

The School District of Palm Beach County

Seagull Academy



2017-18 Schoolwide Improvement Plan

Seagull Academy

1201 AUSTRALIAN AVE., Riviera Beach, FL 33404

www.seagull.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	Yes	0%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Seagull Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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/guardians. This meeting allows us to become acquainted with the students, their parents/guardians, and learn more about the specific learning needs of the students as well as gain knowledge of their family dynamics and inquire about the student's 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.

b. 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) are assigned to each class. The ESE contact and other support staff are available to the students throughout the day to assist with students needs. The Administration team is available for classroom behavior/management support.

Part of the student curriculum is social skills training, thus students receive further support as indicated in small groups to continue their growth, learning appropriate social skills including self advocacy. As part of our Life Skills curriculum, SAIL provides in-class instruction in character building. This is encouraged 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 and address issues and concerns. The meeting consists of the school administrators, instructors, paraprofessionals, job coach, employment specialists, and the case manager.

Students are supervised at all times by staff, even during meals. Staff will sit among the students during meals to encourage appropriate socialization and they also lead students from class to class during transitions in the hallways.

There is a school-wide approach to facilitate positive, interdependent relationships, and social responsibility among all students, whether they are in educational or natural contexts. SAIL has a partnership with Dreyfoos School of the Arts in which our special education students interact with Dreyfoos students in Best Buddies after school hours. Dreyfoos students are also involved in SAIL fundraisers and are invited to the SAIL prom.

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

All students participate in school-wide positive behavior system that encourages positive behaviors in order to work towards a preferred activity. Behavior is influenced through positive reinforcement or consequences such as not getting a preferred activity. Staff participates in on-going training in behavior management techniques and positive reinforcement strategies. Parent workshops are also conducted 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 a preferred staff member or ask for a break to implement a self directed method to recover.

d. 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 under 90. Seagull Academy provides each student access to staff members to support their social-emotional needs on an as needed basis. Seagull also supports students and their families to access community resources and may refer families to a local agency for family counseling and child welfare assistance. Each instructor is ESE certified to teach a subject.

Seagull has partnered with the Best Buddies organization which pairs SAIL students with non-disabled peers from Dreyfoos School of the Arts (a Magnet High School). Students from both schools meet regularly to form friendships and provide mentoring.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 FSAA and Access EOC's are administered to each student based on the state schedule for testing. However many of our students do not meet the minimum reading level required. Student progress is additionally assessed by the implementation of other tracking instruments: iReady, Dolch Sight Word Lists, and teacher-made assessments.

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

1. 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	0	0	1	1	0	3	10	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	2	2

c. 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 with targeted goals. Growth is measured by goal achievement over the course of the year. Families are given support of the ESE Contact and Administration 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 absences, the follow-up involves either a phone call or a home visit by staff to help improve student attendance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/431726>.

2. Description

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

2. 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.

SAIL partners with several area businesses to provide locations where SAIL students can work with an Intern Site Supervisor to gain employment skills in the community. We reach out to new businesses each year to increase awareness of our programs and to help provide our students with new and exciting opportunities to help them reach their goals of independence.

SAIL's community partnerships also include Dreyfoos School of the Arts; two different groups of students reach out from Dreyfoos to enrich our students. The Dreyfoos Baking and Cooking Club visits SAIL and bakes with Seagull students on a regular basis. Also, members of Dreyfoos' branch of the Best Buddies program come to SAIL and interact with our students twice a month. When they are here, Dreyfoos students engage in art, music, and film activities that promote positive social interactions with our students.

Both groups from Dreyfoos as well as other community partners team up to assist with our annual fundraiser --The Art and Science of Food. All student families and community partners are invited to help with this event which funds our yearly Prom.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Moore, Linda	Principal
Brown, Amy	Other
Nobrega, Desaray	Teacher, ESE

b. Duties

1. 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

Lead Teacher - assist in providing direction to team in academic and behavioral supports; make recommendations; assist with classroom management.

ESE Classroom Teachers - implement appropriate academic and behavioral supports; make recommendations

ESE Contact - provide support to instructors; conduct IEP meetings; make recommendations; assist with assessments

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

Members of the school-based MTSS Leadership Team will meet to develop the SY18 SIP. Topics for discussion will include, but are not limited to, the following: student performance on the FSAA and Access EOC's as well as strengths and weaknesses of educational programs.

2. 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 MTSS Leadership Team will meet to develop the SY18 SIP. Topics for discussion will include, but are not limited to, the following: student performance on the FSAA and Access EOC's as well as 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.

