

The School District of Palm Beach County

Seagull Academy



2015-16 School Improvement Plan

Seagull Academy

6250 N MILITARY TR, Riviera Beach, FL 33407

www.seagull.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	Yes	70%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

SAIL's mission is to provide multi-sensory individualized education which is designed to successfully transition its students with a developmental disability from high school to employment or post-secondary education and independent living.

Provide the school's vision statement

To improve the transitional success rate of students with developmental challenges from high school to independent living.

School Environment

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

Each student that enrolls at SAIL is scheduled to tour the facility with their parents. This meeting allows us to become acquainted with the students, their parents and learn more about the specific learning needs of the students as well as gain knowledge of their family dynamics and inquire about the students' history. This information is invaluable as we partner in the student's educational development. Teachers are sometimes given the opportunity to participate in the tour. Families are encouraged to call with issues, questions and concerns and view the SAIL staff as part of the team. Our approach is to engage parents with positive partnering methods. Teachers are encouraged to embrace all cultures by ensuring classroom materials are reflective of SAIL's student population.

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

SAIL classroom staff to student ratio is 1:7. Each classroom seats at most 14 students, thus 2 staff members (a highly qualified instructor and a paraprofessional) is assigned to each class. A family counselor is available to the students throughout the day to assist with students needs. The Administration is available for classroom behavior/management support. Part of the student curriculum is social skill training, thus students receive further support as indicated in small groups to continue their growth, learning appropriate social skills including self advocacy. Paraprofessionals also hold monthly character education student seminars, both in-class and school-wide to aid in the development of moral reasoning, social and emotional learning, violence prevention, and non-bullying of students. Given the fact that some SAIL students are non-verbal, a surveillance system is available to provide accurate information about incidents and act as a deterrent. Staff are all trained in classroom and behavior management techniques and have web access to support any areas of interest and needs development. Also, a behavior therapist is available to assist with implementation of behavior plans, positive reinforcement techniques, and for consultation on behavioral issues with challenging students. A weekly staff meeting is held to review student progress, address issues and concerns. The meeting consist of the school administrators, instructors, paraprofessionals, job coach, family counselor and the case managers. Students are supervised at all times by staff, even during the lunch break staff will sit among the students to encourage appropriate socialization and also from class to class during transitions in the

hallway.

There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students, whether they are in general education and natural contexts. SAIL has a partnership with Dreyfoos in which special education students interact in Best Buddies along with various internships. Dreyfoos students were also invited to the SAIL prom.

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

Prior to enrollment students and parents are provided a handbook denoting expectations of the student, parent and school. The behavioral policy is reviewed with each parent and student. Students are required to follow the behavioral policy, however in the event of a violation an incident report is written and follow-up on by the family counselor and/ or the administrator or designee. Parents are informed, recommendations reviewed and appropriate actions implemented.

All students are placed on a daily or weekly point system where the student have a chance to earn points towards a preferred activity. Behavior is influenced through positive reinforcement or consequences such as not getting a preferred activity. A behavior therapist is available to assist staff with on-going training in behavior management techniques, positive reinforcement strategies and to impose consequences to modify behavior. Parent workshops are also conducted by the Behavior Therapist to educate parents on use of these techniques in the home.

Due to the student population SAIL serves, students may ask for a hall pass to see the family counselor or ask for a break to implement a self directed method to recover.

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

Seagull Academy students are all ESE students with an IQ of 85 or lower. Seagull Academy provides each student access to a family counselor to support their social-emotional needs on a as needed basis. Seagull also support students and their families to access community resources through a case manager. Seagull also may refer families to Chrysalis Center for family counseling and child welfare assistance. Each instructor is ESE certified to teach a subject.

Seagull has partnered with Best Buddies where students Dreyfoos students, a Magnet Highschool, to form friendships and the chance to mentor.

