
STRATEGIC PLAN {2014-2019}

LAWTON CHILES HIGH SCHOOL

A MESSAGE FROM OUR PRINCIPAL

Dear Friends:

I am pleased to present an exciting new Strategic Plan designed to define our school community's mission and goals and to engage, inspire, and to provide focus for us as we move forward over the next five years.

Our first priority, of course, is maintaining our "A" grade status in the state accountability system, while adjusting to state common core standards. In maintaining, reforming and excelling as a school, over that time we will need to continue developing programs to help our bottom 25% achievement level students.

In addition, we will continue to develop alternative programs for our at-risk students to increase our graduation rate.

We will also need to look for ways to promote and encourage Advanced Placement participation from underrepresented populations, while incorporating business and industry certifications that produce ready-to-work students.

Lastly, we want to increase our technology to one-to-one capabilities and bolster our K-12 relationships from our feeder schools to ensure parents that students will have the best opportunities to be successful in life.

I look forward to working closely with you on these endeavors.

All the best,

JOSEPH L. BURGESS, Principal

B.S. Social Sciences, M.S. Educational Leadership/Administration

A HISTORY OF OUR SCHOOL

Lawton Chiles High School opened its doors in August 1999, welcoming 767 freshman and sophomore students from Leon County's northeast region. By the time the first senior class graduated in May of 2002, the school's population was just over 1,600 students. Our current enrollment is just over 2,000 students who are taught by approximately 100 dedicated and highly skilled educators.

Since its beginning, Chiles High School has boasted a strong academic curriculum consisting of honors and Advanced Placement courses, as well as vocational programs. FCAT data from the school's second year placed CHS in the top three percent of all Florida public schools, and standardized test results consistently reflect above-average ability in our students. Chiles High School has been awarded an "A" grade nine of the last fourteen years, and it was ranked 33 out of 450 high schools graded in the state of Florida (based on school grades from the 2012-2013 school year).

In addition to its outstanding academic offerings, Chiles High School has an extensive list of extracurricular activities. The nearly 25 athletic groups include football, basketball, soccer, track and field, lacrosse, flag football, swimming, dance and cheerleading. CHS also has over 40 clubs, both academic and community-oriented. Academic clubs include National Honor Society, Mu Alpha Theta, English National Honor Society, National Art Honor Society, Junior Classical League, Spanish National Honor Society, French National Honor Society, Science National Honor Society, Mock Trial, Psychology Club, Brain Bowl, STAND, International Thespian Society, Chorus, Band and Wolfcenter. Community-oriented clubs include Anchor, Key, Green Team, Human Relations, Big Bad Wolves and Little Red Riding Hoods, PALS, FCA and Breast Cancer Awareness.

The school's newly designed website (<http://www.chiles.leon.k12.fl.us/>) has up-to-date information regarding curriculum, faculty and staff contact information, and extracurricular activities. Stakeholders are encouraged to join the school's ListServe for regular communication about the school. In addition, the website contains easy access to the most current version of the School Improvement Plan, and it provides a link to the Parent Teacher Organization (PTO), as well.

ADMINISTRATION

Principal:	Joe Burgess
Assistant Principal, Curriculum:	Callie Pickens
Assistant Principal, Attendance:	Paul Lambert
Assistant Principal, Discipline:	John P. Swope
Athletic Director:	Mike Eto
Dean of Students:	Mike Lassister
Resource Officer:	Dep. Paul Emmons
Network Administrator:	Buck Buchanan

SCHOOL MOTTO

In the fall of 2001, the stakeholders of Chiles High School defined the school's mission statement as “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.” From that, the school's motto was born: **Cognosco; Duco; Perficio**, which is translated, “I learn; I lead; I achieve”.



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

- Education is a life-long process.
- Students maximize performance by developing self-discipline, effective critical thinking, and 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.

In order to successfully enter the workforce, data suggests that students must possess the attributes of good communication and interpersonal relationship skills, time-management, problem-solving, personal accountability and ethical behavior, computer literacy and adaptability. At Lawton Chiles High School, we are dedicated to helping students develop these skills as we prepare them for life after high school, in both college and career.

STRATEGIC GOALS

Chiles High School will continue to provide its students with an exceptional education designed to provide the foundation on which they can succeed in a modern, tech-savvy world. Chiles will also continue to provide its faculty and staff with the resources needed to inspire and promote an environment which values life-long learning. The school will use innovative strategies for student success at the highest levels and, in so doing, Chiles will maintain its position as an academic leader in both Leon County and the State of Florida.

