

Leon County Schools

Success Academy At Ghazvini Learning



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	14

Success Academy At Ghazvini Learning Center

854 BLOUNTSTOWN ST, Tallahassee, FL 32304

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 6-12</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>100%</p>
---	---	---

<p>Primary Service Type (per MSID File)</p> <p>Alternative Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>82%</p>
---	--	--

School Grades History

<p>Year</p> <p>Grade</p>		<p>2017-18</p>
--	--	-----------------------

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://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

Our mission at The Success Academy is to create a unique and adaptable educational environment that will meet student needs and aspirations, allowing students to excel in the curriculum at an accelerated pace and to recover from academic deficiencies. We strive to assist students in reaching their highest potential and achieving the goal of earning high school diplomas. We will create partnerships between students, parents, community and the school. Through open lines of communication, we will promote the development of a community of life-long learners ready to be successful both academically and professionally.

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 and position title for each member of the school leadership team.:

Name	Title
Richardson, Richard	Principal
Brown, Wilfred	Assistant Principal
McDaniel, Michael	Assistant Principal
Zackery, Pat	Assistant Principal

Duties

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

Principal Richard Richardson, Assistant Principal Wilfred Brown, Assistant Principal Michael McDaniel, and Assistant Principal Patricia Zachery will 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

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	0	0	0	0	0	0	6	15	28	40	50	20	12	171
One or more suspensions	0	0	0	0	0	0	7	27	32	16	22	18	10	132
Course failure in ELA or Math	0	0	0	0	0	0	14	21	35	58	62	24	20	234
Level 1 on statewide assessment	0	0	0	0	0	0	7	32	48	30	28	30	14	189

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	7	15	28	16	22	18	10	116

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
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Wednesday 10/17/2018

Year 2016-17 - 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
Attendance below 90 percent	0	0	0	0	0	0	9	16	30	45	45	11	8	164
One or more suspensions	0	0	0	0	0	0	6	25	34	18	24	19	11	137
Course failure in ELA or Math	0	0	0	0	0	0	15	20	36	60	60	20	10	221
Level 1 on statewide assessment	0	0	0	0	0	0	7	31	45	32	26	31	11	183

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	15	20	36	60	60	20	10	221

Year 2016-17 - 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
Attendance below 90 percent	0	0	0	0	0	0	9	16	30	45	45	11	8	164
One or more suspensions	0	0	0	0	0	0	6	25	34	18	24	19	11	137
Course failure in ELA or Math	0	0	0	0	0	0	15	20	36	60	60	20	10	221
Level 1 on statewide assessment	0	0	0	0	0	0	7	31	45	32	26	31	11	183

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	15	20	36	60	60	20	10	221

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

6th Grade ELA, 7th Grade ELA, 6th Grade Math, and Geometry were 0%.

Which data component showed the greatest decline from prior year?

Geometry EOC showed the greatest decline from prior year by -14%.

Which data component had the biggest gap when compared to the state average?

Civics EOC had the biggest gap by -61%.

Which data component showed the most improvement? Is this a trend?

Biology EOC showed the most improvement by 15%.

Describe the actions or changes that led to the improvement in this area

Our Biology teachers went to district training.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	0%	55%	53%
ELA Learning Gains	0%	52%	53%	0%	48%	49%
ELA Lowest 25th Percentile	0%	37%	44%	0%	37%	41%
Math Achievement	0%	52%	51%	0%	54%	49%
Math Learning Gains	0%	42%	48%	0%	45%	44%
Math Lowest 25th Percentile	0%	42%	45%	0%	39%	39%
Science Achievement	0%	64%	67%	0%	64%	65%
Social Studies Achievement	0%	77%	71%	0%	77%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	6 (9)	15 (16)	28 (30)	40 (45)	50 (45)	20 (11)	12 (8)	171 (164)
One or more suspensions	7 (6)	27 (25)	32 (34)	16 (18)	22 (24)	18 (19)	10 (11)	132 (137)
Course failure in ELA or Math	14 (15)	21 (20)	35 (36)	58 (60)	62 (60)	24 (20)	20 (10)	234 (221)
Level 1 on statewide assessment	7 (7)	32 (31)	48 (45)	30 (32)	28 (26)	30 (31)	14 (11)	189 (183)

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
06	2018	0%	57%	-57%	52%	-52%
	2017	13%	54%	-41%	52%	-39%
Same Grade Comparison		-13%				
Cohort Comparison						
07	2018	0%	54%	-54%	51%	-51%
	2017	0%	53%	-53%	52%	-52%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		-13%				
08	2018	10%	62%	-52%	58%	-48%
	2017	7%	59%	-52%	55%	-48%
Same Grade Comparison		3%				
Cohort Comparison		10%				
09	2018	5%	60%	-55%	53%	-48%
	2017	11%	56%	-45%	52%	-41%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				
10	2018	9%	58%	-49%	53%	-44%
	2017	16%	57%	-41%	50%	-34%
Same Grade Comparison		-7%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	59%	-59%	52%	-52%
	2017	0%	53%	-53%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	3%	55%	-52%	54%	-51%
	2017	9%	56%	-47%	53%	-44%
Same Grade Comparison		-6%				
Cohort Comparison		3%				
08	2018	11%	44%	-33%	45%	-34%
	2017	3%	48%	-45%	46%	-43%
Same Grade Comparison		8%				
Cohort Comparison		2%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	15%	69%	-54%	65%	-50%
2017	0%	69%	-69%	63%	-63%
Compare		15%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	10%	73%	-63%	71%	-61%
2017	12%	71%	-59%	69%	-57%
Compare		-2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	13%	79%	-66%	68%	-55%
2017	24%	80%	-56%	67%	-43%
Compare		-11%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	6%	71%	-65%	62%	-56%
2017	19%	78%	-59%	60%	-41%
Compare		-13%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	60%	-60%	56%	-56%
2017	14%	60%	-46%	53%	-39%
Compare		-14%			