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

Seagull Academy serves ESE students, therefore all SAIL students have been through the RTI process and determined to require an individualized educational plan. The district standard FAA Test is administered to each student however many do not meet the minimum reading level required. However student progress is assessed by the implementation of other tracking instruments: Reading Eggs, SRI, Star Math, Study Island, teacher-made assessments, including Dolch for ELL 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
	12	
Attendance below 90 percent	2	2
One or more suspensions	0	
Course failure in ELA or Math	0	
Level 1 on statewide assessment	0	

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

Indicator	Grade Level	Total
	12	
Students exhibiting two or more indicators	2	2

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

Each student receives an individualized education plan to target their goals, measuring their growth. Families are given support of the family counselor and case manager to assist with the appropriate referrals to community resources when warranted.

Students are supported in the classroom with individualized instruction, small learning groups, and one on one tutoring as required. Families are invited to visit and discuss issues of concern at anytime. In the event of excessive absent, the follow-up involves either a phone call or a home visit by the family counselor or the administer of education.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/48822>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

This year SAIL has expanded it community partnership to include the Dreyfoos baking cooking club where Dreyfoos highschool students bake with Seagull Students. Sun Coast CHS Culinary Club students. This group of students have developed a culinary program that integrates SAIL students and a Sun Coast student (acting as the mentor) at local restaurant. Both students benefit from the experience as well as educating the employment sector and possibly the public about students with a disability. The program also includes a food demonstration at the school 3 -4 times per year for the entire SAIL student

population.

Dreyfoos School of the Arts student initiated the Best Buddies Program last school year and have returned this year. The Dreyfoos students engage in appropriate music and film activity that promote positive social interactions.

Both groups will team up to assist with a fundraiser- The Art and Science of Food. All student families will be invited as well as community corporate sponsor to support financially and participate.

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:

Name	Title
Moore, Linda	Principal
Dominguez, Danielle	Assistant Principal

Duties

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

Principal - ultimate oversight and responsibility of MTSS and SIP; provides direction to team to ensure appropriate academic and behavioral supports are available; allocate funds

Assistant Principal-assist in providing direction to team in academic and behavioral supports; make recommendations; assist in the classroom.

ESE classroom teachers - implement appropriate academic and behavioral supports; make recommendations

Family Counselor - provide support to instructors, assist in classroom, make recommendations; assist with assessments

Employment Specialist - make recommendations and provide feedback based as related to vocational skill development

Members of the school-based MTSS Leadership Team will meet to develop the SY16 SIP. Topics for discussion will include, but are not limited to, the following: student performance on the FAA and strengths and weaknesses of educational programs.

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

Members of the school-based RtI Leadership Team will meet to develop the SY16 SIP. Topics for discussion will include, but are not limited to, the following: student performance on the FAA and strengths and weaknesses of educational programs.

Title I program insures that SAIL students, all of whom have already been found to be eligible for ESE services, receive the individualized/remedial education that they require. Title I contributes to funding available for professional development activities, effective and appropriate reading instruction, and parental involvement. Specifically, Title I funds supplement the salary of a reading paraprofessional, who provides direct instruction and support to students during small group activities and whole group reading instruction. A portion of the fund will be used for attending Charter School conference in October.

Title I, Part C- The school will coordinate with the district for eligible migrant students.

Title II- SAIL will participate with district sponsored PD opportunities.

Title III- SAIL will solicit help from the Multicultural Department for possible ELL/LEP assistance and support.

Title X- SAIL will coordinate with the district for eligible Homeless students.

Violence Prevention Program: SAIL incorporates the district-wide implementation of single school culture, as well as appreciation of multicultural diversity. Anti-bullying culture is reinforced with individual and small group support with the family counselors, within the classroom and addressed in general.

Career and Technical Education: Two employment specialists, who act in partnership with Workforce Alliance and local employers, will provide students with needed job skills and ongoing support that will enhance their capability for full-time employment.

Job Training: The supported employment component of the SAIL curriculum, as well as principles included in the Life-Centered Education (LCCE) curriculum, serve to provide training in areas such as completion of job applications, the creation of resume, effective interviewing skills, appropriate job attire, and social skills for employment. We maintain a partnership with the Veteran's Hospital, Publix and Peggy Adams Animal Rescue League that will further student development of vocational and occupational skills.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Parent	

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

Last year, SAIL had a SACC Committee but we do not have a SACC Committee this year. However, we do have a group of parents that have volunteered to meet to review to provide input and review the SIP. Last year comments included that the FAA and other curriculum assessments monitored educational gains other instruments should be researched to monitor life skill gains for SAIL ESE student population.