Title I, Part C- SAIL 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 Life Skills Teacher, within the classrooms, and addressed in general throughout the school day.

Career and Technical Education: Two employment specialists, who act in partnership with Career Source, Vocational Rehabilitation, 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 Ready, Set, Work curriculum, serve to provide training in areas such as completion of job applications, the creation of a resume, effective interviewing skills, appropriate job attire, and social skills for employment. We maintain a partnership with the Veteran's Hospital, Publix, Morse Life, Habitat for Humanity, and Marriott that will further student development of vocational and occupational skills.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAIL has a group of parents that have volunteered to meet to review to provide input and review the SIP.

b. Development of this school improvement plan

The Board of Directors will evaluate and approve the SIP, and provide feedback to improve the educational outcomes for all students.

c. Preparation of the school's annual budget and plan

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

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

Reading Paraprofessional = \$6437.47
 Parent Involvement Newsletter = \$131.63

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

No

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Moore, Linda	Principal
Nobrega, Desaray	Teacher, ESE
Portee, Le'Chaundra	Paraprofessional
Ehr, Victoria	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will utilize iReady, Phonics for Reading, Learning Train, and News for You (supplement), all functional reading programs, developed and designed specifically to assist struggling readers to make learning gains in reading. These programs 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. Additionally, reading skills are built and reinforced throughout all classes.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers are encouraged to work collaboratively and 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 4 instructors and 4 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 project tasks and responsibilities while planning effective instruction and assessment for all students.

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

SAIL endeavors to:

1. Partner 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 (HQT) instructor
6. Partner with Palm Beach State College and FAU (specifically those interested in Special Education) to allow students who are going to school to become a teacher the opportunity to do field experience hours
7. Vacant positions are advertised on Craigslist.com, Indeed.com, internal posting, referrals, Teacher to Teacher .com, other social service agencies, and inquiries to local colleges and universities.

3. 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. Mentors are 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. The Lead Teacher is in place for guidance and mentoring.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 FL DOE. Our curriculum also requires extra accommodations as all of our students have Individual Education Plans.

b. Instructional Strategies

1. 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 iReady and Dolch Sight Words, in addition to the FSAA and Access EOC's which are annual. Students' classwork is 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 from iReady. Results of this on-going data collection is used to modify assignments with hard bound and online material from iReady and Unique Learning for Reading, Science, Social Studies, and Math.

2. 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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

All incoming students to SAIL, regardless of grade of entry, are provided the opportunity to tour the school with their parents/guardians, meet with teachers and staff, and sit with administration and/or the ESE Contact to ask questions and learn more about the program at SAIL. During high school, students begin to learn job skills and transportation skills. SAIL works with students to transition out of high school by providing internships, connecting with continuing services, such as Vocational

Rehabilitation, registration with APD (Agency for Persons with Disabilities), and connections with community partners as potential employers.

b. College and Career Readiness

1. 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 Standard Diploma on Access Points, which does not typically satisfy the entrance requirements of a four-year post-secondary educational programs. However, students and their families/guardians are made aware of Post-Secondary Adult Vocational programs as well as college programs for students with disabilities that provide life skills training and a college experience.

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 specialist, who in turn collaborates with the student's instructors in order to facilitate the efficient acquisition of job readiness skills. Off-site internships are also made available to further develop student employment 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.

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

The career and technical education 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 receive direct and specific instruction as to how lesson content relates to their ultimate goal of achieving their maximum level of independence.

SAIL's teaching kitchen allows our Life Skills teacher to provide our students with the opportunity to learn commercial cooking and cleaning skills as well as meal planning and nutrition. Seagull also has a ranch where students have the opportunity to grow and harvest fruits and vegetables and create recipes with these vegetables which include canning fruits into jams.

3. 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 post-secondary learning opportunities, public or private, because the academic requirements needed for a Standard Diploma on Access Points 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. As students reach transition age, they and their parents/guardians are informed about these programs and students are encouraged to pursue those that interest them.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 we implement evidence-based interventions that address students' identified needs, then we will increase the percentage of students making gains on the FSAA to 5%.

Strategic Goals Detail

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

G1. If we implement evidence-based interventions that address students' identified needs, then we will increase the percentage of students making gains on the FSAA to 5%. 1a

G095383

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	5.0
FSAA Mathematics Achievement	5.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I
- FTE
- Supportive grants from other organization

Plan to Monitor Progress Toward G1. 8

Year end FSAA, Dolch sight words data/reports, and iReady report.

