

Leon County Schools

Second Chance At Ghazvini Learning



2020-21 Schoolwide Improvement Plan

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Second Chance At Ghazvini Learning Center

2514 W THARPE ST, Tallahassee, FL 32303

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

Demographics

Principal: Kelvin Norton

Start Date for this Principal: 11/18/2019

2019-20 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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: 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

Membership

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

Name	Title	Job Duties and Responsibilities
Norton, Kelvin	Principal	Develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with 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.
Baker, Shannon		To ensure discipline procedures, parental involvement and community partnerships are established for the school during the 2020-2021 school year,
Plair-Jordan, Joyce	Instructional Coach	The Reading Coach will be responsible for support our teachers in our efforts to raise the learning gain scores in ELA on the State Assessment.

Demographic Information

Principal start date

Monday 11/18/2019, Kelvin Norton

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

3

Demographic Data

2020-21 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

Early Warning Systems

Current Year

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Saturday 8/29/2020

Prior Year - As Reported

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - 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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	60%	61%	0%	60%	60%
ELA Learning Gains	0%	58%	59%	0%	53%	57%
ELA Lowest 25th Percentile	0%	50%	54%	0%	41%	52%
Math Achievement	0%	60%	62%	0%	57%	61%
Math Learning Gains	0%	60%	59%	0%	51%	58%
Math Lowest 25th Percentile	0%	49%	52%	0%	44%	52%
Science Achievement	0%	59%	56%	0%	54%	57%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	0%	64%	78%	0%	70%	77%

EWS Indicators as Input Earlier in the Survey															
Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
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
03	2019	0%	61%	-61%	58%	-58%
	2018	0%	61%	-61%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	57%	-57%	58%	-58%
	2018	0%	58%	-58%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	56%	-56%	56%	-56%
	2018	0%	57%	-57%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	54%	-54%	54%	-54%
	2018	0%	57%	-57%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	56%	-56%	52%	-52%
	2018	8%	54%	-46%	51%	-43%
Same Grade Comparison		-8%				
Cohort Comparison		0%				
08	2019	6%	59%	-53%	56%	-50%
	2018	0%	62%	-62%	58%	-58%
Same Grade Comparison		6%				
Cohort Comparison		-2%				
09	2019	18%	58%	-40%	55%	-37%
	2018	8%	60%	-52%	53%	-45%
Same Grade Comparison		10%				
Cohort Comparison		18%				
10	2019	10%	57%	-47%	53%	-43%
	2018	0%	58%	-58%	53%	-53%
Same Grade Comparison		10%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	63%	-63%	62%	-62%
	2018	0%	64%	-64%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	66%	-66%	64%	-64%
	2018	0%	62%	-62%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	61%	-61%	60%	-60%
	2018	0%	58%	-58%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	53%	-53%	55%	-55%
	2018	0%	59%	-59%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	7%	60%	-53%	54%	-47%
	2018	7%	55%	-48%	54%	-47%
Same Grade Comparison		0%				
Cohort Comparison		7%				
08	2019	12%	45%	-33%	46%	-34%
	2018	8%	44%	-36%	45%	-37%
Same Grade Comparison		4%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	54%	-54%	53%	-53%
	2018	0%	56%	-56%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	7%	44%	-37%	48%	-41%
	2018	23%	49%	-26%	50%	-27%
Same Grade Comparison		-16%				
Cohort Comparison		7%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	20%	70%	-50%	67%	-47%
2018	0%	69%	-69%	65%	-65%
Compare		20%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	10%	75%	-65%	71%	-61%
2018	16%	73%	-57%	71%	-55%
Compare		-6%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	81%	-81%	70%	-70%
2018	0%	79%	-79%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	61%	-61%
2018	0%	71%	-71%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	57%	-57%
2018	0%	60%	-60%	56%	-56%
Compare		0%			

Subgroup Data

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 2016-17	C & C Accel 2016-17

2018 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 2015-16	C & C Accel 2015-16

ESSA Data

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)	CS&I
OVERALL Federal Index - All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	23
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data depicts that grade 7 ELA scores were the lowest in performance. The contributing factors to these scores would be attendance, discipline, and parental involvement. The trends show that youth with underlying community issues need as much parental and school support as possible in order to see a measure of success academically and socially.

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

The greatest decline would be in the area of grade 8 Science. Again, the contributing factors to these scores would be attendance, discipline, and parental involvement.

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

The greatest gap, when compared to the State average, would be in the areas of ELA (52%) and Math (47). Again, the contributing factors to these scores would be attendance, discipline, and parental involvement. %).

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

The data that showed the most improvement was Grade 8 Science (Bio EOC-20%). The contributing factors for this increase were the purchase of IXL Science and the use in the classroom with fidelity by the Biology Teacher.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two areas of concern at the Second Chance School would be Attendance and Discipline.

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

1. Attendance
2. Discipline
3. Academic Performance
4. Parental Involvement
5. Community Support

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Implementing intensive Reading instruction for struggling students. Struggling students need increased accommodations to be successful academically.
Measureable Outcome:	30% of our matched students grade 6-12 will show learning gains on their FSA ELA State Assessment during the 2020-2021 school year.
Person responsible for monitoring outcome:	Joyce Plair-Jordan (plair-jordanj@leonschools.net)
Evidence-based Strategy:	The Second Chance School will use PLATO Recovery, IXL ELA and Achieve Data to progress monitor our student's performance.
Rationale for Evidence-based Strategy:	The implementation of an intensive Reading program along with the implementation of a Block Schedule will allow for more time on task and one to one instruction from the classroom teacher.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

Area of Focus Increase FSA Math Grades 6-8. Increasing students' foundational math skills in Middle

Description and Rationale: School will better prepare them for High School. All students grades 6-12 will have access to math programs that will help strengthen their knowledge-base in problem-solving and deductive reasoning..

Measureable Outcome: 30% of our matched students grade 6-12 will show learning gains on their FSA MATH State Assessment during the 2020-2021 school year.

Person responsible for monitoring outcome: Kelvin Norton (nortonk@leonschools.net)

Evidence-based Strategy: The Second Chance School will utilize PLATO Recovery, IXL Math, and other resources to ensure the students are meeting the State Benchmarks. All students grades 6-12 will complete Math courses with 10% higher grades on average than the previous school year. Second Chance will involve teachers in more professional development to increase instructional practices involving math.

Rationale for Evidence-based Strategy: Classroom school grades will be reviewed and monitored at each grading period. Ongoing data chats will take place with the students, parents, and faculty regarding their progress. Those that are determined to need additional help will be assigned individual tutors from FSU. .

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The administrative team will work diligently with all stakeholders to address the attendance, discipline, parental support, and community support for our students during the 2020-2021 school year. This will be accomplished by constant positive communication from every member of the leadership team and faculty. We have employed a Behavior Management Specialist for the 2020-2021 school year and this position along with our social worker will remain in constant contact with our parents and community-at-large.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Increase Parent Involvement by 5%. Second Chance will involve parents in organized and ongoing planning, review, and improvement of 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 the 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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	500-Materials and Supplies	0191 - Second Chance At Ghazvini Learning Center	School Improvement Funds		\$1,000.00
			<i>Notes: Materials and supplies will be purchased to support the teachers efforts to raise learning gains in ELA.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

Leon - 0191 - Second Chance At Ghazvini Learning Center - 2020-21 SIP

	5100	500-Materials and Supplies	0191 - Second Chance At Ghazvini Learning Center	School Improvement Funds		\$1,000.00
			<i>Notes: Materials and supplies will be purchased to support the teachers efforts to raise learning gains in ELA.</i>			
Total:						\$2,000.00