Development of this school improvement plan

The parent council will evaluate and approve the SIP, provide feedback to improve the educational outcomes for all students.

Preparation of the school's annual budget and plan

The budget was presented denoting the expenditure items at the Annual Meeting.

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

No funds have been allocated due to no needs identified at this time.

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

Charter schools are exempt from Florida Statue Section 1001.452. Section 1002.33(16) states that charter schools are exempt from all the statues in Chapter 1000-1013, except for those statues specifically listed. Section 1001.452 is not among those specifically listed.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Moore, Linda	Principal
Dominguez, Danielle	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will utilize Reading Eggs, Lakesore Decoding/Fluency, Reading Advantage, Caught Reading and News for You (supplement) , all functional reading programs, developed and designed specifically to assist struggling readers to make learning gains in reading. This program will be individualized to each specific student and will focus on developing literacy skills that will prepare each student to advance in his/her chosen field of employment.

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

Teachers are encouraged to work collaboratively. They meet on a daily basis to discuss student issues, classroom strategies and teaching methods. The Lead teacher mentors new instructors. Having a small team of 3 instructors and 3 paraprofessionals enables the staff to meet as often as needed. Instructors have opportunity to meet before and after the student school day, ensuring matters are dealt with timely. A weekly staff meeting is held to review student issues and noteworthy news, program assessment, upcoming events (school, agency wide and within the community), agency news and schedule of professional development opportunities.

Special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

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

SAIL endeavors to:

1. Partnering new teachers with veteran staff
2. Provide opportunity for teachers to collaborate and plan with peers.
3. Offer a variety of professional development opportunities based upon stated needs of teachers and staff
4. Meet regularly with new teachers
5. Ensure referrals to hire are certified and highly qualified instructor
6. Partner with Palm Beach State College to allow students who are going to school to become a teacher the opportunity to do field experience hours.
7. Vacant positions are advertised in Craig lists, Indeed.com, internal posting, referrals, Teacher to Teacher .com., other social service agencies, and inquiries to local colleges and universities.

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

New teachers to SAIL and teachers with less than 3 years teaching experience are mentored by an instructor with more than 5 years teaching experience. Mentor to demonstrate how to incorporate reading instruction into daily lessons and will model innovative instructional techniques within the classroom.

The mentor and mentee will meet on a bi-weekly basis to review lesson plans and discuss student progress. Mentor will also observe mentee in teaching activity at least once every two weeks, after which feedback and coaching will be provided. Lead teacher in place for guidance and mentoring.

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

SAIL serves students with Intellectual Disabilities; InD. Currently our curriculum complies with FSSS Access Points and is in compliance with the new Common Core Connecting Points when they are approved by the FI DOE. Our curriculum also requires extra accommodations as all of our students have Individual Education Plans.

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

Students are tested 4 times per year using level appropriate testing, this includes for students who are in the severe InD range, using Star Math, Reading Eggs, the SRI, and Dolch, in addition to the FAA which is annually. Students portfolios are reviewed by the classroom teachers weekly to verify comprehension and learning success of the current assignments. Daily classroom monitoring is done by the teacher as well as the RTI programs used for small group classroom work and homework assignments named Reading Eggs, and Study Island. Results of these on-going data collection is used to modify assignments with hard bound and online material from Study Island and Unique Learning for Reading, Science, Social studies and Math.

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: Extended School Day

Minutes added to school year:

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Moore, Linda, lmoore@seagull.org

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

N/A

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

N/A

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

The students at Seagull Academy graduate with a Special Diploma, which does not satisfy the entrance requirements of a four-year postsecondary educational programs. Each student who is of appropriate age and who has demonstrated sufficient skills to begin the process of career exploration works closely with a job coach/employment, who in turn collaborates with the students instructors in order to facilitate the efficient acquisition of job readiness skills. For those students who seek to engage in post-secondary vocational programs, tutoring and individualized study materials are offered to promote the highest possible level of student success. Off site internships are also made available to further develop student employment skills.

