

Leon County Schools

# Second Chance At Ghazvini Learning Center



2022-23 Ungraded Schoolwide  
Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the Ungraded SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>12</b>
<b>R.A.I.S.E</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>19</b>

## Second Chance At Ghazvini Learning Center

854 BLOUNTSTOWN STREET, Tallahassee, FL 32303

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

### Demographics

**Principal: Amy Alvis**

Start Date for this Principal: 11/18/2019

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

By focusing on the whole student, we will prepare students for leadership, service and success as global citizens with a sense of civic responsibility. By fostering safe and nurturing classrooms and putting an emphasis on personal growth, integrity, and academic acceleration, our students will be able to succeed in any collegiate or professional training program they choose.

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

The Second Chance School is an alternative education school serving students in grade 6-12. The student population consists of students who are placed under one of two conditions. The Second Chance school serves a) students who have committed random acts of violence on other secondary school campuses and/or within the community, have pending criminal charges (not to exceed Misdemeanors) and are Stipulated (through School Board Action in lieu of Expulsion) to The Second Chance School, and b) students who are expelled from their home zone school (through School Board action) and are directly placed at The Second Chance School for a specific amount of time during the year and, in some cases, multiple years.

The Second Chance School has a fully-staffed Administrative Team, Faculty and Staff, School Student Services Team (including a MTSS Team, which meets once a week supported by the district). We offer Non-Violent Communication (NVC) sessions for Faculty, Staff and Students and the L.I.F. E Group (Love, Identity, Foundations and Encouragement Group) offers student engagement and intervention services. We utilize Youth Mental Health First Aid, and Restorative Practice-infused interventions to support student social-emotional and academic learning. We also have a Resource Officer and School Security Officer on site fulltime. All of these supports are in place to help our students meet the mission and vision of the school, and become successful academically and socially in all of their efforts either on campus or in the community.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Norton, Kelvin	Principal	Develop, lead, and evaluate school core content standards and programs; identify and analyze existing the literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
Crump, Genae	Assistant Principal	Develop, lead, and evaluate school core content standards and programs; identify and analyze existing the literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
Johnson, Moses	Assistant Principal	Develop, lead, and evaluate school core content standards and programs; identify and analyze existing the literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
Burch, Orlando	Dean	Develop, lead, and evaluate school core content standards and programs; identify and analyze existing the literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

N/A

**Demographic Information**

**Principal start date**

Monday 11/18/2019, Amy Alvis

**Total number of students enrolled at the school.**

38

**Total number of teacher positions allocated to the school.**

3

**Number of teachers with professional teaching certificates?**

2

**Number of teachers with temporary teaching certificates?**

1

**Number of teachers with ESE certification?**

1

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

1

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

1

**Demographic Data**

**Early Warning Systems**

**2022-23**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	7	10	8	8	3	2	0	38
Attendance below 90 percent	0	0	0	0	0	0	7	7	8	8	3	1	0	34
One or more suspensions	0	0	0	0	0	0	7	10	6	8	3	1	0	35
Course failure in ELA	0	0	0	0	0	0	0	2	1	3	2	0	0	8
Course failure in Math	0	0	0	0	0	0	0	4	3	2	1	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	4	6	7	6	1	1	0	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	6	8	5	6	2	0	0	27
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	3	1	2	0	0	0	9

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	7	8	8	8	3	1	0	35

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Monday 7/11/2022

**2021-22 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	7	10	8	8	3	2	0	38
Attendance below 90 percent	0	0	0	0	0	0	4	7	6	6	2	1	0	26
One or more suspensions	0	0	0	0	0	0	5	3	4	4	2	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	1	3	1	3	1	0	9
Course failure in Math	0	0	0	0	0	0	0	1	1	1	2	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	4	6	7	6	1	1	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	8	5	6	2	0	0	27

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	6	7	5	3	1	0	26

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).



School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		46%	55%					60%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								50%	54%
Math Achievement		40%	42%					60%	62%
Math Learning Gains								60%	59%
Math Lowest 25th Percentile								49%	52%
Science Achievement		43%	54%					59%	56%
Social Studies Achievement		52%	59%					64%	78%

**Grade Level Data Review - State Assessments**  
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	61%	-61%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	57%	-57%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	56%	-56%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	54%	-54%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	6%	59%	-53%	56%	-50%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	63%	-63%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	66%	-66%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	61%	-61%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	53%	-53%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	7%	60%	-53%	54%	-47%
Cohort Comparison		0%				
08	2022					
	2019	12%	45%	-33%	46%	-34%
Cohort Comparison		-7%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	7%	44%	-37%	48%	-41%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	20%	70%	-50%	67%	-47%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	10%	75%	-65%	71%	-61%

  

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	81%	-81%	70%	-70%

  