Subgroup Data

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 2016-17	C & C Accel 2016-17

2017 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

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Implement intensive instruction for struggling students.
Rationale	Struggling students need increased accommodations to be successful academically.
Intended Outcome	Struggling students will perform better academically.
Point Person	Kassie Jones (jonesk8@leonschools.net)
Action Step	
Description	Our ESE teachers will conduct trainings for our teachers to more effectively provide needed accommodations.
Person Responsible	Kassie Jones (jonesk8@leonschools.net)
Plan to Monitor Effectiveness	
Description	Student grades will be reviewed and analyzed at each reporting period.
Person Responsible	Michael McDaniel (mcdanielm@leonschools.net)
Activity #2	
Title	Increase Success Academy's FSA Math Grades 6-8
Rationale	Increasing students' foundational math skills in Middle School will better prepare them for High School.
Intended Outcome	Students will complete 6th, 7th, and 8th Grade Math courses with 10% higher grades on average than the previous school year.
Point Person	Orlando Burch (burcho@leonschools.net)
Action Step	
Description	GLC will involve teachers in more professional development to increase instructional practices involving math.
Person Responsible	Orlando Burch (burcho@leonschools.net)
Plan to Monitor Effectiveness	
Description	School grades will be reviewed and monitored at each grading period.
Person Responsible	Michael McDaniel (mcdanielm@leonschools.net)

Activity #3

Title	Students will participate in at least one science based research project.
Rationale	Increasing reading level and research skills will give the students strategies to be more effective in science.
Intended Outcome	Students will learn research skills and increase reading levels.
Point Person	Chris Weider (weiderc@leonschools.net)

Action Step

Description	Science students will work with the Media Center to develop at least one science based project.
Person Responsible	Chris Weider (weiderc@leonschools.net)

Plan to Monitor Effectiveness

Description	Grades for final projects will be given at the Science Expo at the end of the year.
Person Responsible	Michael McDaniel (mcdanielm@leonschools.net)

Activity #4

Title	Students will use, analyze, and graph data.
Rationale	Students struggle with graphs and data charts in tests and daily coursework. It also helps improve math skills
Intended Outcome	Students will be able to read graphs and charts more fluently, gather information, and answer questions in a variety of formats
Point Person	Anastasia Bowman (bowmana@leonschools.net)

Action Step

Description	Charts and graphs will taught throughout the year by teachers in the classroom according to Florida Standards.
Person Responsible	Anastasia Bowman (bowmana@leonschools.net)

Plan to Monitor Effectiveness

Description	Assessments throughout the year.
Person Responsible	Michael McDaniel (mcdanielm@leonschools.net)

Activity #5

Title Show one year of growth in reading

Rationale Required to pass the FSA

Intended Outcome Reading scores

Point Person Sean Willett (willetts@leonschools.net)

Action Step

Description Following the curriculum guide. Assessing through lexile reading.

Person Responsible Sean Willett (willetts@leonschools.net)

Plan to Monitor Effectiveness

Description Lexile scores though the achieve system

Person Responsible Sean Willett (willetts@leonschools.net)

Activity #6

Title Improve writing scores

Rationale Writing scores are a part of the FSA

Intended Outcome By improving reading ability, the students will improve their reading and overall FSA scores.

Point Person Sean Willett (willetts@leonschools.net)

Action Step

Description Students will go biweekly to the Media Center and work with the media center and classroom to produce research papers each Semester.

Person Responsible Sean Willett (willetts@leonschools.net)

Plan to Monitor Effectiveness

Description Grades on research papers and improvement over the semester.

Person Responsible Sean Willett (willetts@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Increase Parent Involvement by 5%. The Success Academy will involve parents in an 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 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 Success Academy. Feedback from discussions in SAC meetings, and parent and teacher conferences will also be used to measure our success in increasing parent involvement at Success Academy. Feedback will be used to develop the next year's School Improvement and Title I Plans.

PFEP Link

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

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

- Mentors assigned to students identified with concerns;
- Connect students to agencies who have Cooperative Agreements or are on campus (CCYS, Turn About, etc);
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

Principal Richard Richardson , Assistant Principal Wilfred Brown, Assistant Principal Michael McDaniel, and Assistant Principal Patricia Zachery will: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and

activities.

Title I, Part A -The Success Academy 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). Supplemental services and materials are provided to Title I students to support academic achievement on the state’s challenging standards and benchmarks.

Title I, Part D - Additional funding will be utilized to enhance classroom technology and instruction.

Violence Prevention Programs - Violence Prevention Programs will include Peer Counseling Courses, Positive Behavior Support (PBS) Program, National Red Ribbon Week Activities and the annual Leon County Schools Anti-Gang and Anti-Bullying Initiatives.

Nutrition Program - The Success Academy is part of a National Lunch Program that requires school districts to reevaluate cafeteria pricing annually in an effort to adequately remain current with costs. To this end Leon County has worked with Nutritional Services and The Success Academy now offers free breakfast and free lunch to all students. Leon County is hopeful that this will lessen the economic burden for our 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 The Success Academy.

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- 'College Knowledge' display boards in the guidance wing used to increase student awareness about post secondary opportunities.
- The use of the HMH Collections® curriculum to increase rigor in English Language Arts classes in middle and high schools
- Guidance counselors work with students to inform and support with post secondary graduation and college readiness goals and provide resources.
- Partnership with WFSU and monthly luncheons with career professionals to provide awareness with students about post secondary college and career opportunities.

Part V: Budget

Total:	\$0.00
---------------	---------------