

Leon County Schools

Second Chance At Ghazvini Learning Center



2017-18 Schoolwide Improvement Plan

Second Chance At Ghazvini Learning Center

854 BLOUNTSTOWN STREET, Tallahassee, FL 32303

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	92%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Second Chance At Ghazvini Learning Center

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Second Chance School mission is to provide a learning environment that allows elementary, middle, and high school students to experience behavior success. Our goal is to provide an educational foundation that promotes integrity, self-worth, and lifelong learning that fosters healthy, productive, responsible members of society.

b. Provide the school's vision statement.

The Second Chance School mission is to provide a learning environment that allows elementary, middle, and high school students to experience behavior success. Our goal is to provide an educational foundation that promotes integrity, self-worth, and lifelong learning that fosters healthy, productive, responsible members of society.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The Second Chance School acknowledges that conduct is closely related to learning - an effective instructional program requires an orderly school environment and the effectiveness of the educational program is, in part, reflected in the behavior of students.

The school and community hold the highest expectations for the conduct of all students in order to create a caring and safe environment that prepares learners for success in school and society. Violence in this school shall not be tolerated and students who engage in violent or criminal acts on school property, on a school bus or other school-sponsored transportation, at a school bus stop or during school-sponsored activities will receive the most severe consequences provided for by this policy.

The Second Chance School believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions. The school has zero tolerance of violent, disruptive, or inappropriate behavior by (from) its students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Second Chance School shall require each student of this District to adhere to the Student Code of Conduct/Student Discipline Code adopted by the Board and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- conform to reasonable standards of socially-acceptable behavior;
- respect the person and property of others;
- preserve the degree of order necessary to the educational program in which they are engaged;
- respect the rights of others;
- obey constituted authority and respond to those who hold that authority;
- be in school and learning every day;
- demonstrate quality and pride in their academic work and co-curricular activities;
- refrain from any conduct that interferes with another student's opportunity to learn;
- contribute to a safe and orderly learning environment by respecting themselves and others, their property and school rules and regulations.

The Second Chance School and its staff are expected to provide a supportive learning environment with a fair and equitable application of rules and procedures without regard to real or perceived race, religion, color, gender, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability.

Parents/Guardians and the community are expected to support student learning and the maintenance of a positive, safe and orderly learning environment and shall be encouraged to be involved in planning programs for the school or their individual student.

Each student while waiting at a school bus stop, during the time he or she is being transported to or from school, during the time he or she is attending school, participating in school activities on or off school campus, or is presumed by law to be attending school, and during any time he or she is on the school premises shall be under the control of the principal (or his/her designee) in charge of the school, and shall be subject to these provisions.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Second Chance School-wide behavioral system has many different systems in place to meet a variety of students' needs. Some of the tools that are used by our teachers are Positive Behavior System (PBS) facilitated by our Peer Counselor/ behavior coach. The training and modifications will be on going throughout the year. Sharpe Program (Shaping and Helping Adolescents to be Responsible, Positive, and Excellent) this programs gives each student a mentor that meets at the school every other week. These mentors review attendance grades, and behavior reports and discuss issues and concerns with our youths. This project (grant from intervention services) is in its fourth year at the Second Chance School. This program is for the at risk student to help them channel and create opportunities for success in our global society.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Social-emotional needs are being met through the MTSS leadership team. They are charged with reviewing records and documents, while providing expertise and guidance in developing strategies and interventions. The team will meet twice per month to address referrals. Referral to the intervention team for academic and behavioral concerns. The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students.

Selected general education teachers provide information about core instructions, participate in student data collection, and collaborate with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Selected ESE teachers (varying exceptionalities, speech, gifted) provide information about intervention instruction, participate in student data collection, and collaborate with general education teachers. The guidance counselors participate in student data collection and evaluation of data, collaborate with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies. The Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students. The School Social Worker/Behavior Specialist conducts social assessments, follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and appropriate way to accomplish the objective. The parent agrees to allow the social worker to find appropriate community resources. The ESE Program Specialist is a resource for interventions and strategies in working with all students, and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts

manifestation conferences. She is available to observe students and attend select IEP conferences. The project manager/ attendance official is on staff and joins the intervention team to discuss students who have been deemed chronically absent. He/She reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues. The Referral Coordinator or (Guidance Counselor) drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services. Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and helps identify systemic patterns of students need with respect to language skills.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Second Chance School is an alternative school that's population includes but not limited to:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 (some of our students are serving juvenile probation, returning from DJJ residential programs, residing in homeless shelters and have pending court dates)
- One or more suspensions, whether in school or out of school
 (suspensions are only given when a student refuses to comply with the rules of the school or refuses to do interventions)
- Course failure in English, Language Arts or mathematics
 (course recovery on Plato, Achieve 3000, Direct teaching, individual one on one tutoring through AmericaCorps and FSU tutors (at this time we have 15 students assisting out teachers in the classroom)
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
 (the majority of our students are level 1 students)

