

Miami-Dade County Public Schools

# The Seed School Of Miami



2018-19 Schoolwide Improvement Plan

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## The Seed School Of Miami

1901 NW 127 ST, Miami, FL 33167

[www.miamiseedschool.org](http://www.miamiseedschool.org)

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 6-12	Yes	97%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
Alternative Education	Yes	97%

### School Grades History

Year  
Grade

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

The SEED School of Miami is a college-preparatory, public boarding school for South Florida students. Our mission is to provide an outstanding educational program that empowers students to be successful, both academically and socially, in college and beyond.

#### Provide the school's vision statement.

SEED Miami serves students who most benefit from a 24-hour program. Our students are provided with the types of experiences, opportunities, and supports, inside and outside the classroom, that are essential to success in a college environment. Our alumni will attend high quality four-year colleges, based upon SEED's measure of green/yellow/red tier colleges and universities, and graduate from college at rates higher than their non-SEED counterparts.

SEED Miami will embody the nine principles of all SEED network schools:

- Principle #1 – College-Bound Culture
- Principle #2 – 24-hour Learning Environment
- Principle #3 – Positive Culture of High Expectations
- Principle #4 – Integrated and Engaging Program to Foster Love of Learning
- Principle #5 – Individual Student Support
- Principle #6 – Focus on Data and Continuous Improvement
- Principle #7 – Recruiting and Nurturing Outstanding Educators
- Principle #8 – Family and School Partnership
- Principle #9 – Community Relationships

### School Leadership Team

#### Membership

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

Name	Title
Padro, Nicole	Assistant Principal
O'Hara, Cristine	Principal
Thomas, Latrice	Assistant Principal
Washington, Derik	Other
Lewis, Eric	Registrar
Thomas, Theresa	Principal
Locke, Kara	Other

#### Duties

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

Kara Locke: Head of School

Dr. Locke's role is to oversee the 24-hour programmatic functions & operations of The SEED School.

She directly supports the Director of Admissions and Enrollment, the MS and HS Principals, the Director of Student Support, Director of Operations, and Dean of Students. Monitoring of the academic and social skills curriculum, student support services, and data-driven progress monitoring is overseen by the Head of School.

**Giovanna Maldonado: Director of Operations**

Ms. Maldonado oversees all operational responsibilities of the school including transportation, technology, finances, human resources, facilities, and strategic partnerships. She is responsible for managing and directing resources to the school and ensuring compliance with all external regulations and responsibilities.

**Eric Lewis: Director of Admissions & Enrollment Management**

Mr. Lewis ensures that community outreach and parent partnership are embedded into our student recruitment process. He oversees management of the application and lottery processes and our adherence to local and state regulations regarding student enrollment. Throughout the school year he manages student registration and enrollment to monitor our overall student count and tracks data regarding student and parent satisfaction and re-enrollment data.

**Cristine O'Hara: Middle School Principal**

Dr. O'Hara has direct oversight over the middle school's academic program. She is responsible for recruiting and hiring MS teachers, monitoring their progress and developing the 6th - 8th grade academic curriculum. She observes teachers informally and formally, provides professional learning opportunities, and manages our interim and state testing procedures. Using multiple forms of data, including interim assessment scores, grades, reading levels, and intervention data, she is responsible for ensuring that our students are demonstrating rigorous academic growth at SEED.

**Nicole Padro: Director of Middle School Student Affairs**

Ms. Padro has direct oversight over the middle school's Student Life program. She is responsible for recruiting and hiring MS Student Life Counselors, who work with SEED students between 4pm - 12am. She observes these staff both informally and formally, providing them with feedback and access to professional learning opportunities.

**Theresa Thomas: Middle School Principal**

Ms. Thomas has direct oversight over the high school's academic program. She is responsible for recruiting and hiring HS teachers, monitoring their progress and developing the 9th - 12th grade academic curriculum. She observes teachers informally and formally, provides professional learning opportunities, and manages our interim and state testing procedures. Using multiple forms of data, including interim assessment scores, grades, reading levels, and intervention data, she is responsible for ensuring that our students are demonstrating rigorous academic growth at SEED.

**Latrice Thomas: Director of High School Student Affairs**

Ms. Thomas has direct oversight over the high school's Student Life program. She is responsible for recruiting and hiring Student Life Counselors, who work with SEED students between 4pm - 12am. She observes these staff, both informally and formally, providing them with feedback and access to professional learning opportunities.

**Natalie Diaz: Dean of School Culture and Climate**

Our Dean of School Culture manages our Model of Care and is responsible for implementing the Boys Town methodology into our boarding school and academic program. She designs incentives to maximize positive student behavior and issues consequences as needed. She is a partner to parents and develops opportunities to collaborate with families in pursuit of student growth.

