Broward County Public Schools

Seagull School

2022-23 Ungraded Schoolwide Improvement Plan

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Seagull School

425 SW 28TH ST, Fort Lauderdale, FL 33315

[no web address on file]

Demographics

Principal: Charisse Merchant James

Start Date for this Principal: 7/1/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Commendable 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Seagull Alternative High School is to provide students with a safe environment where they can demonstrate academic, social and emotional improvement.

Provide the school's vision statement.

The vision of seagull Alternative High School is to empower every student to become a productive citizen who demonstrates positive character traits and pursues college and career opportunities.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Seagull Alternative High School is a center school located in Fort Lauderdale. Seagull Alternative High School is one of only a few schools in Broward County to have a licensed day care center on site. Students with
children can bring their child to school and have their child cared for while they attend classes. The students enrolled at Seagull enter one of the programs or a combination of programs; direct teaching; the teacher imparts content of the curriculum with creative pedagogies, blended curriculum; online computer-based programs and teacher direct instruction.
At Seagull the students are supported by a wide array of support personnel, programs and community partnerships. The students are supported by the school counselors, a social worker, a family counselor, an ESE specialist, an ESE support teacher, an ESOL support staff member, a literacy coach and various other support staff members. The staff at Seagull provides a personalized approach to the student education and overall success.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Lee, Kelvin	Principal	Instructional leader and oversees school operations.
Nichols, Kendra	Assistant Principal	Instructional leader and oversees school operations.
Taylor Johnson, Tami	Other	Principal's secretary and office manager. Oversees the school improvement process.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Monday 7/1/2019, Charisse Merchant James

Total number of students enrolled at the school.

129

Total number of teacher positions allocated to the school.

28

Number of teachers with professional teaching certificates?

28

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

3

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

2022-23

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	1	1	1	0	0	3
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	7	23	36	181	248
One or more suspensions	0	0	0	0	0	0	0	0	1	4	12	11	36	64
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	7	11	7	18	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	2	13	12	30	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	2	1	3

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	6	16	16	114	153

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	70	71
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	43	45

Date this data was collected or last updated

Monday 8/29/2022

2021-22 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		57%	55%					58%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		47%	42%					58%	62%
Math Learning Gains								58%	59%
Math Lowest 25th Percentile								51%	52%
Science Achievement		52%	54%					51%	56%
Social Studies Achievement		64%	59%					74%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019	0%	55%	-55%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	59%	-59%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	45%	-45%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	15%	67%	-52%	67%	-52%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	15%	67%	-52%	70%	-55%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	61%	-61%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	3%	56%	-53%	57%	-54%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD										33	
ELL										30	
BLK										37	4
HSP										20	
WHT										33	
FRL				4						31	4

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD										50	
ELL										47	
BLK										40	9
HSP										38	
FRL										37	6

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD										21	

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci. Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
ELL										14	
BLK								20		21	5
HSP											
FRL								17		15	7

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	7
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	44
Total Components for the Federal Index	6
Percent Tested	69%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	20
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	13
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Seagull Alternative High School's Area of Focus was ELA. Students are enrolled at various times throughout the school year. Read 180, provided an opportunity for Seagull's reading teachers to administer diagnostic tests and to continue progress monitoring students when they arrived on our campus.

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

In 2022 mathematics showed the greatest improvement. Pull-outs and push-ins were conducted during the school year. Seagull also conducted after school camps for mathematics and targeted students from all subgroups to attend.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

ELA continues to be the greatest area in need of improvement. In 2021, 47 percent of students made learning gains. In 2022 only 35 percent of students tested made learning gains. Read 180 will continue as the tool to be used for progress monitoring for all subgroups.

What trends emerge across grade levels, subgroups and core content areas?

There was an increase in the percentage of students making learning gains in mathematics across the subgroups and all grade levels. There was a decrease in the percentage of students making learning gains in ELA from 2021 to 2022. Progress monitoring will continue in ELA across all subgroups.

What strategies need to be implemented in order to accelerate learning?

Data chats with teachers and students. Lesson planning for acceleration and monitoring students in all subgroups while focusing on the subgroups that have not met 32 percent of the Federal Index for three consecutive years: English Language Learners, Black/African American Students, Hispanic Students and Economically and Disadvantaged Students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Staff development on diversity will be conducted to address the needs of different subgroups: students with disabilities, African American students, white students, Hispanic students and economically disadvantaged students Staff development for Enlish Language Learners will be conducted to address the needs of English Language Learners. Staff development on unwrapping the ELA standards will also be conducted.

