

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Second Chance At Ghazvini Learning Center  
860 BLOUNTSTOWN ST  
Tallahassee, FL 32304  
850-488-2087

### School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> Yes	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

### School Grades History

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### SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Second Chance At Ghazvini Learning Center

##### Principal

Richard Richardson

##### School Advisory Council chair

Mr. Charles Bagwell

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Roxanne Reilly	Assistant Principal
Michael McDaniel	Assistant Principal
Jameeka Wallace	Assistant Principal

#### District-Level Information

##### District

Leon

##### Superintendent

Mr. Jackie Pons

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The School Advisory Council (SAC) is a committee made up of parents, teachers, school staff, and community members. SAC addresses school goals and sets priorities, including goals and standards in Second Chance Improvement Plan (SIP) as directed by its Bylaws. SAC also assists in writing the SIP; including goals and objectives, assessment methods, definitions of adequate progress, specific strategies and requests for waivers.

Charles Bagwell-outgoing chair, Business/Community (B/C)

Delphine Hall – Support Staff

Bill Woolley – B/C

Amy Forehand-Teacher

Richard Richardson-Principal

Myra King-Support Staff

Robin Cave-Teacher

Bill Woolley-B/C

Connie Jenkins-Pyle-B/C

Rico Cooper-B/C

Bob Streeter-B/C  
Jon Dalton-B/C  
Norman Billups-B/C

### **Involvement of the SAC in the development of the SIP**

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 Title I plan along with the School Improvement Plan (SIP), in addition they will be involved in deciding how funds for parental involvement will be used. The Open House/Title I meeting will convene at a time convenient for parents of participating children. All parents shall be invited and encouraged to attend this important meeting. The school will provide information and explain the requirements of Title I 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 I requirements via our monthly newsletter, 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.

### **Activities of the SAC for the upcoming school year**

Monitor Second Chance School Improvement Plan (SIP) progress on meeting objectives. The annual Open House/Title I meeting at the beginning of the year will provide parents of participating students with: timely information about the Title I program, a description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, promotion/tetention requirement, an overview of the Tier I behavior program Positive Behavior Support (PBS), and ways in which they can support the education of their child. We will also provide opportunities for parents and school staff to meet regularly to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Teachers are also required to make a parent contact within the first two weeks of a student entering their classroom. Student progress reports and report cards will be sent home regularly. An FCAT Parent Workshop will also be held. The Annual Title I Parent Survey will be used to improve and plan Parent Involvement activities for the following school year. Success will be measured by the Spring Title I Survey and School Climate Survey results, as well as feedback from discussions in PTO meetings, SAC meetings, and parent and teacher conferences. Feedback will be used to develop the next year's School Improvement Plan and Title I Plan

### **Projected use of school improvement funds, including the amount allocated to each project**

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

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Richard Richardson**

Principal

Years as Administrator: 18

Years at Current School: 4

**Credentials**

M.S.  
Educational Leadership, Level II Certification All levels  
B.S. Math Education

**Performance Record**

2012-2013 Principal-Second Chance  
\*ungraded School\*  
2011-2012 Principal- Second Chance  
\*Ungraded School\*  
2010-2011 Principal- 100 Success Academy  
\*Ungraded School

**Roxanne Reilly**

Asst Principal

Years as Administrator: 6

Years at Current School: 0

**Credentials**

B.S. Elementary Education  
K-6  
M.S.  
Guidance and Counseling K-12  
Educational Leadership

**Performance Record**

**Michael McDaniel**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

M.S.Educational Leadership, (all Levels)  
Social Science, (grades 6 - 12)

**Performance Record**

**Jamakeea Wallace**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

M.S. Educational Leadership  
 Ed Leadership  
 B.S. Chemical Engineering Certifications: Educational Leadership(All Levels)  
 Chemistry (6-12)  
 Mathematics (5-9)

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Carolyn Coggins**

Full-time / School-based

Years as Coach: 5

Years at Current School: 23

**Areas**

Reading/Literacy

**Credentials**

Early Childhood Education, (nursery-Kindergarten) Professional  
 Leon Educational Media Specialist, (prekindergarten - Grade 12)  
 Leon Elementary Education, (grades 1 - 6)

**Performance Record**

**Jennifer Godwin**

Full-time / School-based

Years as Coach: 3

Years at Current School: 3

**Areas**

Reading/Literacy, RtI/MTSS

**Credentials**

Exceptional Student Education, (grades K - 12)  
 Reading, Endorsement

**Performance Record**

Ghavini Learning Center(GLC Second Chance) Grade: N/A  
 \*GLC was not eligible to be graded under the A+ Plan.