Chiles will:

- Maintain an “A” grade in the state accountability system;
- Successfully transition to Common Core Standards;
- Develop programs to support our bottom quartile students;
- Increase the graduation rate through rigorous and supportive targeted programs;
- Increase Advanced Placement participation by under-represented populations;
- Increase business and industry certifications which produce work-force ready individuals;
- Provide 1:1 technology; and
- Strengthen K-12 relationships with our feeder schools.

These goals will be reached by addressing the following areas:

- I. Student Performance;
- II. Providing a Safe Environment;
- III. Providing Quality Resources;
- IV. Incorporating Creativity; and
- V. Building an Engaged Community.

I. STUDENT PERFORMANCE

Student performance is the ultimate goal of any school and can be measured in a variety of ways. For Chiles High School, it is our mission to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society. Student performance is a necessary tenant in order to accomplish our vision and mission.

Chiles High School ensures that our vision and mission guide student performance through a communication plan and through ongoing evaluations and assessments developed through the Division of Teaching and Learning to permeate curriculum, instruction, policies and district practice. Provided here is a summary of some of the ways that Chiles High School prioritizes student performance through monitoring, assessment, and teaching.

Goals & Current Status

Chiles High School has defined the following goals related to the pillar Student Achievement:

- Improve Student Achievement.
- Prepare Students for College or Career.
- Close the Achievement Gap Among Subgroups of Students.
- Provide Educational Choice to Meet the Diverse Needs of Students.
- Increase the Chiles High School Graduation Rate.

Currently, Chiles High School has a variety of methodologies to track student performance and to monitor, strategically plan and meet these goals improve student achievement, prepare students for college or career and to close the achievement gap.

Chiles High School's improvement plan is aligned to the district's vision and expectations for student learning. The district ensures this by maintaining a current policy on school improvement. A School Improvement web site is utilized to provide ongoing technical assistance and an archive of prior activity. The School Board approves School Improvement Plans and results on an annual basis. The School Improvement Central Council is involved in the annual review of Improvement Plans and results. School Improvement training and technical assistance is provided annually and additionally as needed. The District Intervention and Assistance Committee provides for additional technical assistance and resources, when needed, to schools in need of improvement. The district also follows the Florida Department of Education differentiated accountability model.

For additional support, the district created a curriculum leadership team, including the Superintendent, the Assistant Superintendent of Teaching and Learning, general and special education leaders, curriculum specialists, curriculum specialists, behavior specialists, student services personnel, human resources and professional development leaders, and specialists of various areas such as assessment, English Language Learners, gifted learners, etc. The ongoing purpose of this team is to develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct support systems for each school principal, and to plan for systems of change toward Problem Solving and Response to Instruction/Intervention (RtI) through district-wide consensus building, infrastructure development, and implementation. This team also works with identified schools to ensure that each is fully staffed by the first day of school, including reading coaches, math coaches, and science coaches as appropriate. The team also works with the school's professional learning communities and lesson study groups to analyze data and utilize monitoring tools.

The School Advisory Council assists in the development of the School Improvement Plan, which is implemented by Chiles High School administrators and faculty. The school advisory council reviews school performance data, determines causes of low performance, and advises the school on its School Improvement Plan. Chiles High School completes a mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment.

For day-to-day monitoring used in analysis, intervention and planning, Chiles High School currently uses various methodologies to monitor and assess student performance, including:

- **Progress Monitoring:** Academic progress of all students is monitored on a regular basis using multiple measures. The state's Progress Monitoring and Reporting Network

(PMRN) is used to monitor student achievement in the area of reading based on the results of the *Florida Assessment and Instruction in Reading* (FAIR) assessment, which is administered three times a year. In addition to this tool, other routine monitoring tools and instruments are specified for Reading, Math, Writing and Science. These include classroom and benchmark assessments, and ongoing progress monitoring through curriculum based assessment such as *CELLA* for English Language Learners, *Writes Upon Request*, practice FCAT tests, and computer software tools such as Pearson's *Successmaker* and *Scholastic Reading Inventory* (SRI). Chiles High School considers progress monitoring and differentiated instruction as integral to one another. Differentiated instruction ensures success of all students including those performing above grade-level. Instructional strategies are based on the results of progress monitoring. If a student is not making progress, then diagnostic testing must occur.

- **Diagnostic Assessment:** If a student is not making progress during a planned intervention, a diagnostic assessment is administered to isolate special needs and to plan immediate intensive interventions in order to deal directly with the identified deficiency. The diagnostic instrument used is the FAIR Toolkit (assessment toolkit).
- **Summative Assessment:** Summative assessment instruments are specified for Reading, Math, Writing and Science as indicated in the Chiles High School Testing Calendar. Summative assessments include FCAT reading, writing, math, and science tests as well as PSAT, SAT, ACT, and Advanced Placement exams.