Areas of Focus:

#1. Other specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Thirty five percent of students made learning gains in ELA in 2022. This is a decrease of seven percent from 2021.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 42 percent of students tested will make learning gains in ELA based on the state assessment (progress monitoring) instrument.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly collaborative meetings will be conducted to review student progress and to discuss strategies to monitor student progress.
Person responsible for monitoring outcome:	Kelvin Lee (kelvin.lee@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Explicit vocabulary instruction across all classrooms and curriculums.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Vocabulary is essential for reading comprehension especially for older students.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Reading, language arts and social studies teachers will meet monthly to plan lessons together.
2. The literacy coach will conduct trainings specifically geared towards all teachers in Writing Across the Curriculum (WAC).
3. Data chats will be conducted on a quarterly basis with teachers to discuss and monitor student progress.
4. Teachers will assess students and monitor mastery of ELA standards.
5. Teachers will chart progress and provide remediation and enrichment for students.
6. Pull-out and push-in sessions will be conducted by the ESSER teacher and Literacy Coach for struggling students.

Person Responsible	Kelvin Lee (kelvin.lee@browardschools.com)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Six subgroups have not met the 41 percent threshold according to the Federal Index. Monthly collaborative meetings will be conducted to review student progress and to discuss strategies to monitor student progress.

#2. Other specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Seagull's graduation rate for 2020 was 36 percent. Seagull's graduation rate for 2021 decreased to 32.7 percent.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, Seagull Alternative High School's graduation rate will increase 3 percentage points (from 32.7 percent to 35.7 percent).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monthly Leadership Team meetings will review graduation data and students not meeting requirements in order to graduate.

Person responsible for monitoring outcome:

Kelvin Lee (kelvin.lee@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students will be instructed in SAT and ACT test preparation.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Meeting testing requirements is the reason many students are not meeting graduation requirements.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Guidance director will send out a bi-weekly "Student Credits Remaining List" to all teachers.
2. Teachers will monitor the list to ensure they are providing the necessary coursework for students.
3. Guidance director, Brace Advisory and Testing Coordinator will monitor students to ensure they are registering for every testing opportunity to meet graduation testing requirements (reading and mathematic.
4. ELA and mathematics teachers will conduct tutoring sessions to assist students with curriculum and test preparation strategies.
5. During monthly Leadership Team meetings, graduation data and students not meeting requirements in order to graduate will be reviewed and solutions discussed.

Person Responsible

Kelvin Lee (kelvin.lee@browardschools.com)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The graduation rate includes all students including the six subgroups not meeting the 41 percent threshold according to the federal index. Monthly Leadership Team meetings will review data for students not meeting graduation requirements with a focus on the six subgroups not meeting the 41 percent threshold according to the federal index.

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Identify students with 5 unexcused absences within a 30-day period. At the earliest possible date, schedule parent conferences with an administrator, teachers, school counselor, and/or school social worker. This conference is intended to educate parents about their responsibility to report absences and identify barriers to
regular school attendance.

Every week of school, the administrative team will review weekly reports from "Opti-Spool" that provide a preliminary list of students that may be exhibiting a pattern of nonattendance. The administrative team will determine next steps for each student with the guidance from one or more support team members: guidance counselor, behavior specialist, ESE specialist, social worker and family counselor.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The school website will include information on attendance and absences as well as how to report an absence.

ParentLink communications will be sent to all stakeholders, that will include brief messages about the attendance goal and school attendance.

Appropriate staff will call and/or email parents to re the attendance goal and verify excused absences as needed.

Administration will regularly share information about the attendance goal and the current state of attendance at staff meetings, parent conferences, PTA/PTSA meetings, SAC meetings, SAF meetings, student assemblies, morning announcements, school newsletters, and ParentLink communications (SAC is the School Advisory Council; SAF is the School Advisory Forum).

Describe how implementation will be progress monitored.

Leadership team will monitor and review attendance. the Leadership Team will meet every month to review attendance data to help the team determine how the communication needs to students and parents.

Every week of school, the administrative team will review weekly report from "Opti-Spool" that provides a preliminary list of students that may be exhibiting a pattern of nonattendance. The administrative team will determine next steps for each student with the guidance from one or more support team member: guidance counselor, behavior specialist, ESE specialist, social worker and family counselor..

The administrative team will monitor attendance input from teachers and attendance clerks to ensure that all
students have an attendance code recorded by their teachers for every period of each school day. Monitoring the number of attendance codes per student helps to improve attendance recordkeeping practices within the school.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Identify students with 5 unexcused absences within a 30-day period. At the earliest possible date, schedule parent conferences with an administrator, teachers, school counselor, and/or school social worker. This conference is intended to educate parents about their responsibility to report absences, identify barriers to regular school attendance, and resolve the problem of nonattendance. For truancy prevention of enrolled students age 6 and up, a meeting is required by all public schools under Florida statute 1003.26(1)(b). Teachers will monitor attendance using Pinnacle and BASIS and consult with support staff for help in redirecting absenteeism behavior. The leadership team will identify students that may have a need for wrap-around services. Appropriate District staff will be included in cases that are likely to involve interventions the school cannot provide.	Lee, Kelvin, kelvin.lee@browardschools.com