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

The curriculum utilized at Seagull Academy is guided by the concepts included within the Life Centered Career Education Curriculum, published by the Center for Exceptional Children. The core components of this program are Personal/Social Skills, Occupational Skills and Daily Living Skills. It is the mission of Seagull Academy to prepare students for independent adult living; therefore, students received direct and specific instruction as to how lesson content relates to their ultimate goal of achieving their maximum level of independence. This year we have a grant to build a kitchen that will be used for teaching students how to cook recipes and learn restaurant skills that will prepare the student for a job in a restaurant. Also, Seagull has a ranch where students have the opportunity to

grow and harvest fruits and vegetables and create recipes these vegetables which include canning fruits into jams.

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

Students at Seagull Academy cannot participate in traditional postsecondary learning opportunities, public or private, because the academic requirements needed for a Special Diploma are less rigorous than those of a Standard Diploma. They are, however, eligible to seek certificates in a variety of Post Secondary Adult Vocational areas.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** If SAIL will optimize instructional time and deliver 1:1 instruction to low performing students in reading and math, then the students' gains should be noted: reading 5% and math 5% on both FAA, SRI and Dolch sight words.
- G2.** Increase student achievement following FSA.

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. If SAIL will optimize instructional time and deliver 1:1 instruction to low performing students in reading and math, then the students' gains should be noted: reading 5% and math 5% on both FAA, SRI and Dolch sight words. 1a

G075072

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	4.0
FAA Mathematics Achievement	4.0

Resources Available to Support the Goal 2

- Title I
- FTE
- Supportive grants from other organization

Targeted Barriers to Achieving the Goal 3

- Limited 1:1 instructional time
- Lack of parental support to academics
- New Academic Requirements

Plan to Monitor Progress Toward G1. 8

Year end FAA, SRI and Dolch sight words data/reports and reading eggs report.

Person Responsible

Linda Moore

Schedule

Annually, from 8/17/2015 to 6/3/2016

Evidence of Completion

Analyzed the year-end FAA, SRI, Dolch sight words reports and reading eggs report.

Plan to Monitor Progress Toward G1. 8

Year end FAA, SRI and Dolch sight words data/reports, survey results

Person Responsible

Linda Moore

Schedule

Semiannually, from 1/11/2016 to 6/3/2016

Evidence of Completion

Analyzed the year-end FAA, SRI and Dolch sight words reports, survey results on the need for Newsletter

Plan to Monitor Progress Toward G1. 8

Year end FAA, SRI and Dolch sight words data/reports, training evaluation

Person Responsible

Linda Moore

Schedule

On 2/29/2016

Evidence of Completion

Analyzed the year-end FAA, SRI and Dolch sight words reports, staff evaluation about training

G2. Increase student achievement following FSA. 1a

G075073

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	4.0

Resources Available to Support the Goal 2

- Title I
- FTE/Operating
- STAR Math, Reading Eggs,SRI
- Study Island, Unique Learning, Cooking Lab, Ranch/Farming

Targeted Barriers to Achieving the Goal 3

- Learning disabilities
- Limited parent support

Plan to Monitor Progress Toward G2. 8

Student assessment data (SRI, Star Math, pre and post test, Reading Eggs, instructor made instruments) will be reviewed for progress.

Person Responsible

Linda Moore

Schedule

Biweekly, from 8/18/2015 to 5/29/2016

Evidence of Completion

Test scores and assessment data will be collected and stored to serve as evidence.

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. If SAIL will optimize instructional time and deliver 1:1 instruction to low performing students in reading and math, then the students' gains should be noted: reading 5% and math 5% on both FAA, SRI and Dolch sight words. **1**

 G075072

G1.B1 Limited 1:1 instructional time **2**

 B196032

G1.B1.S1 Provide classroom assistance in core content area **4**

 S207732

Strategy Rationale

Additional support in the classroom helps in learning

Action Step 1 **5**

SAIL will hire paraprofessional in reading classroom to do small group instructions that focus on sight words and improve reading skills

Person Responsible

Linda Moore

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Paraprofessional schedule, supervising teacher's schedule, student roster, reading egg progress reports

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

Ensure that both teacher and paraprofessional adhere to the schedule for reading students on roster; monitor the reading gains of students through the Reading Eggs program and through SRI data.

