Course Exam (EOC). Chiles will have at least 70% of our students proficient in the area of Geometry on the 2022 Geometry End of Course Exam (EOC). Chiles will have at least 72% of our students proficient in the area of English/Language Arts on the 2022 Florida Standards Assessment (FSA). Chiles will have at least 75% of our students proficient in the area of Biology on the 2022 Biology End of Course Exam (EOC).

Monitoring:

We will utilize district and school progress monitoring assessments including STAR, Common Lit, and Achieve 3000.

Person responsible for monitoring outcome:

Calli Pickens (pickensc@leonschools.net)

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

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

Person Responsible

Calli Pickens (pickensc@leonschools.net)

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

Person Responsible

Calli Pickens (pickensc@leonschools.net)

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

Person Responsible

Calli Pickens (pickensc@leonschools.net)

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

Person Responsible

Calli Pickens (pickensc@leonschools.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: School attendance is directly related to student achievement. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Our data shows that only 48 students had attendance below 90% last year. We know due to COVID it was far higher. Many were excused. Students missed due to both quarantine and sickness. so far this year we have 567 so far. We know this is due to quarantine and sickness.

Measureable Outcome: Chiles will identify and monitor the number of students with 4 or more unexcused absences for each nine weeks grading period.

Monitoring: We will on a weekly basis identify students with attendance issues.

Person responsible for monitoring outcome: John Swope (swopej@leonschools.net)

Evidence-based Strategy: We will educate students about the importance of school attendance and be sure they understand what constitutes an unexcused absence and how many will lead to failure of a class.

Rationale for Evidence-based Strategy: Attendance is directly related to student achievement.

Action Steps to Implement

Teachers will monitor daily tardies, lates and absences.

Person Responsible John Swope (swopej@leonschools.net)

On a weekly basi, letters will be sent home to parents and students who have over 10 absences.

Person Responsible John Swope (swopej@leonschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: The number of students being referred to our school counselors with anxiety, poor coping strategies, needing risk assessments, and referrals to our New Horizons counselor has increased with the pandemic.

Measureable Outcome: We will educate students on self-care strategies, healthy coping options, and social emotional health in order to decrease the number of students reported by 5%;.

Monitoring: Counselors will identify how many students come to the guidance office in distress.

Person responsible for monitoring outcome: Grace Bigelow (bigelowg@leonschools.net)

Evidence-based Strategy: We will utilize the Jason Foundation and Everfi (School-Connect) which are district approved social and emotional curriculum to engage students in best practices in identifying and understanding social emotional learning and understanding their own well being. We will have sessions with students through out the school year dedicated to social emotional learning.

Rationale for Evidence-based Strategy: Social emotional learning and awareness has always been important but even more so during the pandemic. We see many students in emotional distress and they need to learn to cope and navigate through their emotions.

Action Steps to Implement

We will implement a different bell schedule once a semester to provide a block of time for a school wide social emotional activity which engages students in best practices for dealing with stress, anxiety, healthy coping strategies, self care, trusted adults, and helping others.

Person Responsible Grace Bigelow (bigelowg@leonschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Chiles High School has relatively few discipline incidents when compared to district and state numbers. One area we can focus on is suspensions since it also impacts student achievement and attendance. Last year, we had a total of 77 suspensions. Our goal is to have less than 70 student suspensions for the 21-22 school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Chiles High School offers a positive school learning environment and school culture. We strive to meet the needs of all students through reinforcing positive relationships in the the classroom and through extracurricular activities. Students are encouraged to take an active role in leadership by participating in the arts, sports, clubs and other leadership activities in our community.

Through our departments working together we are able to establish school norms and expectations that are clear and consistent across campus in regards to our expectations of routines, rules and ways of work for students. Administration and faculty members play a vital role supporting these norms through duty assignments before and after school. During transition times halls are monitored and this supervision provides for an academically focused climate throughout our school. Distractions are minimized for an optimal learning environment supporting growth and achievement.

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

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00