Chiles High School also recognizes the importance of identifying students at risk of dropping out or falling behind their graduation cohort. Closing the achievement gap and increasing the graduation rate are two very important goals. To plan for this, Intervention Assistance Teams, consisting of Chiles High School and district personnel, meet on a regular basis to review student data and information and to suggest possible appropriate interventions available. Differentiated instruction and intensive intervention in classrooms is available to support student learning. These programs include, but are not limited to:

- Before, during and after school tutoring exists at Chiles High School, to provide interventions for students;
- Reading and math intensive courses offered at Chiles High School for students in need of intervention and remediation in those subject areas;
- Grade and Credit Recovery Programs offered at Chiles High School for students who have previously failed a class; and
- Gifted students have the opportunity to take advantage of on-campus gifted programs.

Chiles High School as well as academic excellence activities such as Brain Bowl, Mu Alpha Theta Math competitions, Mock Trial, District and Regional Science Fair and History Fairs, Tropicana Public Speaking Contest, Scripps Spelling Bee, Kids Voting, Math Counts and Model United Nations.

The Exceptional Student Education Program offers specialized curriculum as well as access to general educational curriculum and intervention programs. District ESE personnel work alongside Chiles High School personnel to provide training and assistance in meeting individual needs of students. The district has provided training and support to teachers for understanding and implementation of the ESE Access Points to the Sunshine State Standards. Program

Specialists and ESE curriculum specialists provide additional support to teachers, students and parents to provide and support a curriculum that challenges and meets the needs of ESE students. Students who are identified with a disability have an Individual Education Plan (IEP) that meets their needs. The district uses a variety of service-delivery models for students with disabilities, including the following: (1) inclusion (2) co-teaching (3) support-facilitation (4) resource (5) full-time (6) self-contained.

The district's ESOL (English for Speakers of Other Languages) Program provides instructional support in language development, academic achievement and cultural assimilation for students with various levels of English proficiency. ESOL services are provided in regular programs as well as at ESOL center schools.

Alignment of All Pillars

Student performance is dependent upon the other three pillars defined in the strategic plan, all of which are necessary to achieve high student performance. Students cannot succeed without a safe environment to learn in, the best teachers and resources available to them, and the support of their parents and community. Community engagement both within the school as well as throughout the community reinforces the efforts of the Chiles High School and the achievements of all of our students.

The Florida Next Generation Standards, the AdvancEd standards and the Race to the Top guidelines all include various measures of student performance. In defining the goals and measures of student performance all of these standards have been included. The Florida Next Generation Standards include specific goals to strengthen foundation skills, to improve college and career readiness, to expand opportunities for postsecondary and to improve K-12 education choice. All of these goals are reflected in the goals of the Chiles High School strategic plan pillar on student performance. Related, more specific goals can be found in the school improvement plan. The Chiles High School improvement plans include several components of student performance which are captured within the goals and implementation plan of this pillar, including academic performance of feeder schools, data disaggregation, student retention rates, school grades, AYP, and FCAT scores.

In developing this first pillar of the strategic plan, an assessment of current data, programs and practices determines that in order to fulfill our vision and mission, Chiles High School should focus on four primary areas: improving student achievement; preparing students for college or career; closing the achievement gap among subgroups of students; providing educational choices for all students; and increasing the district graduation rate.

GOAL: Improve Individual Student Performance

Actions:

- A Chiles High School Team will provide guidance and support to low-performing students.
- Chiles will expand the use of progress monitoring tools to monitor the individual and aggregate progress of students in the core subject areas.
- Provide diagnostic assessments that can determine student needs and to determine

which interventions would lead to success.

- The school will continue the use of summative assessments to monitor student performance.
- Tutoring will be provided before, during and after school as appropriate.
- Progress Monitoring tools will be expanded.

GOAL: Prepare Students for College and/or Career

Actions:

- Provide guidance counseling that informs students of all possible college and career options.
- Provide opportunities such as honors, Advanced Placement and Dual Enrollment programs and courses.
- Build career, business opportunities for students.
- Build stronger coalitions through higher education and workforce development leaders locally and throughout Florida to better meet the needs of students.

GOAL: Close the Achievement Gap Among Subgroups of Students

Actions:

- Identify students who may be in danger of dropping out and provide effective interventions.
- Support and expand initiatives that identify subgroups at Chiles High School that need extra support, mentoring and academic assistance.
- Attend nationally known training and consultants that work with teachers and administrators to identify and close the achievement gap among subgroups of students.
- Evaluate the needs of over-age for grade students and various programs nationally to determine what programs are successful and what more can be done to provide assistance to students.
- Identify underrepresented students that have the potential but may not be on the college preparatory track and provide assistance, mentoring and instructional strategies.