<b>Amanda Womble</b>		
Full-time / School-based	Years as Coach: 4	Years at Current School: 5
<b>Areas</b>	Reading/Literacy, RtI/MTSS	
<b>Credentials</b>	Exceptional Student Education, (grades K - 12) Reading, Endorsement Social Science, (grades 6 - 12)	
<b>Performance Record</b>	Ghavini Learning Center(GLC) Grade: N/A *GLC was not eligible to be graded under the A+ Plan.	

**Classroom Teachers**

<b># of classroom teachers</b>	11
<b># receiving effective rating or higher</b>	6, 55%
<b># Highly Qualified Teachers</b>	55%
<b># certified in-field</b>	5, 45%
<b># ESOL endorsed</b>	0, 0%
<b># reading endorsed</b>	3, 27%
<b># with advanced degrees</b>	6, 55%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	1, 9%
<b># with 1-5 years of experience</b>	3, 27%
<b># with 6-14 years of experience</b>	6, 55%
<b># with 15 or more years of experience</b>	1, 9%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	6
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### # Highly Qualified

6, 100%

### Other Instructional Personnel

#### # of instructional personnel not captured in the sections above

4

#### # receiving effective rating or higher

(not entered because basis is < 10)

### Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

On-going Professional Development and learning communities at GLC.

Description of Strategy Person Responsible:

1. Teacher Mentoring Program Roxanne Reilly
2. Provide Leadership Opportunities Richard Richardson
3. Professional Development F. All School Personnel
4. Regular Meetings of New Teachers with Administrative Staff . Richard Richardson

### Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Recruit through local colleges student who have excelled in specific studies. (FSU, TCC, FAMU) Title I, Part A

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).

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

At a minimum, The Second Chance MTSS/RtI team meets the second and fourth Monday of each month. The MTSS/RtI 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/RtI Team problem-solving process is implemented when a Second Chance teacher(s) completes the Second Chance MTSS/RtI Form. When the MTSS/RtI 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/RtI Team process, and decide what background and baseline information should be collected before the meeting.

The Second Chance MTSS/RtI 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/RtI Team meeting, the facilitator explains to the referring grade level team the purpose and structure of the problem-solving meeting. The MTSS/RtI 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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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. Reading Coach 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 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.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The role of the MTSS leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the

classroom. These students are often not meeting proficiency on FCAT. Once specific strategies are identified and determined to be effective the departments use these strategies to meet the goals of the school improvement plan.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline Data: Achieve 3000, Data Director, Pre-Writes Upon Request,  
Baseline Midyear Data: Achieve 3000, Data Director, Pearson/Successmaker, Writes Upon Request,  
Baseline end of year Data: Achieve 3000, Data Director, Pearson/Successmaker, Writes Upon Request,  
FCAT 2.0 Second Chance operates a blended model in all classrooms.  
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

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

School-Wide Professional Development from the District's train the trainer model  
Response to Intervention Teacher Training during pre-planning and monthly department meeting  
What is MTSS? Multi-tiered model Classroom behavior management. The intervention process. The MTSS/Rtl team will also evaluate additional staff professional development needs during the monthly MTSS/Rtl team meetings. Academic and behavior interventions  
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

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Summer Program

**Minutes added to school year:** 4,320

Students receive the opportunity to reach specific study bench marks through the Pierson Program after the school year was completed.

### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

### **How is data collected and analyzed to determine the effectiveness of this strategy?**

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

### **Who is responsible for monitoring implementation of this strategy?**

Classroom Teachers

## **Literacy Leadership Team (LLT)**

### **Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Caroline Coggins	Media Specialist
Amanda Womble	ESE Self Contained
Jennifer Godwin	ESE Math Reading Language Arts
Richard Richardson,	Principal
Michael McDaniel	Assistant Principal
Jameeka Wallace	Assistant Principal
Jennifer Godwin,	Reading Coach, MS Reading/Language Arts, Math and ESE Teacher
Charlotte Gonzales	Middle School English
Amanda Womble	MS Reading/Language Arts, ESE Teacher,Tabe Training certificate
Roxanne Reilly	Assistant Principal

