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# Second Chance At Ghazvini Learning Center

860 BLOUNTSTOWN ST, Tallahassee, FL 32304

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School KG-12</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>Alternative Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>92%</p>

## School Grades History

Year Grade	2017-18

## 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

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 in society.

#### Provide the school's vision statement

##### Vision

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 its students.

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.

### 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**

The Principal's duties will be to oversee the overall mission of the school and ensure that all goals are on track to be met. He will oversee weekly administration meetings where student data will be analyzed, including, but not limited to: assessment, behavior, and attendance data. He will also lead monthly faculty meetings where information will be discussed with faculty and staff.

The assistant principal of curriculum will disseminate data collection for classwork, grades, and daily lessons. Curriculum data will be presented to the administrative team and faculty as needed to adjust and improve instruction. The APC will also be meet monthly with department heads and pass information and discuss issues affecting the school at the faculty level.

The Assistant Principal of Administration will track attendance and behavior along with ensuring that the school is operational and safe. Students at GLC have additional behavior and attendance issues beyond the average student in our school system. They will analyze and assess data to improve attendance and behavior.

### **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** 30% of matched students will score 75% or higher on 30% of activity scores.  
**Rationale** So that students can increase level of performance.  
**Intended Outcome** The activity score report will be ran and matched students will be identified by comparing FTE in August to FTE in March.  
**Point Person** Wilfred Brown (brownw@leonschools.net)

Action Step

**Description**

**Person Responsible** [no one identified]

Plan to Monitor Effectiveness

**Description**

**Person Responsible** [no one identified]

**Activity #2**

**Title** 30% of matched students will increase their math district progress monitoring score by five points with each assessment.  
**Rationale** The desired outcome is to increase student achievement and level of understanding.  
**Intended Outcome** Math improvement will be measured using district progress monitoring for math. The data will be retrieved from the Leon County School District and matched students will be identified by comparing FTE in August to FTE in March.  
**Point Person** Wilfred Brown (brownw@leonschools.net)

Action Step

**Description**

**Person Responsible** [no one identified]

Plan to Monitor Effectiveness

**Description**

**Person Responsible** [no one identified]

**Activity #3**

**Title**

**Rationale**

**Intended Outcome**

**Point Person**

[no one identified]

**Action Step**

**Description**

**Person Responsible**

[no one identified]

**Plan to Monitor Effectiveness**

**Description**

**Person Responsible**

[no one identified]

**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%. Second Chance will involve parents in an organized and ongoing planning, review, and improvement of the Title I D 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 with parent activities and the School Improvement Plan. The SAC will approve the Parental Involvement Budget, School Improvement Plan Budget, the school's AYP information, and the SPAR Report. The spring 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 next year's School Improvement Plan.

**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**

Social-emotional needs are being met through the MTSS leadership team. They are charged with reviewing records and documents, while providing expertise and guidance in developing strategies and interventions. The team will meet twice per month to address referrals. Referral to the intervention team for academic and behavioral concerns. The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students.

Selected general education teachers provide information about core instructions, participate in student data collection, and collaborate with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Selected ESE teachers (varying exceptionalities, speech, gifted) provide information about intervention instruction, participate in student data collection, and collaborate with general education teachers. The guidance counselors participate in student data collection and evaluation of data, collaborate 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/ Behavior Specialist 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 objective. The parent agrees to allow the social worker to find appropriate community resources.

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

Second Chance will offer the following:

LCVS Curriculum, recovery classes using Plato, achieve 3000, and direct teaching.

Tutoring one on one with AmeriCorps volunteers and FSU mentors.

SHARPE program with a mentor for each student and bi-weekly meetings.

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 followed by personnel from Second Chance as a safety net.

**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 D**

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), SHARPE Program, (working with 20 students that are suppose to leave us in December) Leon County Schools Anti-Gang and Anti-Bullying Initiatives.

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.

**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 personal development 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 Panther's Luncheon where we invite local community business owners to the campus (monthly).

**Part V: Budget**

<b>Total:</b>	<b>\$0.00</b>
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