GOAL: Provide Educational Choice to Meet the Diverse Needs of Students

Actions:

- Conduct annual evaluations of each program considering the quality of instruction offered as well as the number of students enrolled and school capacity.
- Continue to provide a variety of choice programs at Chiles High School.

II. PROVIDE A SAFE ENVIRONMENT

It is imperative that Lawton Chiles High School meet the fundamental needs of our students in order for them to learn and achieve. It is this school's mission to provide an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

Goals and Current Status

Core to this is an environment that is safe, where students feel protected and comfortable. Essential to this pillar are four distinct goals: provide a safe school and work environment; ensure our school and activities are free of weapons and drugs; reduce student suspensions; and be prepared for crises. These are the required elements to maximize student learning.

A. Safe School and Work Environment

Chiles High School ensures that it maintains its facilities and provides a safe and healthy environment in numerous ways. The Leon County Schools Districts Environmental Health and Safety section, under the Maintenance Department, promotes a safe and healthy environment for all of our students and employees. The school ensures that the State Requirements for Educational Facilities are met and that every building on each site within its jurisdiction, whether owned, leased, or lease-purchased, receives an annual comprehensive sanitation and casualty safety inspection conducted by a certified inspector. All reports are kept on file in the schools offices. In addition, the Leon County District and the Leon County fire marshal inspect Chiles High School during the school year.

Lawton Chiles High School recognizes the importance of providing a safe work environment free from recognized and preventable hazards, and the importance of providing training to employee's whose job-specific functions have the potential to become hazardous or are known to be hazardous. The objective of safety training is to educate the schools community in best practices for recognition of potential work hazards, methods for prevention and/or protection from injury while performing job-specific duties, and responsible environmental stewardship. Leon County Schools maintains applicable training regulations, associated training topics, and required frequency of training. Each of these regulations has unique requirements for development and implementation of procedures, training of employees, and recordkeeping. Leon County Schools assists departments with identifying employees who need initial training as well as intermittent follow-up training.

Lawton Chiles High School ensures the safety of employees and assures that the workplace and equipment used by employees are kept in compliance in order to prevent injuries, maintain production, and meet environmental compliances by providing on-going training as it relates to OSHA regulations. Training consists of vendor and manufacturer conducted trainings, as well as continuous in-house training and review. Policies and procedures are clearly communicated in the Lawton Chiles employee handbook that inform and require

employees to comply with OSHA regulations.

B. Provide Campus and Activities Free of Drugs and Weapons

For the past several years, Leon County Schools has focused on providing a safe learning environment for students and has been very successful. The district has been awarded a Safe and Drug Free Schools Grants that provides funding to continue to support the superintendent's priority safety and security at all schools; Chiles High School has a Safe and Drug Free schools coordinator for activities and information. Various types of trainings are provided annually for administrators and staff, such as I-Safe training (Internet Security) and general building safety. The Raptor program is operational at Chiles and screens all non-employee visitors who come on our campus. In cooperation with the Leon County Sheriff's Department, the School Resource Deputy program has been provided invaluable assistance in the area of safety and security. DARE and GREAT programs at schools provide education for students on Anti-Drug and Anti-Bullying strategies. These programs are in use nationally and feedback from parents and students is positive.

C. Crises Preparation

Leon County Schools has annually updated the Crisis Response Manual and Quick Reference manual that is an all hazards approach and is National Incident Management System (NIMS) compliant. Schools, classrooms and worksites develop specific Crisis Response Manuals. Lawton Chiles High School has a specific response plan with respect to evacuation, lockdowns, and shelters. Aerial photos and expanded information on campus is also included. Law Enforcement and Fire officials are provided copies of these plans. Chiles High School assigns key personnel to positions identified in the Crisis Response Plan. Training is conducted and refresher training is provided if needed. The school has specific Bomb Threat Procedure with information to aid in the investigative process and life safety. Administrators and Crisis Team Members receive FEMA Certification related to NIMS and Incident Command training, which meets Homeland Security requirements. Other activities Lawton Chiles High School has implemented in the last two years to ensure student safety include:

- Chiles has conducted school specific full scale exercises and drills every month.
- Supervisors are included in FEMA/Crisis Response Plan training.
- ISafe internet safety training – Nationally recognized training on internet/network safety is provided to various employees, instructional and non-instructional.
- Fingerprint/background check system – LCS has a 3 Live Scan fingerprint machines and transmits directly with FDLE/FBI. All employees, vendors, mentors and select volunteers receive Level II checks and their records are maintained.
- Live Scan/Vistrak system – LCS has a tracking database that records all level II screened individuals. Vistrak issues professional badges and has the capability to sign-in sign-out individuals based on biometrics (fingerprint).
- Raptor visitor access system – Chiles High School has a Raptor visitor control system that checks against state and national sex offender/predator databases. This system sends alerts to law enforcement and administrators when suspected offenders are identified as attempting to enter school property.