### **How the school-based LLT functions**

The administrative team is responsible for overseeing the process to ensure the laws and policies are followed and are in the best interest of the students. Provides vision, ensures that the school-based team is implementing Achieve 3000, and Pearson, ensures implementation of intervention support, ensures adequate professional development is provided to support Achieve 3000 and communicates with outside stakeholders regarding Achieve 3000. Reading Coach/Language Arts teachers oversee and create data reports from Achieve 3000 on students and evaluate data to collaborate with LLT and other stakeholders to identify appropriate, evidence-based intervention strategies. As well as, assist with design and delivery of professional development relative to implementation of effective reading strategies. Reading teachers will meet monthly to look at Achieve 3000 data and progress monitoring

tools such as but limited to (Student Writing Journals, Writing Portfolios, Monthly student book reading, and Required student research papers/projects through assessments data to determine success and continuous concerns. Data is disaggregated to determine student needs and success.

### **Major initiatives of the LLT**

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 will be a gradual infusion into the curriculum.

.Text dependent questioning

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

We will administer the Achieve 3000 Reading baseline assessment and utilize the PLATO Learning Systems to monitor student progress. Review Achieve 3000 data reports to ensure teachers are assessing students according to the created schedule. Lesson plans will be reviewed during iObservation reviews and classroom walk throughs.

On the 2014 FCAT 2.0 10% of the matched students in grades 6-12 will score at level 3 in reading. The students in this category according to Achieve 3000/FCAT data the area of need improvement is research and reference. The percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the Achieve 3000/Sm5 Reading reports. On the 2014 FCAT 2.0 10% of the students in grades 6-12 will score at level 3 in reading. The students in this category according to Achieve 3000/FCAT/Sm5 Reading reports/ data the area of need improvement is research and reference. The percentage of identified students proficient in reading will increase by least 1% as evidenced by performance on the Achieve 3000/Sm5 Reading reports. On the 2014 FCAT 2.0 10% of the students will make learning gains in reading. The students in this category according to Achieve 3000/FCAT data the area of need improvement is research and reference. The percentage of identified students proficient in reading will increase by least 1% as evidenced by performance on the Achieve 3000/Sm5 Reading reports. On the 2014 FCAT 2.0 10% of the students in the lowest 25% will make learning gains in reading. The students in this category according to Achievement/FCAT/Sm5 Reading reports data the area of need improvement is research and reference. Implementation of PLATO Learning Systems

Daily Differentiated Accountability (DA) lessons in the area of Reading

Second Chance teachers and administrative staff meet weekly through Professional Learning

Community meetings (every Tuesday), Second Chance Faculty Meetings

(every Thursday), and grade level/course meetings. Specific strategy instruction is on-going at Second Chance and takes place in PLC, Faculty, and various grade/course team meetings. Reading strategy instruction is also part of every teacher's Individual plans.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

During classes teachers provide thorough examples in reference to how their specific class will relate to dilemma in the students' future.

Common Core Curriculum allows classroom teachers to incorporate real world examples and problems into their lessons. Also, students may chose between a wide array of electives.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

We offer Peer Counseling and Leadership 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 Career Days inviting local community business owners to the campus.

**Strategies for improving student readiness for the public postsecondary level**

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	13%	14%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		1%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		1%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		1%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		36%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		10%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	10%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	10%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	10%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	10%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		<i>[data excluded for privacy reasons]</i>	1%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	0%

**Area 3: Mathematics****High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		16%		
American Indian				
Asian				
Black/African American		15%		
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged		16%		

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		1%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		1%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		1%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	6%	50%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		2%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		50%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		1%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		50%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	0		
CTE-STEM program concentrators	0		
Students taking CTE-STEM industry certification exams	0		
Passing rate (%) for students who take CTE-STEM industry certification exams			

**Area 8: Early Warning Systems**

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	10%	
Students in ninth grade with one or more absences within the first 20 days	13		
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	144		
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	144		