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	79	88	68	53	20	1	0	309
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	79	88	68	53	20	1	0	309

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Baseline Midyear Data: Achieve 3000, Algebra E.O.C, P.E.R.T, Data Director, Pearson/Success Maker, Writing progress monitoring, Teacher Test Baseline end of year Data:
Second Chance operates a blended model in all classrooms: LCVS, Plato, Achieve 3000, Direct instruction.

School Psychologist :Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities, including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Increase parent involvement by 5%. Second Chance will involve parents in an organized and ongoing planning, review, and improvement of the Title I D programs. This should include the planning, review, and improvement of the school parent involvement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2). A school / parent plan, which outlines how the school, parents, and students, will share responsibility for ensuring student achievement will be implemented. The School Advisory Committee (SAC) will meet quarterly to plan, review, and provide input into the school's Parent Involvement Policy/Plan with parent activities and the School Improvement Plan. The SAC will approve the Parental Involvement Budget, School Improvement Plan Budget, the school's AYP information, and the SPAR Report. The spring survey and School Climate Survey results will measure our success in increasing parent involvement at Second Chance. Feedback from discussions in SAC meetings, and parent and teacher conferences will also be used to measure our success in increasing parent involvement at Second Chance. Feedback will be used to develop next year's School Improvement Plan.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Second Chance Open House, parents invited to attend guest speaker assemblies, Second Chance celebrations and other special school events, Parental Involvement Committee, Parent Liaison, School Advisory Council, and Administrators will work together to coordinate these efforts.
Student Case workers(2) are working with the students that are projected to leave in December. A representative from the feeder school, where the students are projected to attend, visits with each student before the student is released.

These activities will be as follow:

Coordinated by principal and the and Student Case Specialists.

Provide phone conferences, e-mail communication, and flexibility in scheduling parent conferences

Coordinated by Second Chance Guidance Counselor

Parent Resource Area: (This is a work in progress)

This resource will be readily available to both parents and stakeholders. Users can access informative materials regarding responsible parenting, and ways to increase student behavior and academic achievement. Computers are also made available.

Parent Workshops:

Possible workshop topics: literacy, technology, parenting skills, financial planning, increasing student achievement through the home/school connection, Florida Virtual School, etc.. Our students are not allowed to attend Leon County Virtual School.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Richardson, Richard	Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The role of the MTSS leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions. The team will meet two times per month to address referrals. Referral to the intervention team for academic and behavioral concern. The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Provides vision, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding school-based MTSS. Select General Education Teachers provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Select ESE Teachers (Varying exceptionalities, speech, gifted) provide information about intervention instruction participates in student data collection, collaborates with general education teachers. All teachers/ behavior specialist participates in student data collection and evaluation of data collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies. The Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students. The School Social Worker conducts social assessments, follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and appropriate way to accomplish the object, and the parent agrees to allow the social worker can also assist parents in finding appropriate community resources. The ESE Program Specialist is a resource for interventions and strategies in working with all students, and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences. The Project manager/ Attendance official is on staff and

joins the intervention team to discuss students who have been deemed chronically absent. He/She reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues. The Referral Coordinator or (Guidance Counselor) drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services. Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and helps identify systemic patterns of students need with respect to language skills.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

