

Leon County Schools

Second Chance At Ghazvini Learning Center School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	17
VII. Budget to Support Areas of Focus	20

Second Chance At Ghazvini Learning Center

854 BLOUNTSTOWN STREET, Tallahassee, FL 32303

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Alvis, Amy	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.
Nicolas, Nicole	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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 community organizations such as Oasis for Girls, Council on the Status of Men and Boys, and ASPIRE. 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.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students by reviewing progress monitoring as a team including administration, literacy coach, testing coordinator, and department chairs to identify strategies for increasing gains and mastery.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: UNSATISFACTORY 2017-18: I 2016-17: UNSATISFACTORY
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	6	13	12	31	
One or more suspensions	0	0	0	0	0	0	5	17	16	38	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	6	6	15	
Course failure in Math	0	0	0	0	0	0	2	5	7	14	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	9	14	27	
Level 1 on statewide Math assessment	0	0	0	0	0	0	4	9	12	25	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	2	2	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	6	13	12	31	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	3	7	7	17	
Students retained two or more times	0	0	0	0	0	0	0	2	6	8	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	7	7	8	34	
One or more suspensions	0	0	0	0	0	0	7	10	6	35	
Course failure in ELA	0	0	0	0	0	0	0	2	1	8	
Course failure in Math	0	0	0	0	0	0	0	4	3	10	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	6	7	25	
Level 1 on statewide Math assessment	0	0	0	0	0	0	6	8	5	27	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	3	3	1	9	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	7	7	8	22
One or more suspensions	0	0	0	0	0	0	7	10	6	23
Course failure in ELA	0	0	0	0	0	0	0	2	1	3
Course failure in Math	0	0	0	0	0	0	0	4	3	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	6	7	17
Level 1 on statewide Math assessment	0	0	0	0	0	0	6	8	5	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	3	3	1	7

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	7	8	8	23

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		45	53		46	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		44	55		40	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		39	52		43	54			
Social Studies Achievement*		55	68		52	59			
Middle School Acceleration		55	70		42	51			
Graduation Rate		52	74		39	50	23		
College and Career Acceleration		23	53		48	70			
ELP Progress		56	55		65	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students										23		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	9%	51%	-42%	50%	-41%
07	2023 - Spring	*	49%	*	47%	*

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	49%	*	47%	*
09	2023 - Spring	*	50%	*	48%	*
06	2023 - Spring	*	48%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	55%	*	54%	*
07	2023 - Spring	20%	51%	-31%	48%	-28%
08	2023 - Spring	*	49%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	38%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	58%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	58%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	65%	-65%	63%	-63%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	72%	-57%	66%	-51%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	75%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Second Chance lowest scores were in FAST Math testing. Students in Second Chance (SCS) scored on average, 20 points lower, than state. Low attendance, inappropriate behaviors, and low performing students are more than likely the largest contributor. Trends are hard to identify as this was the first year of the new test so there can be no comparison to last year. The score that dropped the lowest or showed the lowest growth last year was middle school reading. Attendance and behavior would be the two main contributing factors to this drop. Low attendance, inappropriate behaviors, and low performing students are more than likely the largest contributor. Trends are hard to identify as this was the first year of the new test so there can be no comparison to last year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There is no data comparable to last year as we are changing tests from the FSA to the FAST.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Middle school math has the largest gap between the state and our students. On average, the scores were 20 points lower than the state average. Attendance and behavior would be the contributing factor.

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

Reading scores did show the most improvement. The school did begin implementing a program to address Nonviolent communication.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Absent 10% or more
One or more suspensions

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Attendance
2. Reading Growth
3. Communication Skills

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student referrals and suspensions. Students need to be present in class to engage in learning. School data from 22-23 indicated that there were 366 office referrals per population of 58 at 62% attendance rate.

Measurable Outcome:

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

Student office referrals will decrease by 20%, from the previous school years data.

Monitoring:

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

Minor referrals will be entered to document classroom interventions related to restorative practices. Administration will monitor office referrals and support teachers providing interventions using Non violent communication and Restorative conversations.

