

Second Chance At Ghazvini Learning Center

860 BLOUNTSTOWN ST, Tallahassee, FL 32304

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

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

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

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

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

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

The Second Chance Schoolwide behavioral system has many different systems in place to meet a variety of student needs. Some of the tools that are used by our teachers are Postive Behavior System (PBS) facalitated by our Peer Counselor/ behavior coach, Adapative Behavior Education (ABE) this system is new for our teachers and used for level one infractions (this system is used for interventions not referrals) Inital training was completed by Mike Connor and the program was taylored for our teacher and student needs. The training and modifications will be on going through out the year. Sharpe Program (Shaping and Helping Adolescents to be Responsible Postive and Excellent) this programs gives each student a mentor that meets at the school every other week. These mentors review attendance grades, and behavior reports and discuss issues and concerns with our youth. This project (grant from intervention services) is in its second year at the Second Chance School.This program is for the at risk student to help them channel and creat opportunities for success in our golbal society.

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

Social-emotional needs are being met through the MTSS leadership team. There challenge is to review records and documentation, while providing expertise and guidance in developing strategies and interventions. The team will meet two times per month to address referrals. Referral to the intervention team for academic and behavioral concern.The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Provides vision, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding school-based MTSS. Select General Education Teachers provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Select ESE Teachers (Varying exceptionalities, speech, gifted) provide information about intervention instruction participates in student data collection, collaborates with general education teachers. Reading Coach participates in student data collection and evaluation of data collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies. The Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students. The School Social Worker conducts social assessments, follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by

phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and appropriate way to accomplish the object, and the parent agrees to allow the social worker can also assist parents in finding appropriate community resources. The ESE Program Specialist is a resource for interventions and strategies in working with all students, and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences. The Project manager/ Attendance official is on staff and joins the intervention team to discuss students who have been deemed chronically absent. He reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues. The Referral Coordinator or (Guidance Counselor) drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services. Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and helps identify systemic patterns of students need with respect to language skills.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
(some of our students are on probation, DJJ program, shelters, court dates)
- One or more suspensions, whether in school or out of school
(suspensions are only given when the student refuses to comply to the rules of the school or refuses to do interventions)
- Course failure in English, Language Arts or mathematics
(course recovery on Plato, Achieve 3000, Direct teaching, individual tutoring through 50 large and America Core)
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
(the majority of our students are level 1 students)

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

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

Indicator	Grade Level						Total
	6	7	8	9	10	11	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	0	14	15	13	0	42
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	10	14	14	15	13	1	67

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

Indicator	Grade Level						Total
	6	7	8	9	10	11	
Students exhibiting two or more indicators	10	14	14	15	13	1	67

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

Baseline Midyear Data: Achieve 3000, Data Director, Pearson/Successmaker, Writes Upon Request, Teacher Test Baseline end of year Data:
 Second Chance operates a blended model in all classrooms: Plato, Achieve 3000, Direct instruction. School Psychologist :Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities, including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

Second Chance Open House, parents invited to attend guest speaker assemblies, Second Chance celebrations and other special school events, Parental Involvement Committee, Parent Liaison, School Advisory Council, and Administrators will work together to coordinate these efforts. Parent section in monthly Title I SC newsletter, Posted on Line as well as given to the students

Coordinated by Principal and the Administrative Assistant

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

Coordinated by Second Chance Guidance Counselor

Parent Resource Area: (This is a work in progress) This resource will be readily available to both parents and stakeholders. Users can access informative materials regarding responsible parenting, and ways to increase student behavior and academic achievement. Computers are also made available.

Parent Workshops: Possible workshop topics: literacy, technology, parenting skills, financial planning, increasing student achievement through the home/school connection, Leon County Virtual School, etc.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Richardson, Richard	Principal
Reilly, Roxanne	Assistant Principal
Wallace, Jameeka	Assistant Principal
Hanna, Rocky	Administrative Support

Duties

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

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

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

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

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

Title I, Part A

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

Funds will be utilized to enhance classroom technology and instruction.

Peer Counseling Courses, Positive Behavior Support (PBS) Program, Character Education Program (Urban League), Guest Speakers (local communities), Leon County Schools Anti-Gang and Anti-Bullying Initiatives and we house the 50 large program on our campus.