At a minimum, The Second Chance School MTSS/Rtl team meets the second and fourth Monday of each month. The MTSS/Rtl Team follows a structured problem-solving process that makes the most efficient use of time to achieve the goal of developing effective student intervention plans. The MTSS/Rtl Team problem-solving process is implemented when a Second Chance teacher(s) completes the Second Chance MTSS/Rtl Form. When the MTSS/Rtl Team receives this completed form, it schedules an initial meeting with the referring teacher. Prior to the initial meeting, the case manager meets with the referring teacher to review the referral form, answer any questions that the grade level team may have about the MTSS/Rtl Team process, and decide what background and baseline information should be collected before the meeting. The Second Chance MTSS Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? At the start of the initial MTSS Team meeting, the facilitator explains to the referring grade level team the purpose and structure of the problem-solving meeting. The MTSS Team meeting then conducts a general review of the referring teacher(s) concerns. The team and teacher(s) quickly narrow down those concerns to a manageable number, set goals for student improvement, create intervention plans matched to concerns, and identify methods for monitoring the student's response to the intervention strategies. The goal of the initial meeting is to develop a detailed intervention plan that the instructional team can implement. A follow-up meeting is scheduled (typically within six to eight weeks of the initial meeting), at which time the team will reconvene with the teacher(s) to determine whether the intervention plan was successful or needs to be modified or replaced.

Title I, Part D

Second Chance will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32) ESEA (Elementary and Secondary Education Act).

Funds will be utilized to enhance classroom technology and instruction.

Peer Counseling Courses, Positive Behavior Support (PBS) Program, Character Education Program (Urban League), Guest Speakers (local communities), SHARPE Program, (working with 20 students that are suppose to leave us in December) Leon County Schools Anti-Gang and Anti-Bullying Initiatives.

Second Chance is part of a National Lunch Program that requires school districts to reevaluate cafeteria pricing annually to adequately stay current with costs. To this end Leon County has worked with Nutritional Services and we are now offering free breakfast and free lunch to all of our students. Leon County is in hopes that this will take the burden of the price of school breakfast and lunch off the parents. The students will still receive a nutritionally balanced breakfast and lunch.

Back to Basics Health and Life Skills Education Program is alive and well at Second Chance.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jennifer Godwin	Parent
Richard Richardson	Principal
Connie E. Jenkins-Pye	Parent
Norman Billups	Business/Community
Etienne Mazimpaka	Business/Community
Rudy Ferguson	Business/Community
Bomani Mustapha	Teacher
Charles Bagwell	Business/Community
Gregory Turner	Business/Community
Shawanna McFarlane	Education Support Employee
David Cornuet	Business/Community
Shelly Griffin	Parent
Kim Kelling	Business/Community
Glenda Lang	Business/Community
Conrad McCray	Business/Community
Wayne Pye	Business/Community
Joe Thomas	Business/Community
Chris Weider	Teacher
Idabell Wilson	Parent
John Chancy	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The members of the SAC committee were visible and supportive to our school environment. The support was quite evident during meetings and their interest in the staff and students. All members reviewed and participated in the drafting/ developing of the SIP. This plan is reviewed and modified during meetings.

b. Development of this school improvement plan

Second Chance will involve parents during regular School Advisory Council (SAC) meetings. The SAC will meet a minimum of three times a year to review and revise the School Improvement Plan (SIP), in addition they will be involved in deciding how funds for parental involvement will be used. The Open House meeting will convene at a time convenient for parents of participating children. All parents will be invited and encouraged to attend this important meeting. The school will provide information and explain the requirements of Title I D and the rights of parents. We will distribute the Parent Right to Know and Parent Information Resource Center (PIRC) letters, and post them in the front office, and inform parents of their rights and Title ID requirements via our , listserv, school website, marquee, and flyers. In the event parents need special accommodations, we will coordinate

with FDLRS/ESE to ensure these needs are met.

Administrators will facilitate meetings between ESOL teachers and LEP parents to make sure parents understand written information and are able to ask questions related to their children's academic progress and behavior, and school programs, functions and activities.

School improvement is most effective when it involves representatives from the diversity of stakeholders in the school community working toward a consensus embraced by all to improve the school. Therefore, school advisory councils clearly have a direct role and responsibility in the state accountability system and how it is implemented at the local level.

c. Preparation of the school's annual budget and plan

The budget is send from the district office.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

- 1) Purchased supplemental resources/books and supplies for each teacher.
- 2) Funded Positive Behavior Support Program initiatives and activities.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

N/A

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Richardson, Richard	Principal
Forehand, Amy	Instructional Coach
Plair-Jordan, Joyce	Teacher, K-12
Godwin, Jennifer	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Increase the percentage of students' reading level not reaching the proficiency level in all subgroup by providing opportunities for additional instructional practice and remediation. Students performing at the proficient or advanced proficiency level will be provided with enrichment reading to maintain or advance higher.