- Emergency notification system – Chiles has a multi-facet communication system (phone, e-mail, and text message) that can mass notify parents and other stakeholders regarding school emergency as well as non-emergency information such as absences, lunch balances etc.
- Bldg access control system – Chiles has access control systems recording user entries. This system can also open and secure remotely and rescind access without the use of a common key.
- SRO program – LCS has a long standing professional School Resource Deputy (SRD) Program. Twenty deputies and supervisory staff each secondary school and provide a number of prevention programs to the District. Additionally SRD's work extracurricular activities and serve as role models for students.

D. Reduce Student Suspensions

Lawton Chiles High School has made it a priority to reduce student suspensions and disciplinary actions. It is our goal to focus on identifying students at risk or with behavioral problems as soon as possible in order to provide guidance and interventions that will allow all students to be safe and to achieve academically. In recent years the school has focused on two primary approaches. The first is collecting data in order to identify students in need and areas that need improvement on the campus such as extra monitoring in the cafeteria. Integral to this has been ownership by schools of the SESIR reported data and quality checks on this data. Second, Chiles has developed and intervention team to review serious behavioral issues that may rise to the level of suspension and determine whether students' needs may best be met with an alternative program and students supports.

Alignment of All Pillars

Providing a safe environment is a central part of meeting the schools vision and mission and is the foundation required for student achievement and progress. It is necessary to meet all of the other pillars that are part of this strategic plan.

Providing a safe environment is part of the districts past strategic plan, part of the school board's priorities, and has also been a focus in each schools improvement plan as well as the Florida state standards.

Goals and Objectives

In developing this second pillar of the strategic plan and assessment of current data, programs and practices determine that in order to fulfill our vision and mission, Lawton Chiles High School should focus on four primary goals.

GOAL: Provide Safe School and Work Environments

Actions:

- Increase schools perimeter security.
- Utilize/enhance school security camera systems to increase perimeter security and

deter crime.

- Utilization of the 24-hour school safety center to monitor school security systems and coordinate emergency and security responses.
- Reduce the number of student incidents on school buses.
- Monitor busses to control incidents and evaluate driver performance.

GOAL: Ensure Schools and Activities are Free of Weapons and Drugs

Actions:

- Coordinate with our SRO
- Develop projects and coalitions to support efforts to maintain weapon and drug free schools.
- Publicize and enforce weapon and drug free school zones.

GOAL: Reduce Student Suspensions

Actions:

- Increase administrative monitoring and ownership of School Environmental Safety Incident Reports (SESIR).
- Report quarterly SRO activity related to alternatives to arrests and suspension.
- Implement DJJ and DOE training related to suspensions and expulsion with attention to Zero Tolerance and disproportionate representation.
- Provide a mechanism for schools to document and track student referrals in order to identify students who need support or areas of weakness for the school.

GOAL: Be Prepared for Crises

Action:

- Maintain crisis response manuals at school, worksite and classroom that are national Incident Management System compliant. Trainings will continue to be conducted regularly.
- Administrators and crisis team members receive FEMA certification related to NIMS and incident command training that meets Homeland Security Presidential certifications.

III. PROVIDE QUALITY RESOURCES

Providing quality resources is essential to achieving high student performance. This includes our administrators, teachers, support staff, student instructional materials and supporting

materials and programs such as our libraries and the availability of technology. Chiles High School ensures that our vision and mission guide the acquisition, prioritization, and use of resources by focusing on what is required to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society.

Goals & Current Status

Chiles High School has defined four goals that support the pillar to provide quality resources: providing highly qualified teachers, administrators and staff and providing state of the art educational technology and facilities.

A. Providing Highly Qualified Teachers, Administrators and Staff

Probably the single most critical aspect of quality resources is our teaching staff. Chiles High School actively recruits the best teachers according to their academic performance and accomplishments, experience, success in student learning and highly-qualified status. Retention of the best teachers is very important and is best accomplished by continuing to offer professional development and creating an environment where these teachers are appreciated and valued. Professional development is key to retention and Chiles High School supports attendance at professional conferences, development and evaluation of Individual Professional Development Plans (IPDPs), 360° Input for Chiles High School staff evaluations, district trainings (focused on specific topics), the Professional Development System Review Report 2008, the Principal Preparation Program and the Beginning Teacher Program. Schools also develop training as part of the school improvement plans aligned with district goals and state standards.