Person Responsible

Linda Moore

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Observation/conference notes, review of teachers' schedule and paraprofessional schedule, student roster, teacher lesson plans and reading egg reports/reading gains of student

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

Classroom walkthrough to observe teachers and paraprofessional in action

Person Responsible

Linda Moore

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Walk through notes, conference notes and students progress data

G1.B3 Lack of parental support to academics 2

 B196034

G1.B3.S1 Increase parental involvement and communication through trainings and newsletters 4

 S207734

Strategy Rationale

Parents are good partners in student achievement.

Action Step 1 5

Subscription to monthly parent involvement newsletter in Spanish and English

Person Responsible

Linda Moore

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Subscription, sample newsletter, and reimbursement request with supporting documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Purchase the subscription of the newsletter and send it home to parents in timely manner

Person Responsible

Linda Moore

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Sample newsletter sent home to parent on a monthly basis

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Survey the parents that includes the effectiveness of the newsletter

Person Responsible

Linda Moore

Schedule

Semiannually, from 1/11/2016 to 6/3/2016

Evidence of Completion

Sample survey and results

G1.B4 New Academic Requirements 2

 B196035

G1.B4.S1 Provide professional development to instructional staff to optimize student gains 4

 S207735

Strategy Rationale

Increase awareness of new standards.

Action Step 1 5

To attend FL Charter School Conference (registrations, travel, per diem, hotel accommodations and tolls)

Person Responsible

Linda Moore

Schedule

On 12/14/2016

Evidence of Completion

Out of the district travel checklist and reimbursement request with supporting documentation

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Register early for the conference and attend the conference

Person Responsible

Linda Moore

Schedule

On 11/10/2015

Evidence of Completion

Out of District Travel Checklist and Reimbursement request supporting documentation

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Disseminate information to the teachers via staff training

Person Responsible

Linda Moore

Schedule

On 2/29/2016

Evidence of Completion

PD agenda, sign in sheet, sample handouts, minutes and evaluation of the training

G2. Increase student achievement following FSA. 1

G075073

G2.B1 Learning disabilities 2

B196036

G2.B1.S1 Hire a paraprofessional for reading 4

S207736

Strategy Rationale

Assist with individual and small group instruction

Action Step 1 5

Students rotate within literacy stations to learn reading and writing strategies cooperative learning techniques and computer instruction. Students participate in systematic phonics instruction and reading workbooks at their independent level. Students participate in guided oral reading and repeated readings at their independent level using the Reading Eggs They use community sign computer software to increase their comprehension. Reading is incorporated into every class environment.

Person Responsible

Linda Moore

Schedule

Annually, from 8/18/2015 to 6/5/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Paraprofessional will work under the direct supervision of the instructor and be monitored by the Lead Instructor. Quarterly performance evaluations will be conducted by administrative staff or designee.

Person Responsible

Linda Moore

Schedule

Quarterly, from 8/18/2015 to 6/5/2016

Evidence of Completion

Schedule of services, teacher payroll and reimbursement request.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data will be collected throughout the school year. A variety of assessment tools to be used include but is not limited to the following: FAA, SRI, Reading Eggs

Person Responsible

Linda Moore

Schedule

Quarterly, from 8/18/2015 to 6/5/2016

Evidence of Completion

Evidence of effectiveness will include assignments, test scores, grades and assessment results.

G2.B1.S2 Provide more professional development opportunities for staff. 4

 S207737

Strategy Rationale

To improve classroom instruction

Action Step 1 5

Attend charter school conference in Orlando

Person Responsible

Linda Moore

Schedule

On 11/12/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Principal will choose appropriate training topics that will be most effective for SAIL population.

Person Responsible

Linda Moore

Schedule

On 11/12/2015

Evidence of Completion

Principal will bring back agendas, receipts and materials

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Principal and staff will be facilitate a training for school staff, agency administrators and board members.