Text dependent writing and questioning and Achieve 3000 curriculum will be infused into the our blended curriculum.

Florida State University College of Education (FSU) is coordinating a mentoring project with us (prospective educators assist our students weekly with academics under the supervision of our teachers and FSU Professors). This program was successful during our Extended School Year Program. We had a 20 student increase this summer with students Recovering multiple subjects.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We have 5 teachers and we work together. We encourage a positive relationship between teachers by having monthly faculty meetings. These meetings are used so that all of our teachers can share ideas and update each other on different committee meetings that occur around the county. These are very informative team building meetings.

We address some of the following programs, but are not limited to: Teacher Evaluation System, School Wires, teacher Web pages, School Web page, Parent Portal, ETC...

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

On-going Professional Development and learning communities at GLC.
Description of Strategy Person Responsible:

1. Teacher Mentoring Program:
2. Provide Leadership Opportunities: Richard H. Richardson
3. Professional Development . All School Personnel
4. Regular Meetings of New Teachers with Administrative Staff . Richard H. Richardson
5. District Professional development opportunities. TBA

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Recruit through local colleges student who have excelled in specific studies. (FSU, TCC, FAMU) Title One D,
Second Chance will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32) ESEA (Elementary and Secondary Education Act).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

District adopted curriculum that is aligned with Florida Standards. Delivery is monitored by classroom walkthroughs and documented in Performance Matters by the principal. All teachers are updated monthly at faculty meeting where new ideas and curriculum strategies are discussed.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

At Second Chance, the majority of our instructions is computer based through LCVS, Plato and supplemented with direct teaching, achieve 3000, ABE, PBS activities, and numerous guidance activities.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 4,320

Students receive the opportunity to reach specific study bench marks through PLATO after the school year was completed. Students are utilizing online content and work with teacher at the same time.

Strategy Rationale

This three week program concentrates on one recovery course at a time and includes extracurricular activities from 12:30 to 3:00.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Richardson, Richard, richardsonr2@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The scores are collect and analyzed with 80% accuracy in order for promotion to the next level course.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Second Chance will offer the following:

LCVS Curriculum, recovery classes using Plato, achieve 3000, and direct teaching.

Tutoring one on one with AmeriCorps volunteers and FSU mentors.

SHARPE program with a mentor for each student and bi-weekly meetings.

All teachers have a notebook with all the students schedules, grades, recovery classes.

Students have weekly data chats with all students and up date the parents with telephone calls and updated grades.

When students transition back to there home school they are followed by personnel from Second Chance as a safety net.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We offer Peer Counseling and personal development courses once a week. Our Guidance Counselors are available to assist students with questions they may have regarding current school status and possible future careers. Our school also hosts Panther's Luncheon where we invite local community business owners to the campus (monthly).

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

During classes teachers provide thorough examples in reference to how their specific class will relate to dilemmas in the students' future. Classroom teachers incorporate real world examples and problems into their lessons.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Pencil/paper interest surveys, Career DVDs' with corresponding activities, Personality worksheets, Teacher oral presentations, Career Criuser publication, et. al.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase reading gains by 3% points to 15% measured by FLDOE School Improvement Literacy
- G2.** Increase math gains by 2 points to 31% as measured.
- G3.** Lack of school attendance due to behavioral and judicial issues

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase reading gains by 3% points to 15% measured by FLDOE School Improvement Literacy 1a

G096178

Targets Supported 1b

Indicator	Annual Target
Dropout Rate	5.0

Targeted Barriers to Achieving the Goal 3

- Weakness in student ability to synthesize and problem solve. An imbalance in instructional emphasis of content over the learning process/strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Increase text complexity, text length and vocabulary level of student reading and implement LCVS Curriculum in other content areas: ELA teacher will intentionally develop higher-order questions in both oral and written form and increased text length will be monitored by teachers Progress monitoring data LCVS Curriculum Achieve 3000 Observations noted during classroom walk-throughs. Student reading logs will be reviewed for text length. Teachers are are best resources. We will train and and make available the necessary tools that teachers need so they will be successful in with Increasing students' comprehension.