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
,	Business/Community
Bill Woolley	Business/Community
Amy Forehand	Teacher
Richard Richardson-	Principal
Myra King	Education Support Employee
Robin Cave	Education Support Employee
Connie Jenkins	Business/Community
Rico Cooper	Business/Community
Bob Streeter	Business/Community
Norman Billups	Business/Community

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

Second Chance will involve parents during regular School Advisory Council (SAC) meetings. The SAC will meet a minimum of three times a year to review and revise the Title I plan along with the School Improvement Plan (SIP), in addition they will be involved in deciding how funds for parental involvement will be used. The Open House/Title I meeting will convene at a time convenient for parents of participating children. All parents shall be invited and encouraged to attend this important meeting. The school will provide information and explain the requirements of Title I and the rights of parents. We will distribute the Parent Right to Know and Parent Information Resource Center (PIRC) letters, and post them in the front office, and inform parents of their rights and Title I requirements via our monthly newsletter, listserv, school website, marquee, and flyers. In the event parents need special accommodations, we will coordinate with FDLRS/ESE to ensure these needs are met. Administrators will facilitate meetings between ESOL teachers and LEP parents to make sure parents understand written information and are able to ask questions related to their children's academic progress and behavior, and school programs, functions and activities. School improvement is most effective when it involves representatives from the diversity of stakeholders in the school community working toward a consensus embraced by all to improve the school. Therefore, school advisory councils clearly have a direct role and responsibility in the state accountability system and how it is implemented at the local level.

Preparation of the school's annual budget and plan

The budget is very limited at best. This is a Second Chance alternative school that gets its budget from the district

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

- 1) Purchase supplemental resources/books and supplies for each teacher.
- 2) Fund Positive Behavior Support Program initiatives and activities.
- 3) ABE intervention program for level on infractions (this program gives the students to reflect on their behavior by answering questions that are aligned with the infraction; such as sleeping)

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

No

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Richardson, Richard	Principal
Reilly, Roxanne	Assistant Principal
Wallace, Jameeka	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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

Text dependent writing will be a gradual infusion into the curriculum.

Text dependent questioning

Achieve 3000

New reading series literacy challenge by the superintendent (Ms... Gonzalez our high school language arts teacher is coordinating this challenge)

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

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

On-going Professional Development and learning communities at GLC.

Description of Strategy Person Responsible:

1. Teacher Mentoring Program: Robin Cave

2. Provide Leadership Opportunities: Richard Richardson
3. Professional Development . All School Personnel
4. Regular Meetings of New Teachers with Administrative Staff . Richard Richardson

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

County adapted curriculum that is aligned with Florida Common Core bench marks. All instruction is monitored weekly with i-observation by administration. All teachers are updated bi weekly at PLC meeting with new ideas and curriculum.

Instructional Strategies

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

At the Second Chance School the bulk of our instuction is computer based through Plato and supplemented with direct teaching, achieve 3000, ABE, PBS activities, and numerous guidance activites.

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

Strategy: Summer Program

Minutes added to school year: 4,320

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

Strategy Rationale

This three week program concentrates on one subject at a time enhanced with extra activities after 12:00 to 3:00. This is a grant that is written for any students that need to recover credits

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Reilly, Roxanne, reillyr@leonschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Recovery classes using Plato, achieve 3000, and direct teaching. Tutoring one on one with Ameri core volunteers. Sharpe program with a mentor for each student. All teachers have a notebook with all the students schedules, grades, recovery classes. Students have weekly data chats with all students and up date the parents with telephone calls and updated grades.

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

College and Career Readiness

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

We offer Peer Counseling and Leadership courses once a week. Our Guidance Counselors are available to assist students with questions they may have regarding current school status and possible future careers.

Our school also hosts Career Days inviting local community business owners to the campus.

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

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

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

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

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

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

N/A

School Improvement Goals


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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

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

1a

G038041

Targets Supported 1b

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

Dropout Rate

Resources Available to Support the Goal 2

- Increase text complexity, text length and vocabulary level of student reading: • Teachers will intentionally develop higher-order questions in both oral and written form • Increased text length will be monitored by teachers Sm5 Reading reports QAR assessments CBM (Curriculum Based Measures) Achieve 3000 Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies. Student reading logs will be reviewed for text length. Teachers are are best resorce. We will train and and make availabel the necessary tools that teachers need so they will be sucessful in with Increaseing students' comprehension.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

Increase students' comprehension using many different learning strategies and techniques

Person Responsible

Roxanne Reilly

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Increase in reading scores with reference to comprehension

G2. Increase student scores on EOC's. 1a

G038042

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Changing instructional practices to incorporate Common Core Standards and Marzano instructional practices.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Schedule

Evidence of Completion

Teacher lesson plans and administrative observations student results from baseline testing