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Increase Parent Involvement by 5%. Second Chance will involve parents in an organized and ongoing planning, review, and improvement of the Title I 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 and parent activities and School Improvement Plan. The SAC will approve the Parental Involvement Budget and the School Improvement Budget, and will review the school AYP information, and SPAR Report. The Spring Title I 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 the next year's School Improvement and Title I Plans.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
<p>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.</p>			
<p>Parent section in monthly Title I SC newsletter. Coordinated by Principal and the Administrative Assistant</p>			
<p>Provide phone conferences, e-mail communication, and flexibility in scheduling parent conferences</p>			
<p>Coordinated by Second Chance Guidance Counselor</p>			
<p>Parent Resource Area: 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.</p>			
<p>Parent Workshops: Possible workshop topics: literacy, technology, parenting skills, financial planning, increasing student achievement through the home/school connection, etc.</p>			

## Goals Summary

- G1.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies
- G2.** Increase student scores on EOC's.
- G3.** .Lack of school attendance due to behavioral and judicial issues

## Goals Detail

### G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies

#### Targets Supported

#### Resources Available to Support the Goal

- Increase text complexity, text 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 Sm5 Reading reports QAR assessments CBM (Curriculum Based Measures) Achieve 3000 Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies. Student reading logs will be reviewed for text length. Teachers are are best resorce. We will train and and make availabel the necessary tools that teachers need so they will be sucessful in with Increaseing students' comprehension.

#### Targeted Barriers to Achieving the Goal

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

### Plan to Monitor Progress Toward the Goal

Increase students' comprehension

#### Person or Persons Responsible

Adminstration

#### Target Dates or Schedule:

All year

#### Evidence of Completion:

Increase in reading scores with reference to comprehension

### G2. Increase student scores on EOC's.

#### Targets Supported

#### Resources Available to Support the Goal

- Teachers, Administration, online material, Common Core instructional guides, and Marzano instructional practices

#### Targeted Barriers to Achieving the Goal

### Plan to Monitor Progress Toward the Goal

Teachers will utilize Common Core standards and online resources. Teachers will utilize Marzano instructional practices. Teachers will monitor students for understanding and performance on a regular basis. Administrators will score teacher lesson plans weekly and do classroom evaluations.

**Person or Persons Responsible**

Teachers and administration

**Target Dates or Schedule:**

All year

**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

**Targets Supported**

**Resources Available to Support the Goal**

- SRO PBS (Positive Behavior Support) implementation

**Targeted Barriers to Achieving the Goal**

- Court dates judicial issues

### Plan to Monitor Progress Toward the Goal

On going peer counseling classes, review of goals and behavior

**Person or Persons Responsible**

Adminstration, 50 large, Student case Specialists, Mr. Munn,SRO

**Target Dates or Schedule:**

All School year

**Evidence of Completion:**

Decrease in new court cases

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies

**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, text 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

#### Action Step 1

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

#### Person or Persons Responsible

Teachers, paraprofessionals, mentors

#### Target Dates or Schedule

All School year

#### Evidence of Completion

Data collected during the school year

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

Increase students' comprehension

#### Person or Persons Responsible

All teachers and mentors and community resources 50 large, SRO,

#### Target Dates or Schedule

All school year

#### Evidence of Completion

Testing Data

**Plan to Monitor Effectiveness of G1.B1.S1**

Increase students' comprehension

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

All School year

**Evidence of Completion**

Increase in students' comprehension using of the year end data

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

#### G3.B1 Court dates judicial issues

**G3.B1.S1** Work with SRO and Mr. Munn in the court system Parenting classes for students and guardians of students. 50 Large is assisting with many of our students and families.

##### **Action Step 1**

Lack of school attendance due to behavioral and judicial issues

##### **Person or Persons Responsible**

SRO and Mr. Munn and teachers and staff

##### **Target Dates or Schedule**

All School year

##### **Evidence of Completion**

Increase in attendance decrease in new judicial issues.

#### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Lack of school attendance due to behavioral and judicial issues

##### **Person or Persons Responsible**

Adminstration and Student case Specialist and 50 large mentors and staff

##### **Target Dates or Schedule**

All year..Daily

##### **Evidence of Completion**

Attendance will improve because judicial issues will decrease

#### **Plan to Monitor Effectiveness of G3.B1.S1**

Decrease in new judicial issues

##### **Person or Persons Responsible**

Adminstration and Intervention Serves

##### **Target Dates or Schedule**

All School year

##### **Evidence of Completion**

5% decrease in new court case for current students

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

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), 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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