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	61%	-61%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	57%	-57%

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK										25	

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A

ESSA Federal Index	
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

## Part III: Planning for Improvement

### Data Analysis

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

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?**

Routine progress monitoring was implemented by teachers and reviewed by Instructional coaches and Administrative leaders. Progress monitoring included district-assigned PM, IXL ELA & Achieve 3000, Edgenuity, IXL Math, and IXL Science Assessments.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Performance gains were the most improved for students who attempted the FSA ELA in the past two school years. Staff engaged in ongoing data chats as well as department wide adjustments to teaching methods. Students benefitted from additional consistent time in subject areas due to block scheduling

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

Performance was less pronounced in the area of Math. FSA data demonstrated fewer students made learning gains.

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

Concerning trends include attendance gaps and behavior interventions that contribute to learning loss for students with lower levels of performance in core courses and assessments.

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

The school will engage in student-specific interventions through implementation of planning collected from data chats, social-emotional programming, and student progress monitoring.

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

Professional development focused on inclusive interventions, differentiation, social-emotional learning (including non-violent communication), and identifying and addressing trauma in youth will be offered throughout the year.

**Areas of Focus:**

**#1. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of ELA has been identified as a critical area due to the poor performance on the FSA in prior years on the State Assessment. Students have a weakness in vocabulary and exposure to cross-curricular text. It is imperative that students perform well in this area to ensure future school success.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

38% of matched students will show increased learning gains in ELA as measured by the DOE School Improvement Ratings. All ESSA subgroups will be instructed in whole group, small group and computer based instruction to obtain this goal.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring will take place throughout the 2022-2023 school year by Reading Coach and ELA classroom teachers.

**Person responsible for monitoring outcome:**

Orlando Burch (burcho@leonschools.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

IXL ELA, I-Ready and Achieve 3000 Data will be collected by the reading coach and monitored by the Dean of Curriculum Monthly, from September 2022 to May 2023. Ongoing data chats will be had with the students and faculty to ensure the fidelity of the strategy.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Increase non-fiction rigorous texts across the curriculum, provide complex texts, and close reading activities to all students. Utilize the district recommended text resource library in all courses. IXL and Achieve 3000 goals will be set to 50 articles for the year. Students will learn skills to independently synthesize and problem solves with proficiency.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify actual text complexity, text length, and vocabulary level of students with regard to reading

**Person Responsible**

Orlando Burch (burcho@leonschools.net)

Increase text complexity, text length, and vocabulary level of students with regard to reading

**Person Responsible**

Orlando Burch (burcho@leonschools.net)

Utilize extended class time through block scheduling to increase time on task and text length in all courses.

**Person Responsible**

Orlando Burch (burcho@leonschools.net)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Second Chance School will evaluate our students monthly to ensure adequate progress is being made by each ESSA Subgroup to meet the Federal Index's threshold.

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of Math has been identified as a critical area due to the poor performance on the FSA in prior years on the State Assessment. It is imperative that students perform well in this area to ensure future school success.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

50% of matched students will show increased learning gains in Math as measured by the DOE School Improvement Ratings. All ESSA subgroups will be instructed in whole group, small group and computer based instruction to obtain this goal.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring will take place all year long by the Instructional Coach and Mathematics teachers to ensure ample progress is being made toward the desired.

**Person responsible for monitoring outcome:**

Orlando Burch (burcho@leonschools.net)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

IXL MATH and progress monitoring data will be collected by the instructional coach and monitored by the Dean of Curriculum Monthly, from August 2022 to May 2023. Ongoing data chats will be had with the students and faculty to ensure the fidelity of the strategy. Math Manipulatives in the classroom will engage the students in hands-on learning

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Increase math skills building by placing more math manipulatives in the classroom for a hands-on approach to learning math. The implementation of Block Scheduling will increase the length of time on task and math skills in all math courses.

**Action Steps to Implement:**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Placing more math manipulatives in the classroom for a hands-on approach to learning math.

**Person Responsible** Orlando Burch (burcho@leonschools.net)

Block scheduling will increase the consistently available time on task and engage the students in math skill development.

**Person Responsible** Orlando Burch (burcho@leonschools.net)

**Monitoring ESSA Impact:**  
 If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Monthly progress monitoring and data chats will take place to ensure our students are making progress toward the 41% threshold according to the Federal Index.

**#3. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of Science has been identified as a critical area due to the poor performance on the FSA in prior years on the State Assessment. It is imperative that students perform well in this area to ensure future school success.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

25% of matched students will show increased learning gains in Math as measured by the DOE School Improvement Ratings. All ESSA subgroups will be instructed in whole group, small group and computer based instruction to obtain this goal.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring will take place all year by the Science Teachers and Instructional Coach. Data chats will be held with students and faculty to monitor the outcome of the activities used in the science classrooms.