**Derik Washington: Director of Student Support**

Mr. Washington oversees the Mental Health Counselors, nursing staff, and ESE/ESOL teachers at SEED. His role is to ensure the emotional wellbeing and physical health of our students. He provides support to all teachers regarding the RTI process, accommodations for special needs students, and responding to students who may be in crisis.

Nadia Solage: Overnight Manager

Ms. Solage oversees all programmatic staff and elements from 12:00 am - 8:00 am. She is responsible for maintaining the safety of all students during this time and training and providing feedback to a staff of 6 individuals.

Collectively, the Head of School, Director of Operations, and Director of Finance meet regularly to discuss resource allocation. The programmatic leaders of the school meet weekly and discuss and determine allocation of finances towards the programmatic needs of the school such as curriculum, student support services, and activities based on the following criteria: research-based programs, match of program to student need (via data driven assessment), scope of targeted students, cost, alignment with mission, and anticipated results.

Lastly, the Head of School, Director of Operations, and Human Resource Manager respectively determine the allocation of finances towards personnel.

## Early Warning Systems

### Year 2017-18

#### 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	5	0	0	1	0	0	0	6
One or more suspensions	0	0	0	0	0	0	13	12	9	8	0	0	0	42
Course failure in ELA or Math	0	0	0	0	0	0	2	0	1	1	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	45	18	21	22	0	0	0	106

#### 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	19	12	10	10	0	0	0	51

#### 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	2	0	1	1	0	0	0	4
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### Date this data was collected

Wednesday 9/12/2018

**Year 2016-17 - As Reported**

**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	9	3	1	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	11	13	9	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	22	12	16	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	0	0	0	33	22	16	0	0	0	0	71

**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	24	28	0	0	0	0	0	52

**Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	9	3	1	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	11	13	9	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	22	12	16	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	0	0	0	33	22	16	0	0	0	0	71

**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	24	28	0	0	0	0	0	52

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Math performance continues to be an area of improvement for SEED Miami students following both the national and local trend. The average FSA score in math for a student entering SEED has historically been between a 1.7-2.7. In ELA the average FSA score in ELA for a student entering SEED has historically been between a 1.5-2.5. Therefore, by serving students who have underperformed in their previous schools, SEED measures growth progress in addition to passing rates. An average of 64% of

our students increased their score on last year's ELA FSA exam last year and an average of 44% of our students increased their score on last year's Math FSA exam last year. While this indicates value added, we aim to increase the rate and % of growth in the coming school year.

### Which data component showed the greatest decline from prior year?

Our 6th grade math scores declined from 2016/2017 to 2017/2018. We attribute this decline to several factors. First, following Hurricane Irma we accepted an uncharacteristically high number of students later than ever in the school year. We had less instructional time to work with these students than usual and therefore saw less gain with the individual students who enrolled late than those who began the school year with us.

### Which data component had the biggest gap when compared to the state average?

Math performance continues to be the area of biggest gap for our students as compared to the state average.

### Which data component showed the most improvement? Is this a trend?

The gap between our scores and state averages steadily declines over time as students at SEED progress grade levels. In other words, our 8th and 9th grade students demonstrated less of a gap in performance than our 6th and 7th grade students. This trend shows that as students grow within our program, academic achievement rises.

### Describe the actions or changes that led to the improvement in this area.

Improvements over time at SEED are indicative of the compounding effect of our program and interventions on student performance. Contributing to this improvement are: daily Targeted Instruction in Math and ELA for all middle school students, after school DEAR and Office Hour time with professors, and intensive interventions for lowest performing students.

### School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	55%	52%
ELA Learning Gains	0%	56%	53%	0%	50%	46%
ELA Lowest 25th Percentile	0%	51%	44%	0%	46%	38%
Math Achievement	0%	51%	51%	0%	39%	43%
Math Learning Gains	0%	50%	48%	0%	39%	39%
Math Lowest 25th Percentile	0%	51%	45%	0%	40%	38%
Science Achievement	0%	65%	67%	0%	62%	65%
Social Studies Achievement	0%	73%	71%	0%	67%	69%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	5 (9)	0 (3)	0 (1)	1 (0)	0 (0)	0 (0)	0 (0)	6 (13)



## EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
One or more suspensions	13 (11)	12 (13)	9 (9)	8 (0)	0 (0)	0 (0)	0 (0)	42 (33)
Course failure in ELA or Math	2 (22)	0 (12)	1 (16)	1 (0)	0 (0)	0 (0)	0 (0)	4 (50)
Level 1 on statewide assessment	45 (33)	18 (22)	21 (16)	22 (0)	0 (0)	0 (0)	0 (0)	106 (71)