Person Responsible

Linda Moore

Schedule

Annually, from 8/1/2017 to 6/30/2018

Evidence of Completion

Analyze the year-end FSAA, SRI, Dolch sight words reports, and iReady report.

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 we implement evidence-based interventions that address students' identified needs, then we will increase the percentage of students making gains on the FSAA to 5%. **1**

 G095383

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

 B256776

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

 S271593

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 8/1/2017 to 6/30/2018

Evidence of Completion

Paraprofessional schedule, supervising teacher's schedule, student roster, iReady 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 8/1/2017 to 6/30/2018

Evidence of Completion

Walk-through, conference notes with the paraprofessional, and student data/progress.

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 8/1/2017 to 6/30/2018

Evidence of Completion

Walk through notes, conference notes, and students progress data.

G1.B3 Lack of parental support to academics **2**

 B256778

G1.B3.S1 Provide families with supplemental resource to engage students at home, re-enforcing student learning. **4**

 S271595

Strategy Rationale

Parents are good partners in student achievement.

Action Step 1 **5**

Provision of iReady online curriculum log in to parents for at home/library use for students.

Person Responsible

Victoria Ehr

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Monitoring of usage monthly and written encouragement to use the program at home/library.

Action Step 2 **5**

Provide parent trainings on requested topics to further involve them in their students' education.

Person Responsible

Linda Moore

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Sign in sheets, training evaluations, invitations.

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

Provide parents/families with iReady log in information and track usage.

Person Responsible

Linda Moore

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Title I Parent survey results and student progress data.

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

Survey the parents that includes the effectiveness of the parent training and online curriculum.

Person Responsible

Amy Brown

Schedule

Semiannually, from 8/1/2017 to 6/30/2018

Evidence of Completion

Sample survey and results and training evaluation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M389372	Year end FSAA, Dolch sight words data/reports, and iReady report.	Moore, Linda	8/1/2017	Analyze the year-end FSAA, SRI, Dolch sight words reports, and iReady report.	6/30/2018 annually
G1.B1.S1.MA1  M389366	Classroom walkthrough to observe teachers and paraprofessional in action	Moore, Linda	8/1/2017	Walk through notes, conference notes, and students progress data.	6/30/2018 monthly
G1.B1.S1.MA1  M389367	Ensure that both teacher and paraprofessional adhere to the schedule for reading students on...	Moore, Linda	8/1/2017	Walk-through, conference notes with the paraprofessional, and student data/ progress.	6/30/2018 monthly
G1.B1.S1.A1  A364125	SAIL will hire paraprofessional in reading classroom to do small group instructions that focus on...	Moore, Linda	8/1/2017	Paraprofessional schedule, supervising teacher's schedule, student roster, iReady progress reports	6/30/2018 monthly
G1.B3.S1.MA1  M389368	Survey the parents that includes the effectiveness of the parent training and online curriculum.	Brown, Amy	8/1/2017	Sample survey and results and training evaluation.	6/30/2018 semiannually
G1.B3.S1.MA1  M389369	Provide parents/families with iReady log in information and track usage.	Moore, Linda	8/1/2017	Title I Parent survey results and student progress data.	6/30/2018 monthly
G1.B3.S1.A1  A364126	Provision of iReady online curriculum log in to parents for at home/library use for students.	Ehr, Victoria	8/1/2017	Monitoring of usage monthly and written encouragement to use the program at home/library.	6/30/2018 monthly
G1.B3.S1.A2  A364127	Provide parent trainings on requested topics to further involve them in their students' education.	Moore, Linda	8/1/2017	Sign in sheets, training evaluations, invitations.	6/30/2018 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

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.				\$3,184.60
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	3391 - Seagull Academy			\$940.10
<i>Notes: Professional Development</i>						
	5100	100-Salaries	3391 - Seagull Academy	Title I, Part A	1.0	\$2,244.50
<i>Notes: Salary and benefits of LeChaundra Portee</i>						
2	G1.B3.S1.A1	Provision of iReady online curriculum log in to parents for at home/library use for students.				\$2,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	360-Rentals	3391 - Seagull Academy	Title I, Part A		\$2,350.00
<i>Notes: iReady online curriculum.</i>						
3	G1.B3.S1.A2	Provide parent trainings on requested topics to further involve them in their students' education.				\$466.36
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	3391 - Seagull Academy			\$116.36
<i>Notes: Supplies for parent engagement meetings.</i>						
		510-Supplies	3391 - Seagull Academy			\$350.00
<i>Notes: Online and physical booklets for parents to work with students at home.</i>						
Total:						\$6,000.96