Person Responsible

Linda Moore

Schedule

On 12/16/2015

Evidence of Completion

Staff training agenda, sign in sheet and board minutes.

G2.B2 Limited parent support 2

B196037

G2.B2.S1 Conduct parent trainings 4

S207738

Strategy Rationale

To improve student/parent educational partnership.

Action Step 1 5

The administrator will purchase a newsletter that promotes parent involvement with their child's education at home.

Person Responsible

Linda Moore

Schedule

Annually, from 8/18/2015 to 6/5/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Parent feedback will be solicited via SAIL survey and parent meetings, training and volunteer information sharing via phone calls and emails.

Person Responsible

Linda Moore

Schedule

Annually, from 8/18/2015 to 6/5/2016

Evidence of Completion

Message log, survey results, agenda, sign in sheet, message, feedback results

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Principal will assist Title 1 Parent Coordinator organized and implement parent training.

Person Responsible

Linda Moore

Schedule

Annually, from 8/18/2015 to 6/5/2016

Evidence of Completion

Agenda, sign in sheet, evaluations, feedback results and reimbursement.

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	SAIL will hire paraprofessional in reading classroom to do small group instructions that focus on sight words and improve reading skills	Moore, Linda	8/17/2015	Paraprofessional schedule, supervising teacher's schedule, student roster, reading egg progress reports	6/3/2016 monthly
G1.B3.S1.A1	Subscription to monthly parent involvement newsletter in Spanish and English	Moore, Linda	8/17/2015	Subscription, sample newsletter, and reimbursement request with supporting documentation	6/3/2016 monthly
G1.B4.S1.A1	To attend FL Charter School Conference (registrations, travel, per diem, hotel accommodations and tolls)	Moore, Linda	11/10/2016	Out of the district travel checklist and reimbursement request with supporting documentation	12/14/2016 one-time
G2.B1.S1.A1	Students rotate within literacy stations to learn reading and writing strategies cooperative learning techniques and computer instruction. Students participate in systematic phonics instruction an reading workbooks at their independent level. Students participate in guided oral reading and repeated readings at their independent level using the Reading Eggs They use community sign computer software to increase their comprehension. Reading is incorporated into every class environment.	Moore, Linda	8/18/2015		6/5/2016 annually
G2.B1.S2.A1	Attend charter school conference in Orlando	Moore, Linda	11/10/2015		11/12/2015 one-time
G2.B2.S1.A1	The administrator will purchase a newsletter that promotes parent involvement with their child's education at home.	Moore, Linda	8/18/2015		6/5/2016 annually
G1.MA1	Year end FAA, SRI and Dolch sight words data/reports and reading eggs report.	Moore, Linda	8/17/2015	Analyzed the year-end FAA, SRI, Dolch sight words reports and reading eggs report.	6/3/2016 annually
G1.MA2	Year end FAA, SRI and Dolch sight words data/reports, survey results	Moore, Linda	1/11/2016	Analyzed the year-end FAA, SRI and Dolch sight words reports, survey results on the need for Newsletter	6/3/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA3	Year end FAA, SRI and Dolch sight words data/reports, training evaluation	Moore, Linda	1/13/2016	Analyzed the year-end FAA, SRI and Dolch sight words reports, staff evaluation about training	2/29/2016 one-time
G1.B1.S1.MA1	Classroom walkthrough to observe teachers and paraprofessional in action	Moore, Linda	8/17/2015	Walk through notes, conference notes and students progress data	6/3/2016 monthly
G1.B1.S1.MA1	Ensure that both teacher and paraprofessional adhere to the schedule for reading students on roster; monitor the reading gains of students through the Reading Eggs program and through SRI data.	Moore, Linda	8/17/2015	Observation/conference notes, review of teachers' schedule and paraprofessional schedule, student roster, teacher lesson plans and reading egg reports/reading gains of student	6/3/2016 monthly
G1.B3.S1.MA1	Survey the parents that includes the effectiveness of the newsletter	Moore, Linda	1/11/2016	Sample survey and results	6/3/2016 semiannually
G1.B3.S1.MA1	Purchase the subscription of the newsletter and send it home to parents in timely manner	Moore, Linda	8/17/2015	Sample newsletter sent home to parent on a monthly basis	6/3/2016 monthly
G1.B4.S1.MA1	Disseminate information to the teachers via staff training	Moore, Linda	1/13/2016	PD agenda, sign in sheet, sample handouts, minutes and evaluation of the training	2/29/2016 one-time
G1.B4.S1.MA1	Register early for the conference and attend the conference	Moore, Linda	11/10/2015	Out of District Travel Checklist and Reimbursement request supporting documentation	11/10/2015 one-time
G2.MA1	Student assessment data (SRI, Star Math, pre and post test, Reading Eggs, instructor made instruments) will be reviewed for progress.	Moore, Linda	8/18/2015	Test scores and assessment data will be collected and stored to serve as evidence.	5/29/2016 biweekly
G2.B1.S1.MA1	Data will be collected throughout the school year. A variety of assessment tools to be used include but is not limited to the following: FAA, SRI, Reading Eggs	Moore, Linda	8/18/2015	Evidence of effectiveness will include assignments, test scores, grades and assessment results.	6/5/2016 quarterly
G2.B1.S1.MA1	Paraprofessional will work under the direct supervision of the instructor and be monitored by the Lead Instructor. Quarterly performance evaluations will be conducted by administrative staff or designee.	Moore, Linda	8/18/2015	Schedule of services, teacher payroll and reimbursement request.	6/5/2016 quarterly
G2.B2.S1.MA1	Principal will assist Title 1 Parent Coordinator organized and implement parent training.	Moore, Linda	8/18/2015	Agenda, sign in sheet, evaluations, feedback results and reimbursement.	6/5/2016 annually
G2.B2.S1.MA1	Parent feedback will be solicited via SAIL survey and parent meetings, training and volunteer information sharing via phone calls and emails.	Moore, Linda	8/18/2015	Message log, survey results, agenda, sign in sheet, message, feedback results	6/5/2016 annually
G2.B1.S2.MA1	Principal and staff will be facilitate a training for school staff, agency administrators and board members.	Moore, Linda	11/25/2015	Staff training agenda, sign in sheet and board minutes.	12/16/2015 one-time
G2.B1.S2.MA1	Principal will choose appropriate training topics that will be most effective for SAIL population.	Moore, Linda	11/10/2015	Principal will bring back agendas, receipts and materials	11/12/2015 one-time