All schools annually identify the professional development which is needed to accomplish School Improvement goals and objectives. Teachers and administrators develop Professional Development Plans based on classroom and school data from the previous year as well as current year student data. These plans focus on goals for student achievement and include profession development activities and instructional strategies to support attainment of the goals. These schools based professional development strategies and initiatives are supported by various district departments and with a variety of fund sources. To ensure teacher participation in planned training, principals are required to work with all instructional staff on the development of Individual Professional Development Plans. This planning process includes addressing school improvement objectives, student achievement targets and the professional development activities necessary for teachers to accomplish their objectives. Teachers provide evidence of their professional development and evidence of accomplishing their objectives in follow up IPDP conferences. Based on a review of the School Improvement Plans, analysis of district-wide student data, state mandates, and NCLB legislation, district-wide professional development initiatives are planned and implemented annually. Florida and National Staff Development Standards are used as the framework for the design and evaluation of both school and district based professional development. The district incorporates adult learning strategies, web-based and face to face follow up, evaluation for impact on student learning and evaluation for continuous improvement of programs.

Chiles High School has made a concentrated effort to train teachers and administrators on using data to impact student instruction and using research based instruction. Coaches and administrators have attended Digging into Data all trainings sessions to further their knowledge and understanding of available data.

Research-based instructional materials have been adopted by the district that supports implementation of instructional strategies that incorporate research-based strategies and activities. All instructional materials used by Chiles High School are subject to a review process that examines validity of research-based strategies, best practices and relativity to the Sunshine State Standards.

Cadres of teachers have been trained to serve as consultants throughout Chiles High School to provide professional development and coaching in various subject areas to ensure that instruction and use of the research-based materials and strategies is carried out with fidelity. Cadres for Pearson Success Maker are examples of some of the support systems that exist throughout Chiles High School.

Outside consultants provide expert guidance in the implementation of programs, as well. Personnel from local universities and nationally recognized consultants assist in the support of instructional activities and practices. PD360, a technology-based professional development program, has been purchased by the district for use by all Leon County employees. The program offers an extensive array of individualized professional development programs that supports instruction and best practices. Other professional development support includes mentoring and training provided by National Board Certified Teachers. The district supports instruction that is research-based and reflective of best practice, and these best practices in instructional methodology and materials utilization are reviewed and modeled continually. A process for review has been developed for new programs and is facilitated by Program Monitoring and Evaluation. A Technology Review Committee reviews and makes recommendations concerning the use of instructional software programs throughout the district has made a concentrated effort to train teachers and administrators on using data to impact student instruction and using research based instruction.

To ensure that students and teachers are supported by a strong cast, the district also strives to have quality staff and administrators in place. District policy requires evaluations, screening and interview process that establishes high standards and is designed to determine the best possible candidate. Part of this is the focused interview process. Employee evaluations follow best practices to encourage on-going constructive evaluations. LCS also provides employees with opportunities for training and wellness support. The technology and information services department offers regular training and instruction in the use of various software, including certifications.

Chiles High School annually identifies the professional development which is needed to accomplish School Improvement goals and objectives. These school-based professional development strategies and initiatives are supported by various district departments and with a variety of fund sources including Training and Education Center.

Chiles High School also supports staff through programs such as employee wellness. By providing educational programs, team activities and encouragement, staff is supported in healthy initiatives. The district has entered into a partnership with the Leon County Health

Department to provide maximum support for maintaining wellness programs for students and staff.

B. Provide State of the Art Educational Technology and Facilities

Chiles High School provides a technology-rich learning environment. The district has a five year technology plan that addresses technology standards for all students. A ½ cent sales tax referendum supplied a multitude of instructional technology hardware to schools district wide. Chiles High School is networked to the district office, allowing access to the world-wide-web and many web-based programs used throughout the district. Instructional staff use online lesson plan programs and other online instructional resources. All classrooms in the district have internet. Most classrooms at Chiles High School have computers for student use, and student technology programs at Chiles High School range from ancillary instruction to remediation of identified academic skills. A computerized credit-recovery program is available to recover credits that were previously failed. Pearson Successmaker and FCAT Explorer are examples of two widely used programs at Chiles High School. United Streaming is available to through the district media center and provides valuable instructional information for students. Online Resources are purchased by Leon County

Chiles High School uses an enhanced version of the Heartland Data Systems product, *Genesis*, as our base student information system. Genesis is a full-featured and highly matured student information system. Genesis includes 15 data-collection, archiving, reporting, and data management modules including: attendance, enrollment, grades, FTE, grade reporting, student assessment, ESE/Special Programs, drop-out, and discipline data. Genesis meets all state and federal reporting requirements and is updated by the vendor to include state and federal mandated changes. This system is fully secured and properly authenticates users, restricts and tracks access authorizations, monitors changes and record updates, and meets all state of Florida audit requirements for student information processing and management, including the fully automated student attendance. Leon County Schools has expanded the base Genesis system to include a teacher portal, and a parent/student portal. All state reporting is transmitted directly to the State Department of Education via our student information system. Chiles High School also uses the PinPoint system.