**Person responsible for monitoring outcome:**

Orlando Burch (burcho@leonschools.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

IXL Science and progress monitoring data will be collected by the instructional coach and monitored by the Dean of Curriculum Monthly, from August 2022 to May 2023. Ongoing data chats will be had with the students and faculty to ensure the fidelity of the strategy.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Routine progress monitoring will enable faculty to evaluate learning gaps and adjust strategies to improve student outcomes. Block scheduling will increase the available time to remain on task and allow for increased complexity in science courses.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Science manipulatives in the classrooms to ensure a hands-on approach to learning science and increase engagement.

**Person Responsible**

Orlando Burch (burcho@leonschools.net)

Schedule changes to offer all 8th grade students Biology will raise the level of rigor in the science area

**Person Responsible**

Orlando Burch (burcho@leonschools.net)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

This focus area impacts all ESSA Subgroups and will be routinely assessed to ensure our students are making progress towards the 41% threshold according to the Federal Index.



## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

The Second Chance school (Grades 6-12) will utilize small group pull out instruction with our students daily to enhance their level of Reading/ELA performance for the 2022-2023 school year. Progress monitoring will take place by using I-Ready and the STAR Test.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2: Measureable Outcome(s)

60% of all matched student(grades 6-12) will make gains on the FSA ELA assessment in the Spring of 2023.

### Grades 3-5: Measureable Outcome(s)

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The desired outcomes will be monitored by the use of I-Ready and the STAR test during the 2022-2023 school year.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Plair-Jordan, Joyce, plair-jordanj@leonschools.net

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. I-Ready
2. STAR
3. Edgegunuity
4. PLATO
5. IXL

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

All of the identified evidence-based programs have been vetted and does address the needs of our underperforming students at Second Chance.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The ELA/Reading department will use the 6-12 Reading plan to plan activities for the students in the small group settings to address their individual needs from the data analysis of the FSA Spring 2022 Assessment. These activities will be closely monitored by the Reading Coach and when a student has mastered a benchmark the student will be moved on to the one until total completion of mastery.	Plair-Jordan, Joyce, plair-jordanj@leonschools.net
Literacy Leadership, Literacy Coaching, Assessment and Professional Learning will take place during the 2022-2023 school year by providing such activities as book fairs, writing competitions, Drop Everything and Read(DARE), ELA/Reading Conferences, etc. These activities will strengthen the core areas for students and ensure they are receiving the correct instruction to reach our desired outcome.	Plair-Jordan, Joyce, plair-jordanj@leonschools.net

**Positive Culture & Environment**

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

PBIS linked to classroom management strategies

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Second Chance leadership will oversee the collection of behavioral incidences and interventions within all contexts of the site through FOCUS. Data analysis will occur amongst all levels of staff with opportunities to collaborate, identify concerns, and workshop/report on progress towards behavior metrics. Leadership will maintain and refine approaches and initiatives to attend to the culture and climate of the school.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

Progress towards the implementation of a school-wide Positive Behavior Intervention System which will be communicated to all stakeholders during school meetings, SAC meetings, eNewsletter and Parent Conferences. Related discipline data will be shared as the objective is to reduce the number of incidences

leading to referrals during specific timeframes and the overall school year. Data and action steps will be communicated to all involved with the school through meetings and correspondence.

**Describe how implementation will be progress monitored.**

The Assistant Principal for discipline will monitor and compile the data on a weekly basis and share with the leadership team. The leadership team will review the data and share it with their academic departments during our Curriculum Leadership Meetings. The Department Heads will take the data back to their respective area and share with their team and discuss areas of concern. During faculty meetings the Assistant Principal for discipline will provide positive behavior strategies to be used in the classroom with the students. Students caught doing well be provided with some token of gratitude for following the school and district mandated discipline policies. during the end of the nine-weeks assembly all students that have received a token of gratitude will presented with a certificate of appreciation for good behavior and attendance.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
1. School staff will collect and aggregate data to Identify students with good behavior, concerning behavior, and attendance.	Johnson, Moses, johnsonm9@leonschools.net
2. Teachers will present students with a token of gratitude based on their engagement with school expectations and initiatives.	Johnson, Moses, johnsonm9@leonschools.net
3. An awards assembly will be held at the end of each nine-weeks and students will be presented with a Certificate of Appreciation.	Johnson, Moses, johnsonm9@leonschools.net
4. Assistant Principal for Discipline will be responsible for monitoring each step in the process to ensure fidelity.	Johnson, Moses, johnsonm9@leonschools.net
Assistant Principal will seek to community support to increase the frequency and availability of behavior reinforcement items	Johnson, Moses, johnsonm9@leonschools.net