## Grade Level Data

**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
06	2018	28%	53%	-25%	52%	-24%
	2017	35%	53%	-18%	52%	-17%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2018	33%	54%	-21%	51%	-18%
	2017	23%	52%	-29%	52%	-29%
Same Grade Comparison		10%				
Cohort Comparison		-2%				
08	2018	39%	59%	-20%	58%	-19%
	2017	38%	55%	-17%	55%	-17%
Same Grade Comparison		1%				
Cohort Comparison		16%				
09	2018	38%	54%	-16%	53%	-15%
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	22%	56%	-34%	52%	-30%
	2017	16%	52%	-36%	51%	-35%
Same Grade Comparison		6%				
Cohort Comparison						
07	2018	24%	52%	-28%	54%	-30%
	2017	26%	49%	-23%	53%	-27%
Same Grade Comparison		-2%				
Cohort Comparison		8%				
08	2018	18%	38%	-20%	45%	-27%
	2017	18%	39%	-21%	46%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	28%	44%	-16%	50%	-22%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	65%	72%	-7%	71%	-6%
2017	61%	69%	-8%	69%	-8%
Compare		4%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	27%	59%	-32%	62%	-35%
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

**Subgroup Data**

2018 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 2016-17	C & C Accel 2016-17
2017 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 2015-16	C & C Accel 2015-16

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** Intensive Mathematics Instruction

**Rationale** The average math FSA scores for our incoming SEED students has been significantly below grade level. Additionally the pace of growth in mathematics instruction has been less than that of reading and writing growth at SEED Miami. By developing additional time devoted to math instruction and enrichment, SEED Miami aims to improve math outcomes for our students.

**Intended Outcome** Our intended outcome is increased math performance as indicated on the FSA annual exam, the NWEA MAP Growth Assessments, and course grades.

**Point Person** Cristine O'Hara (cohara@miami.seedschool.org)

##### Action Step

**Description**

1. Double the middle school math instructional minutes each school day
2. Add an additional block go time after school (DEAL: Drop Everything and Learn) that focuses on math enrichment
3. Enhance the offering for daily math Targeted Instruction periods
4. Create a stronger school-wide culture of numeracy through activities and events that celebrate math (ex. Math Bowl, Pi Day, Numeracy Challenges, Problem of the Week, etc.)

**Person Responsible** Christopher Roblesz (croblesz@miami.seedschool.org)

##### Plan to Monitor Effectiveness

**Description** The MS and HS Principals and Assistant Principal will work with the Math Coach to monitor fidelity of these areas of improvement and implementation of the action steps listed.

**Person Responsible** Theresa Thomas (905306@dadeschools.net)

## Activity #2

**Title** Reading & Writing Instruction Across 24-Hour Program

**Rationale** Diagnostic data shows that SEED Miami incoming 6th grade students range in reading level between a level D and level W (1st-5th grades). According to diagnostic F&P testing, 33% of SEED readers register significantly below grade level in their reading comprehension, decoding, and fluency skills. Additionally, historic data shows an average writing skill level of 1.94. For these reasons, and because SEED Miami has the gift of time to embed instruction and programming into a 24-hour schedule, we will continue to prioritize reading and writing instruction across content areas and across the dorms and classrooms.

**Intended Outcome** Our intended outcome is increased reading and writing performance as indicated on the FSA annual exam, the NWEA MAP Growth Assessments, and course grades.

**Point Person** Cristine O'Hara (cohara@miami.seedschool.org)

### Action Step

**Description**

1. Small class size for reading and writing classes
2. Reading and writing classes are split into two separate courses in the middle school thus allowing double instructional time in these areas
3. Teachers College Readers and Writers Workshop training for the reading and writing teachers
4. Fountas and Pinnell assessments administered every 4-6 weeks to measure reading levels and growth of middle school students
5. Raz Kids, Flocabulary, and LLI interventions offered to kids during Targeted Instruction time
6. Daily Targeted Instruction time provided to every child for 50-minutes with fluid, homogenous, skills-based groupings of students
7. Data Days provide time for staff to analyze data on student achievement
8. Regular observation and feedback provided to instructional staff
9. DEAR and Stop, Drop and Listen time is built into the evening boarding program
10. Daily Study Hall time allows Student Life Counselors to also monitor progress of students and provide support to teachers
11. Interim assessments will be administered three times prior to state testing
12. Accommodations and personalized support is provided to ESE students

**Person Responsible** Jesika Laster (jlaster@miami.seedschool.org)

### Plan to Monitor Effectiveness

**Description** The MS and HS Principals and Assistant Principal will work with the Assistant Principal to monitor fidelity of these areas of improvement and implementation of the action steps listed.