Plan to Monitor Progress Toward G1. 8

Increase students' comprehension using many different learning strategies and techniques

Person Responsible

Richard Richardson

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Achieve 3000 Lexile scores

G2. Increase math gains by 2 points to 31% as measured. 1a

G096179

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	5.0

Targeted Barriers to Achieving the Goal 3

- Changing instructional practices to incorporate FSA Standards and LCVS Curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers, Administration, online material, common core instructional guides, and Leon Leads.

Plan to Monitor Progress Toward G2. 8

Teachers will utilize FSA standards and online resources. Teachers will utilize Leon Leads instructional practices. Teachers will monitor students for understanding and performance on a regular basis. Administrators will evaluate teacher lesson plans weekly and do classroom evaluations.

Person Responsible

Richard Richardson

Schedule

On 5/31/2017

Evidence of Completion

Teacher lesson plans and administrative observations student results from baseline testing

G3. Lack of school attendance due to behavioral and judicial issues 1a

G096180

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

4-Year Grad Rate (Standard Diploma)

Targeted Barriers to Achieving the Goal 3

- Court dates and judicial issues

Resources Available to Help Reduce or Eliminate the Barriers 2

- SRO PBS (Positive Behavior Support) implementation

Plan to Monitor Progress Toward G3. 8

Data will be collected from Educators handbook.

Person Responsible

Richard Richardson

Schedule

On 5/31/2017

Evidence of Completion

The number of students that return to their home school

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase reading gains by 3% points to 15% measured by FLDOE School Improvement Literacy **1**

 G096178

G1.B1 Weakness in student ability to synthesize and problem solve. An imbalance in instructional emphasis of content over the learning process/strategies **2**

 B258847

G1.B1.S1 Increase text complexity, and length and vocabulary level of student reading: • Teachers will intentionally develop higher-order questions in both oral and written form • Increased text length will be monitored by teachers increase text dependent writing in all academic classes .Increase the number of achieve articles read during the year **4**

 S274097

Strategy Rationale

By increasing text complexity, text length our student will be better prepared for the outside competitive world

Action Step 1 **5**

Increase students' comprehension of rigorous text through the use of reading for meaning strategies

Person Responsible

Richard Richardson

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data collected during the school year

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Increase students' comprehension

Person Responsible

Richard Richardson

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Testing Data both formal and informal

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Increase students' comprehension

Person Responsible

Richard Richardson

Schedule

Every 2 Months, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increase in students' comprehension using of the year end data

G1.B1.S2 Daily differentiated lessons in the area of Reading 4

S274098

Strategy Rationale

All of our student are taught to there ability

Action Step 1 5

Improving the students abilty to read critically,read for information.

Person Responsible

Richard Richardson

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

bi-weekly data chats with teachers to review base line and student progress

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor student growth using LCVS Curriculum, teacher assment,achieve 3000 data,Plato

Person Responsible

Richard Richardson

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Plato completion 90% , Achieve 3000 LCVS progress

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G2. Increase math gains by 2 points to 31% as measured. 1

G096179

G2.B1 Changing instructional practices to incorporate FSA Standards and LCVS Curriculum. 2

B258848

G2.B1.S1 More practice and in-service opportunities 4

S274099

Strategy Rationale

The more we practice the skill the more proficient we will get in achieving our desired result.

Action Step 1 5

A rise in the EOC passing students

Person Responsible

Richard Richardson

Schedule

Monthly, from 8/10/2015 to 5/31/2017

Evidence of Completion

review pre and post test for growth

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Person Responsible

Richard Richardson

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G3. Lack of school attendance due to behavioral and judicial issues 1

G096180

G3.B1 Court dates and judicial issues 2

B258849

G3.B1.S1 Work with SRO and our court liaison. AmericaCorps volunteers are assisting with our students as a preventive resource with many of our students and families. 4

S274100

Strategy Rationale

The more outside agencies that are available to help/ assist with our students and families will be an asset for us all. This assistance will prevent our students from returning back to the juvenile courts, gangs and illegal activities .