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.

G2. Increase student achievement following FSA.

G2.B1 Learning disabilities

G2.B1.S2 Provide more professional development opportunities for staff.

PD Opportunity 1

Attend charter school conference in Orlando

Facilitator

Florida Consortium / Linda Moore and Staff will share best practices to staff

Participants

Principal and Staff

Schedule

On 11/12/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	SAIL will hire paraprofessional in reading classroom to do small group instructions that focus on sight words and improve reading skills				\$5,941.20
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3391 - Seagull Academy	Title I Part A		\$5,941.20
<i>Notes: Salary and benefits of Rafael Laredo</i>						
2	G1.B3.S1.A1	Subscription to monthly parent involvement newsletter in Spanish and English				\$328.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3391 - Seagull Academy	Title I Part A		\$328.00
<i>Notes: Newsletter subscription for parents</i>						
3	G1.B4.S1.A1	To attend FL Charter School Conference (registrations, travel, per diem, hotel accommodations and tolls)				\$1,001.26
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3391 - Seagull Academy	Title I Part A		\$1,001.26
<i>Notes: FL Charter School Conference Expenses</i>						
4	G2.B1.S1.A1	Students rotate within literacy stations to learn reading and writing strategies cooperative learning techniques and computer instruction. Students participate in systematic phonics instruction an reading workbooks at their independent level. Students participate in guided oral reading and repeated readings at their independent level using the Reading Eggs They use community sign computer software to increase their comprehension. Reading is incorporated into every class environment.				\$0.00
5	G2.B1.S2.A1	Attend charter school conference in Orlando				\$0.00
6	G2.B2.S1.A1	The administrator will purchase a newsletter that promotes parent involvement with their child's education at home.				\$0.00
					Total:	\$7,270.46