**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

***Directions for School Leadership Team:*** We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

**1. Has your school made progress towards achieving the goal?**

*A. How do the structures and systems in place at your school ensure all facets of the school culture create*

 *predictable environments and a school climate that supports your SIP goal?*

*B. What are the gaps that exist between your current state and your desired state?*

*C. How will you address them between now and the end of this school year?*

**Seagull Alternative High School established the following four goals for the 2018-2019 school year:**

1. Increase the reading level of students who are currently performing at a level 1 and level 2 by 10% or one reading level by May 2019, as evidenced by the DAR Assessment.
2. Increase the percentage of graduating seniors by 4% (from 56 to 58) by the end of May 2019 as measured by Data Warehouse Reports.
3. Increase the YTD average of students attending school from 62.7% to 67% by May 2019 as measured by Data Warehouse Reports.
4. Decrease the total number of school-wide behavior referrals by at least 3% (from 155 to 150 or less) by May 2019 as measured by the Data Warehouse Reports.

 In an effort to achieve these goals, Seagull conducts school-wide assemblies each semester to review the school rules and expectations. Team leaders meet with administration bi-weekly to provide department reports and discuss student data. Monthly PLC’s are also conducted to target areas such as academics, attendance, graduation rate and behavior. RTI and CPS Team meetings are held to monitor and track positive student behavior.

 Our students are deficient in the areas of Reading and Mathematics and struggle to obtain a passing score on the FSA Reading and Algebra 1 EOC assessments. We are addressing these deficiencies by preparing our students to take the ACT, SAT and PERT assessments. The Reading Coach conducts weekly pull-out sessions during 5th and 6th period to provide students with effective ACT/SAT test-taking strategies. The Reading Coach is currently training each department on Evidentiary Writing Across the Curriculum. School-wide implementation will begin during the third quarter. PERT practice sessions are also conducted prior to the administration of the PERT assessment.

 If students obtain a passing concordant score on the ACT or SAT, this will fulfill their Reading graduation requirement. If students obtain a passing concordant score on the PERT assessment, this will fulfill their Algebra 1 EOC graduation requirement.

**2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)**

*A. What evidence do you see that a barrier has been reduced or eliminated?*

*B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*

*C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*

*D. Did you identify other barriers that could serve as effective re- entry points into the plan?*

In the past, teachers had limited time to engage in staff development. During the 2017 - 2018 school year, Seagull requested a Professional Study Day (PSD) Waiver. Our school was approved for five PSD Days and we began implementation during the 2018-2019 school year. These days are used to share best practices and effective strategies that will increase the academic rigor and reinforce college and career readiness skills for our diverse student population. The leadership team will re-evaluate the PSD topics for the 2019 - 2020 year to ensure that they are aligned with Seagull’s PSD goals. We will also select appropriate criteria to monitor progress and measure growth.

Student attendance is also another barrier that affects the academic growth at our school. Attendance is monitored on a regular basis by teachers and administration using Data Warehouse Reports. Parent/Student/Caregiver contact is made by the classroom teacher when students have three unexcused absences. A social-worker referral is then generated for five or more unexcused absences. Parent/Student/Caregiver contact and home visits are also conducted by the school’s social worker. Students who are chronically absent are also issued an attendance agreement which is closely monitored by the school’s Social Worker and Attendance Committee.

**3. Are your strategies being implemented with fidelity?**

*A. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

The strategies used are being implemented with fidelity. Monthly faculty and PLC meetings are held to discuss student data, assessments and strategies. Ongoing data chats are conducted with students by their classroom teachers along with the continued use of district approved resources and technology. College and Career Readiness activities and opportunities are also coordinated by the school’s Guidance Director, BRACE Advisor and Job Coach. Para-professionals offer instructional support by pushing into the classrooms to work with students individually or in small groups under the supervision of the classroom teacher. Students also actively participate in several mentoring programs (CARES Mentoring, Women of Tomorrow, Mr. Clemon’s Mentoring Group and other outside agencies). Strategies from the School-wide Positive Behavior Plan are used to reinforce positive behavior outside of the classroom. The progress of targeted seniors is also monitored on a monthly basis to ensure that they meet their graduation requirements. Services are also provided by the school’s Family Counselor and Social Worker to address the social and emotional needs of our students. Students are also recognized for their outstanding achievements (Attendance, Academics and Behavior) on a monthly basis.

**4. What are your benchmarks for success?**

*A. How will you progress towards your goal impact student achievement?*

*B. What is your desired state?*

*C. What gaps exist between your current state and your desired state?*

 Seagull will continue to implement and monitor strategies that will impact student achievement. Our desired goals are to increase the reading level of level 1 and level 2 students by 10% or one reading level, increase the percentage of graduating seniors by 4%, increase the YTD average of students attending school by 4.3% and decrease the total number of school-wide behavior referrals by at least 3% by May 2019. We plan to achieve these goals through the use of instructional strategies, professional development, data chats, mentoring, and continued progress monitoring.