Alignment of All Pillars

Core to our mission, providing quality resources supports all aspects of the district's other goals. It is our mission to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society.

GOAL: Provide Highly Qualified Teachers, Administrators and Staff

Actions:

- Create a customer service award that recognizes individuals that provide exemplary service to our parents and other visitors.
- Develop a system that will establish expectations, provide training and support, provide a reward system and incorporate customer service into employee evaluations.

- Continue to provide high quality systemic professional development for instructional staff based on the master in-service professional development plan updated annually to meet the changing needs of teachers and their students.
- Evaluate the successful Career Development Initiative for non-instructional staff and determine the most productive way to move forward.
- Teachers and administrators will develop professional development plans based on classroom and school data from the previous year that include professional development activities and instructional strategies focused on student achievement.
- Base all professional development and training for instructional and non-instructional staff on school improvement plans and student performance data as indicators of areas for improvement.

GOAL: Provide State-of-the-Art Educational Technology, Materials and Facilities

Actions:

- Provide intelligent classrooms.
- Ensure student accessibility to technology on campus.
- Utilize technology to streamline workflow and reduce paperwork.
- Provide classroom space to meet class size amendment requirements.

IV. BUILDING AN ENGAGED COMMUNITY

Chiles High School and its students play an integral part of the Northeast Tallahassee community commonly known as Bradfordville; though the impact of positive on-going collaboration with the greater Leon County area is key to our success. Community members include our parents and guardians, extended family members, taxpayers, area businesses and other local organizations. Effective communication with stakeholders is the basis upon which meaningful relationships and collaboration occur.

Goals & Current Status

Chiles High School relies on communication within the Leon County School District, which heavily values proactive assessment of perspectives within the community at large. Using the District two-way flow of communication as a basis, Chiles then focuses on reaching out to its more specific stakeholders using various strategies. All stakeholders, especially students and their families, are encouraged to voice their ideas and concerns with staff and administration, and multiple forums are provided for doing so. Transparency is, of course, paramount to this cycle of communication. Communication tools regularly used include, but are not limited to:

- Published School Public Accountability Reports (SPAR);
- A continually updated school website (<http://www.chiles.leon.k12.fl.us/>);
- Chiles ListServ;
- A centralized school calendar;
- The Chiles monthly newsletter;
- The Chiles App;

- Parent Portal;
- Teacher websites and safe communications tools;
- “Wolf Center” student broadcast; and
- The information scroll which broadcasts continually throughout campus.

Chiles is fortunate to have incredible resources within its reach, including the State Department of Education, located here in Tallahassee. In addition, faculty and staff work hard to build and maintain relationships with the outstanding institutions of higher learning found in our back yard: TCC, FAMU, FSU, Flagler College, Keiser University and other post -secondary schools. Experts from these institutions regularly volunteer within our school during academic and extra-curricular programs, act as guest lecturers and mentors, and provide valuable outreach programs rich in educational resources to our students.

The Parent Portal system allows parents access to grades, assignments, and curriculum guides for each course taken at Chiles. Student and teacher web sites provide access to additional contact information, course documents, assignments, and important links; while modern “safe communication” tools such as Edmodo, Remind 101, Go Class, Socrative, Popplet, and Dropbox encourage the fast dissemination and exchange of ideas between teachers and class members outside of the school day. Faculty and staff regularly receive training on the most current trends in educational technology.

In 2012, an Articulation Committee was formed consisting of Chiles administrators and faculty, as well as teacher leaders from feeder schools. The purpose of the committee is to create open dialogue amongst Chiles and the elementary and middle schools from which our students come, in order to ensure that parents feel that they are part of a larger community as they progress through the system. Consistency and transparency are the primary goals.

Chiles has a School Advisory Council (SAC), a leadership team composed of parents, employees, and community members. Leon County Schools also has a District Advisory Council (DAC), which is representative of all School Advisory Councils, teachers, citizens and administrators. The Student District Advisory Council is representative of the student government associations at each high school. Both groups serve in an advisory capacity to the Superintendent and School Board and provide valuable perspective on district policies under consideration, and various other issues such as school calendars, school start times and budget issues.