Action Step 1 5

Lack of school attendance due to behavioral and judicial issues

Person Responsible

Richard Richardson

Schedule

Monthly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Increase in attendance decrease in new judicial issues.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lack of school attendance due to behavioral and judicial issues

Person Responsible

Richard Richardson

Schedule

Weekly, from 9/8/2015 to 5/30/2016

Evidence of Completion

Attendance will improve because judicial issues will decrease

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Decrease in new judicial issues

Person Responsible

Richard Richardson

Schedule

Weekly, from 8/17/2015 to 5/30/2016

Evidence of Completion

Plato scores, Achieve 3000 Lexile Data LCVS Test scores.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.MA1  M395201	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1  M395202	[no content entered]	Richardson, Richard	No Start Date		No End Date one-time
G1.B1.S2.MA1  M395198	[no content entered]		No Start Date		No End Date once
G3.B1.S1.A1  A367961	Lack of school attendance due to behavioral and judicial issues	Richardson, Richard	8/10/2015	Increase in attendance decrease in new judicial issues.	5/20/2016 monthly
G3.B1.S1.MA1  M395204	Decrease in new judicial issues	Richardson, Richard	8/17/2015	Plato scores, Achieve 3000 Lexile Data LCVS Test scores.	5/30/2016 weekly
G3.B1.S1.MA1  M395205	Lack of school attendance due to behavioral and judicial issues	Richardson, Richard	9/8/2015	Attendance will improve because judicial issues will decrease	5/30/2016 weekly
G2.MA1  M395203	Teachers will utilize FSA standards and online resources. Teachers will utilize Leon Leads...	Richardson, Richard	8/24/2015	Teacher lesson plans and administrative observations student results from baseline testing	5/31/2017 one-time
G3.MA1  M395206	Data will be collected from Educators handbook.	Richardson, Richard	9/21/2015	The number of students that return to their home school	5/31/2017 one-time
G2.B1.S1.A1  A367960	A rise in the EOC passing students	Richardson, Richard	8/10/2015	review pre and post test for growth	5/31/2017 monthly
G1.B1.S2.MA1  M395199	Monitor student growth using LCVS Curriculum, teacher assment,achieve 3000 data,Plato	Richardson, Richard	8/15/2016	Plato completion 90% , Achieve 3000 LCVS progress	5/31/2017 biweekly
G1.B1.S2.A1  A367959	Improving the students ability to read critically,read for information.	Richardson, Richard	8/15/2016	bi-weekly data chats with teachers to review base line and student progress	5/31/2017 biweekly
G1.MA1  M395200	Increase students' comprehension using many different learning strategies and techniques	Richardson, Richard	8/14/2017	Achieve 3000 Lexile scores	5/31/2018 biweekly
G1.B1.S1.MA1  M395196	Increase students' comprehension	Richardson, Richard	8/14/2017	Increase in students' comprehension using of the year end data	5/31/2018 every-2-months
G1.B1.S1.MA1  M395197	Increase students' comprehension	Richardson, Richard	8/14/2017	Testing Data both formal and informal	5/31/2018 biweekly
G1.B1.S1.A1  A367958	Increase students' comprehension of rigorous text through the use of reading for meaning strategies	Richardson, Richard	8/14/2017	Data collected during the school year	5/31/2018 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase reading gains by 3% points to 15% measured by FLDOE School Improvement Literacy

G1.B1 Weakness in student ability to synthesize and problem solve. An imbalance in instructional emphasis of content over the learning process/strategies

G1.B1.S1 Increase text complexity, and length and vocabulary level of student reading: • Teachers will intentionally develop higher-order questions in both oral and written form • Increased text length will be monitored by teachers increase text dependent writing in all academic classes .Increase the number of achieve articles read during the year

PD Opportunity 1

Increase students' comprehension of rigorous text through the use of reading for meaning strategies

Facilitator

Wilfred Brown

Participants

Second Chance teachers

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

G1.B1.S2 Daily differentiated lessons in the area of Reading

PD Opportunity 1

Improving the students ability to read critically,read for information.

Facilitator

Jessica Lowe and Jessica Chapman

Participants

Second Chance teachers

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

G2. Increase math gains by 2 points to 31% as measured.

G2.B1 Changing instructional practices to incorporate FSA Standards and LCVS Curriculum.

G2.B1.S1 More practice and in-service opportunities

PD Opportunity 1

A rise in the EOC passing students

Facilitator

District

Participants

all teachers

Schedule

Monthly, from 8/10/2015 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Increase students' comprehension of rigorous text through the use of reading for meaning strategies	\$0.00
2	G1.B1.S2.A1	Improving the students ability to read critically,read for information.	\$0.00
3	G2.B1.S1.A1	A rise in the EOC passing students	\$0.00
4	G3.B1.S1.A1	Lack of school attendance due to behavioral and judicial issues	\$0.00
Total:			\$0.00