



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Second Chance School Sopchoppy Education Center

164 YELLOW JACKET AVE

Sopchoppy, FL 32358

850-962-2151

www.wakullaschooldistrict.org/sec

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate*[Data Not Available]***Alternative/ESE Center**

Yes

Charter School

No

Minority Rate*[Data Not Available]*

School Grades History

SIP Authority and Template

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

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 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

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

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

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

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 School Sopchoppy

Principal

William "Dod" Walker

School Advisory Council chair

Tim O'Donnell

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

Name	Title
Dod Walker	Principal
Tim O'Donnell	School Advisory Council Chairman
Nancy Commander	ELA, Reading, and ESE Teacher
David Carraway	Science and Math Teacher
Joe Walker	Math Teacher

District-Level Information

District

Wakulla

Superintendent

Mr. Robert Pearce

Date of school board approval of SIP

10/21/2013

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

Dod Walker - Principal
 Tim O'Donnell - SAC Chairman and Teacher
 Nancy Commander - Teacher
 Joyce Ashburn - Community Member
 Leonard Tartt - Parent/Community Member
 Queen Webster - Community Member
 Elaine Davenport - Community Member

Involvement of the SAC in the development of the SIP

The School Advisory Council gave input and reviewed the academic and behavioral aspects of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will meet on a quarterly basis to discuss strategies that are working and strategies that are not working and need to be revisited. Additionally, they will research strategies that work in alternative settings.

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

Any funds allocated will be used to enhance the instructional and behavioral programs at the school.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

William "Dod" Walker

Principal

Years as Administrator: 18

Years at Current School: 1

Credentials

Masters Degree in Educational Leadership. Certification in Guidance and Counseling.

Performance Record

For 12 previous years at Riversprings Middle School, Principal Walker led a school rated an "A" all but one year when it was rated a "B" which it brought up to an "A" the next year.

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

5

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

80%

certified in-field

4, 80%

ESOL endorsed

4, 80%

reading endorsed

1, 20%

with advanced degrees

2, 40%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

1, 20%

with 6-14 years of experience

1, 20%

with 15 or more years of experience

3, 60%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

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

Strategies include continuing to advertize jobs online and recruit from the colleges highly qualified, in-field teachers. Principal Dod Walker is responsible for this.

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

New teachers to Wakulla are paired with a Mentor Teacher for the year and are required to complete a new teacher program. At this time, there are no new teachers at Sopchoppy Education Center.

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

Data-based problem-solving includes looking at all data from academic assessments, plus reviewing behavioral progress. From there, the school-based leadership team meets as a unit to discuss individual students and their needs. All resources are allocated for small group instruction, differentiated learning, individualized instruction, and behavior management.

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

The principal oversees that the interventions are in place with needed instructional materials and teacher support. The teachers implement the small group and individualized strategies. Documentation and data of the effectiveness of the strategies are ongoing and reviewed by the District MTSS person responsible for this.

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

Systems in place include weekly review of student academic and behavioral data. Assessments are ongoing throughout the year such as FAIR testing and STAR math to get a snapshot of student achievement during the school year.

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

Reading - FAIR will be administered three times per year. Grades 6-8 will take the Broad Screen and the Broad Diagnostic Inventory, with targeted students assessed with the Targeted Diagnostic Inventory. All data is entered into the Progress Monitoring Reporting Network. Grades 9-12 will target students who score Level 1 or 2 on FCAT Reading by providing an Intensive Reading class.

Grades 6-8 will take STAR math three times per year. This data is accessible through the STAR Math website. Tier II and Tier III students will be given the GMADE from Pearson to determine specific needs in math instruction. It is available for grades 9-12 as well.

performance Matters data will also be analyzed as it shows the trend data of a student's FCAT strengths and areas of concern.

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

District staff gives support and periodic review of the MTSS to increase teacher and principal understanding. Parents are welcome to schedule one-on-one sessions with the principal or a teacher to review their child's progress.

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: Extended Day for All Students

Minutes added to school year: 0

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Dod Walker	Principal
Nancy Commander	Reading, ELA, and ESE Teacher
Tim O'Donnell	SAC Chairman, Social Studies Teacher

How the school-based LLT functions

The school-based LLT meets on a weekly basis to review individual students' reading progress. Teachers research which district interventions might be most helpful towards improvement and the principal tries to find ways to accommodate the needs of the students by securing necessary instructional resources.

Major initiatives of the LLT

Major initiatives of the LLT include working on how to comprehend cold reads with answers based on text and reading to be able to write answers using the text as a basis for the answer.

Every Teacher Contributes to Reading Instruction

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

Every teacher contributes to the reading improvement of every student by incorporating reading strategies into whatever assignments they can, including mathematics by having to write out problems using the correct vocabulary. Vocabulary and pre-reading strategies are used, as well as how to read texts cold by marking the text. Reading strategies are employed across the disciplines.

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

Applied and integrated courses are help students see the relevance of what they are learning. For example, the scientific hypothesis is applied to real world scenarios; the Economics course offers financial literacy concepts for the individual student such as local cost of living; Intensive Reading passages are chosen to engage the student and also to inform, such as with how to read instructions on government documents.

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

Academic and career planning are taught in two different areas in order to cover all students. Students in Grade 8 take U.S. History and Career Planning with career information imbedded in the social studies class. All students take a Critical Thinking and Research class in which they can research careers to see what postsecondary training is needed, what the local job opportunities are, salaries, etc.

Strategies for improving student readiness for the public postsecondary level

Student readiness is being improved through offering higher level math courses to the high school students, and working with over-age Grade 8 students to take some high school credit courses while still in middle school so they can catch up to their peers. More writing opportunities and emphasis also help increase readiness for post-secondary training.

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		<i>[data excluded for privacy reasons]</i>	34%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

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>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	35%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	25%

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>	0%
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>	0%
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>	0%

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>	50%

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>	35%
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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		55%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		55%

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]		60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

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

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	3	60%	65%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		90%	90%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	3	10%	5%
Students who fail a mathematics course	5	17%	5%
Students who fail an English Language Arts course	3	10%	5%
Students who fail two or more courses in any subject	3	10%	5%
Students who receive two or more behavior referrals	10	33%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	8	27%	10%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	13%	5%
Students in ninth grade with one or more absences within the first 20 days	5	33%	10%
Students in ninth grade who fail two or more courses in any subject	2	13%	5%
Students with grade point average less than 2.0	2	13%	5%
Students who fail to progress on-time to tenth grade	1	6%	2%
Students who receive two or more behavior referrals	5	33%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	3	10%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
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)	2	66%	75%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	2	66%	75%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	4	100%	100%

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

Parental involvement at Sopchoppy Second Chance School consists of parents coming in for one-on-one orientation with the principal, and then availability for parent-student-teacher conferences whenever the parent requests them.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All parents will be involved enough to visit their child's school and feel comfortable discussing their child's progress with the teachers.	45	100%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase Reading and Math learning gains by 10% each grade level in Grades 6 through 10.

Goals Detail

G1. Increase Reading and Math learning gains by 10% each grade level in Grades 6 through 10.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Increase learning gains in Reading and Math.

Person or Persons Responsible

All teachers

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

As assessed by FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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 II provides some Professional Development for teachers. Title X Homeless provides for students who meet this classification. Early Head Start provides child care if teen parents need it. The Health Department provides health and sex education. Nutrition programs follow the Homeless and the Free/Reduced breakfast and lunch federal guidelines.

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.