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

G038043

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- SRO PBS (Positive Behavior Support) implementation

Targeted Barriers to Achieving the Goal 3

- Court dates judicial issues

Plan to Monitor Progress Toward G3. 8

On going peer counseling classes, review of goals and behavior

Person Responsible

Schedule

Evidence of Completion

Decrease in new court cases

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies **1**

 G038041

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

 B091473

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

 S102361

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Schedule

Biweekly, from 8/25/2014 to 8/25/2014

Evidence of Completion

Data collected during the school year

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

Increase students' comprehension

Person Responsible

Roxanne Reilly

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Testing Data both formal and informal

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

Increase students' comprehension

Person Responsible

Roxanne Reilly

Schedule

Every 2 Months, from 8/25/2014 to 6/1/2015

Evidence of Completion

Increase in students' comprehension using of the year end data

G1.B1.S2 Daily Differentiated Accountability (DA) lessons in the area of Reading **4**

 S102362

Strategy Rationale

All of our student are taught to there ability

Action Step 1 **5**

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

Person Responsible

Roxanne Reilly

Schedule

Biweekly, from 8/25/2014 to 8/25/2014

Evidence of Completion

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

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

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

Person Responsible

Roxanne Reilly

Schedule

Biweekly, from 8/25/2014 to 8/25/2014

Evidence of Completion

Student will show growth at the end of each semester

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

Person Responsible

Schedule

Evidence of Completion

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

G038043

G3.B1 Court dates judicial issues 2

B091475

G3.B1.S1 Work with SRO and Mr. Munn in the court system Parenting classes for students and guardians of students. 50 Large is assisting with many of our students and families. 4

S102363

Strategy Rationale

Action Step 1 5

Lack of school attendance due to behavioral and judicial issues

Person Responsible

Schedule

Evidence of Completion

Increase in attendance decrease in new judicial issues.

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

Lack of school attendance due to behavioral and judicial issues

Person Responsible

Schedule

Evidence of Completion

Attendance will improve because judicial issues will decrease

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

Decrease in new judicial issues

Person Responsible

Schedule

Evidence of Completion

5% decrease in new court case for current students

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Increase students' comprehension of rigorous text through the use of reading for meaning strategies		8/25/2014	Data collected during the school year	8/25/2014 biweekly
G3.B1.S1.A1	Lack of school attendance due to behavioral and judicial issues		Increase in attendance decrease in new judicial issues.	once	
G1.B1.S2.A1	Improving the students ability to read critically,read for information.	Reilly, Roxanne	8/25/2014	bi-weekly data chats with teachers to review base line and student progress	8/25/2014 biweekly
G1.MA1	Increase students' comprehension using many different learning strategies and techniques	Reilly, Roxanne	8/25/2014	Increase in reading scores with reference to comprehension	6/1/2015 biweekly
G1.B1.S1.MA1	Increase students' comprehension	Reilly, Roxanne	8/25/2014	Increase in students' comprehension using of the year end data	6/1/2015 every-2-months
G1.B1.S1.MA1	Increase students' comprehension	Reilly, Roxanne	8/25/2014	Testing Data both formal and informal	6/1/2015 biweekly
G1.B1.S2.MA1	[no content entered]			once	
G1.B1.S2.MA1	Monitor student growth using teacher assment,achieve 3000 data,Plato growth	Reilly, Roxanne	8/25/2014	Student will show growth at the end of each semester	8/25/2014 biweekly
G2.MA1	Teachers will utilize Common Core standards and online resources. Teachers will utilize Marzano instructional practices. Teachers will monitor students for understanding and performance on a regular basis. Administrators will score teacher lesson plans weekly and do classroom evaluations.		Teacher lesson plans and administrative observations student results from baseline testing	once	
G3.MA1	On going peer counseling classes, review of goals and behavior		Decrease in new court cases	once	
G3.B1.S1.MA1	Decrease in new judicial issues		5% decrease in new court case for current students	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Lack of school attendance due to behavioral and judicial issues		Attendance will improve because judicial issues will decrease	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

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

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

PD Opportunity 1

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

Facilitator

Michael McDaniels

Participants

Second Chance teachers

Schedule

Biweekly, from 8/25/2014 to 8/25/2014

G1.B1.S2 Daily Differentiated Accountability (DA) lessons in the area of Reading

PD Opportunity 1

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

Facilitator

Michael McDaniels

Participants

Second Chance teachers

Schedule

Biweekly, from 8/25/2014 to 8/25/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0