**Person Responsible** Cristine O'Hara (cohara@miami.seedschool.org)

<b>Activity #3</b>	
<b>Title</b>	Social & Emotional Growth of Students with Early Warning Indicators
<b>Rationale</b>	Many students meeting EWIs are in need of support developing appropriate social skills and healthy emotional coping mechanisms. Enhancing these skills is a fundamental part of also enhancing these students' success in the classroom. We believe that in addition to focusing time and attention on the development of students' academic skills, intentionally growing our scholar's emotional and social wellbeing is critical to our work of college preparedness.
<b>Intended Outcome</b>	Students at SEED Miami will show an improvement in the number of social skills they have mastered and consistently demonstrated from the start to end of the school year. Additionally, they will each demonstrate improved coping skills, emotional regulation, and self-discipline through their work with members of the school's Student Support Services Team.
<b>Point Person</b>	Derik Washington (dWASHINGTON@miami.seedschool.org)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Mental Health Counselors will be assigned to each student to provide 1:1 and/or group therapy sessions to students</li><li>2. Kickboard will be used by all staff in the 24 hour program to document daily social skill areas of strength and improvement for individual students</li><li>3. Social skills of the week will be identified by the SSS department and taught by Student Life Counselors and teachers to students</li><li>4. The school's Model of Care will be utilized to teacher, reward, and redirect behaviors.</li><li>5. All SEED Miami staff will be fully trained in the Model of Care techniques and receive ongoing feedback and coaching in this area</li></ol>
<b>Person Responsible</b>	Derik Washington (dWASHINGTON@miami.seedschool.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Mr. Washington oversees the Student Support Services Team, comprised of our Deans, Mental Health Counselors, and nurses. In his role, he will manage the implementation of all steps and programs noted in the action steps list.
<b>Person Responsible</b>	Derik Washington (dWASHINGTON@miami.seedschool.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Guardians and families of SEED Miami students are a part of the SEED experience from the start of the student application process. All families are a part of the initial home visit process which involves SEED staff visiting with families at their homes in an effort to build relationships with students and guardians

early on.

Parents are required to attend a New Parent Orientation meeting each summer which introduces them to the SEED experience, staff, policies, and other families. At this orientation, they receive the Parent-Student Handbook and sign a Parent-Student Contract which acknowledges the expectations and commitment made by the SEED Miami team. Throughout the school year, guardians will serve on the EESAC team and as volunteers in the Office of Admissions and Enrollment Management.

Guardians are encouraged to visit the school to observe their children in classes according to specific protocol. They are also invited to attend events throughout the school year such as Honors Assemblies, the Dream Ceremony, Family Fun Nights, birthday celebrations, and writing celebrations.

Staff provide families with feedback on student progress through phone calls, weekly progress reports, and through the parent portal. Families and students will receive by mail IEP Report Cards indicating progress toward IEP goals from ESE teachers and related services providers with the report card for each marking period (quarterly).

SEED Miami utilizes a digital data platform called Kickboard which is used to document student grades, behavior data, RTI data, and assessment scores. This tool is accessible by students and parents online and each family has been provided with a login name and password for the site. Kickboard allows SEED families to access real-time data on student progress and to communicate regularly with staff.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Students at SEED are assigned a Mental Health Counselor who provides them with support in either an individual counseling or group counseling setting. These licensed clinicians are trained to provide general support to students during their transition to SEED and are also equipped to manage any crises or situational needs of a specific child. The three, full-time Mental Health Counselors work at various times of day to ensure that there is a clinician on hand during various times of the 24-hour program.

Many SEED students enter the program having mentors already through various community-based organizations. SEED encourages these relationships to continue while students are with us and actively seeks opportunities to pair students with mentors through community based organizations whenever possible.

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

The SEED School of Miami requires all new 6th grade students to attend a one-week summer Orientation program that allows them to live in a boarding school environment and take classes and participate in activities similar to our regular school year program. This allows our students to participate in a simulation of the true SEED experience prior to the onset of the new school year and eases the transition into our school.

**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.**

Collectively, the Head of School, Director of Operations, and Director of Finance meet regularly to discuss resource allocation. The programmatic leaders of the school meet weekly and discuss and determine allocation of finances towards the programmatic needs of the school such as curriculum, student support services, and activities based on the following criteria: research-based programs, match of program to student need (via data driven assessment), scope of targeted students, cost, alignment with mission, and anticipated results.

Lastly, the Head of School, Director of Operations, and Human Resource Manager respectively determine the allocation of finances towards personnel.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A