In addition, Chiles has a Student Government Association (SGA) that provides student leadership within the school and also serves in an advisory capacity to administrators. SGA is responsible for planning school-wide events, including Homecoming festivities, spirit weeks, and pep rallies. It also works closely with local organizations to plan charity campaigns such as the annual campus holiday food and gift drives. To further enhance communication among campus leaders, an Intra-Club Council (ICC) was formed during the 2013-14 school year. The Council consists of leaders from all organizations and is dedicated to ensuring that student involvement in activities, charity drives, and fundraisers is maximized.

The Chiles community-at-large supports such important charities as Relay for Life and the American Cancer Society, March of Dimes of the Big Bend, the American Heart Association, Salvation Army, and Second Harvest Food Bank.

Chiles is proud to have an active Parent Teacher Organization (PTO) whose goal, according to its By-Laws, "is to bring into closer relation the home and the school, so that parents, teachers, students and administrators may cooperate intelligently in the education of students by participating in shared decision making on school policy and supporting the goals and programs of the school." Throughout the year, the PTO focuses on school-wide issues, fundraisers, and volunteer opportunities to support faculty and staff and to improve the school environment.

The PTO also engages with the school's business partners. Chiles is fortunate to have a generous business community which actively supports both academics and athletics. This year, over sixty local businesses contributed to Chiles, some for multiple causes, including Share Nights, and that list continues to grow.

2013-2014 Business Partners:

2nd Helping Catering	Lofty Pursuits
Ace Hardware - Kerry Forrest Pkwy	Lowe's - Capitol Circle NE
Applebee's -Village Square Blvd.	Marco's Pizza
Awards 4 U	Massage Envy- Kerry Forrest
Bagel Bagel / B2 Cafe - Market St.	Moe's - Thomasville Rd.
BC Spa	MyGirlsRock.com
Beef O'Brady's - Kerry Forrest Pkwy	The Nail Bar
Bone Fish	Newks
Bradfordville Animal Hospital	Old Town Cafe
Britts's Dump Truck Service	Paws and Claws
Capital City Bank - Bannerman	Poboys
Capital Lanes	The Red Elephant Cafe - Kerry Forrest
Chick-Fil-A	Rummy's
Chili's - Thomasville Rd.	Sams Club
City of Tallahassee - Trousdell Aquatic	The Sharing Tree
The Connie Bennet Collection	Sherwin Williams - Kerry Forrest Pkwy
Coosh's Bayou Rouge	Spriggs - Bannerman
Cummings Scientific	Starbuck's - Kerry Forrest
Curves - Kerry Forrest Parkway	Stevens Orthodontics
DJB Designs	Stipes Cupcakes
Elite Sports	Subway - Thomasville Rd
Eyescapes Photography	Super Suds - Market St.
Fairy Dust Face Painting	Talquin Electric
Fire House Subs - Bannerman	Taco Bell - Capital Circle NE
Five Guys	Tropical Smoothie
Genghis Grill - Thomasville Rd.	Turner's Furniture
Golden Eagle Country Club	Walmart - Thomasville Road
Gold's Gym - Capital Circle NE	Wendy's - Bannerman
Heniz Nursery	The Wharf Express - Kerry Forrest
Hopkins Eatery - Market Street	Uncle Maddio's Pizza Joint – Mahan Blvd.
Hurricane Grill	Wolf Tan
Jersey Mike's	Zaxby's
Karla's Kloset	
Keiser University	
Krispy Kreme Doughnuts	

Alignment of All Pillars

This pillar permeates through every aspect of what we do as a school district. Collaborative Partnerships build an engaged community which is a necessary component to our success. Communication is required to achieve student performance, a safe environment, and to guarantee quality resources.

Goals & Objectives

In developing this fourth pillar of the strategic plan, an assessment of current data, programs and practices determines that in order to fulfill our vision and mission, Chiles should focus on building collaborative partnerships with six primary entities: Employees, parents and community, business representatives, post-secondary institutions, and other government entities and school districts.

GOAL: Improve Communication and Collaboration with All Stakeholders in Leon County Schools

Actions

- Enhance the capacity of technology to expand and streamline online information sharing.
- Provide 1:1 technology within the classroom and utilize the most current technology tools to have safe communication outside of the traditional classroom walls.
- Maintain regular meetings with SAC, the PTO, SGA, and the ICC to promote transparency and an “open door” policy.
- Conduct communication training sessions with principals and teacher leaders.
- Continue expanding the role of the Articulation Committee to foster improved communication with our feeder schools.

GOAL: Increase Community Involvement throughout the Chiles Community

Actions

- Work closely with the PTO to enhance support for volunteer and mentor initiatives.
- Maintain a streamlined yearly calendar with campus-wide charity fundraisers to increase support.
- Expand existing partnerships and establish new ones with public and non-profit social-service agencies.