Person responsible for monitoring outcome:

Moses Johnson (johnsonm9@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Intervention Support PBIS, Restorative Disciplinary Practices, Non-Violent Communication

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need to be ready to engage in learning, the PBIS model offers support and strategies to students at risk for dropping out, attendance issues and behavioral issues which lead to exclusionary consequences.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

School improvement plan will be presented at the annual Title 1 meeting to parents and other stakeholders. The administration will develop a PowerPoint to explain the needs and goals of the plan. Progress will be shared with stakeholders through the website, emails, listserv, and Title 1 parent nights.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parents will be invited to participate in learning sessions, both during the school day and outside of school hours, targeted at building relationships with students. The following activities will be implemented: 1) school orientation 2) open house 3) 4 additional parent nights.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Title 1 funds have been used to hire a literacy coach to work with teachers in the content area and support teachers of intensive reading. UniSIG funds have been used to hire a paraprofessional to support pull-out reading groups and provide interventions. Title 1 funds have been used to purchase programs to enhance engagement in learning and programs to accelerate the learning process.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school coordinates with violence prevention programs such as the Counsel on the Status of Men and Boys, and is implementing a non-violent communication/restorative program. The school has partnered with the local LCAN (ASPIRE) to implement a work based learning program.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school coordinates with violence prevention programs such as the Counsel on the Status of Men and Boys, and is implementing a non-violent communication/restorative program. The school has partnered with the local LCAN (ASPIRE) to implement a work based learning program. The school has also partnered with Oasis Center for Girls, TurnAbout, and volunteer mentors that provide one on one empathy for students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The students have access to Zello, a program that builds knowledge of available post-secondary options for students to explore. The students will also participate in the World of Work expo to explore various career options. The school is also now offering entrepreneurship courses that culminate in an industry certification.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Second Chance practices Non-violent Communication and utilizes a Restorative Practice Model to ensure all community members are treated with kindness, equity, and accountability. Our Intervention model is centered around the development and maintenance of positive relationships of students with other students, staff, and the school environment. Every teacher is expected to develop and maintain a "Relationship Agreement" within their classroom. These agreements are not "set in stone" once produced; as the class develops beyond the need to focus on an expectation, it may be removed or another previously unidentified expectation may be added over time. While the relationship agreement does not stand as a replacement for the school or district level code of conduct, it does offer a framework for engagement, instruction, redirection, and accountability.

Redirection/Check in Clear Communication of Expected Behavior

- The teacher will address behavior that violates communicated expectations and communicate that the student stop the activity or behavior. Allow the student time to "save face" and return to appropriate tasks. If the student recovers, acknowledge their effort to return to compliance behaviors. A discrete 'check in' is appropriate to determine an underlying concern that may be prompting the student to fail to meet expectations. Opportunity to Reset with/without Assistance of Care Staff
- If the student appears to struggle with making a choice that reduces harm to the classroom environment or the functioning of the lesson, a teacher may offer an opportunity for the student to choose to take a short break inside or just outside the classroom to 'chill' and plan to return within a short time (1-2 minutes) and return to expected behaviors. If the student elects to take this opportunity and communicates they are not ready to return to class, a Care specialist (or support staff) should be notified to further supervise the student. A teacher may also seek the support of Care staff (Guidance or a requested Administrator) to aid in supporting the student

(Mandatory Reset)

this student will be briefly processed and may be returned to class with the expectation that they meet expectations moving forward.

Classroom Consequence

- Teachers will communicate and uphold a classroom consequence. This is an additional attempt to redirect the student within the classroom environment and the student should be encouraged to do what it takes to recover, correct, and remain in class

Out of Classroom Consequence

- Having exhausted classroom interventions including attempted parent contact, Teachers should enter a behavior referral into FOCUS. Remember to maintain objectivity and relay the observable facts of the incident.

Referrals

in FOCUS are available to the parent, student, and district as documents to describe the interventions and actions

of the staff and students involved. Please only include the name of the referred student in their referral.

Include

the redirections and interventions attempted.

- Teachers should notify parents/guardians of the incident that occurred in the classroom and that the student was referred to the office.

- Administration will conference with the student and determine a consequence according to the Matrix

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers and support staff engage in monthly staff professional development meetings which cover topics related to improvement.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes