

Miami-Dade County Public Schools

The Seed School Of Miami



2020-21 Schoolwide Improvement Plan

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The Seed School Of Miami

1901 NW 127 ST, Miami, FL 33167

www.miamiseedschool.org

Demographics

Principal: Kara Locke

Start Date for this Principal: 1/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year
Grade

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SIP Authority

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Padro, Nicole	Principal	As the Middle School Director of Student Life, Ms. Padro maintains direct oversight over the after school hours for grades 6-8. 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.
Thomas, Latrice	Principal	As the High School Director of Student Life, Ms. Thomas maintains direct oversight over the after school hours for grades 9-12. 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.
Washington, Derik	Other	As the Director of Student Support Services, Mr. Washington oversees the Mental Health Counselors, nursing staff, attendance administrator, and Deans of School Culture and Climate. His role is to ensure the behavioral and emotional wellbeing and physical health of our students.
Lewis, Eric	Registrar	Mr. Lewis is the Director of Admissions and Enrollment Management and as such, he 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.
Thomas, Theresa	Principal	As the High School Principal, Ms. Thomas has direct oversight over the high school academic program. She is responsible for recruiting and hiring HS teachers, evaluating staff performance, 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.
Locke, Kara	Other	Dr. Locke's role as Head of School is to oversee the 24-hour programmatic function & operations of The SEED School of Miami. She directly supports the Director of Admissions and Enrollment, the MS and HS Principals, the Director of Student Support Services, Director of Operations, College Counselor, Development Directors, and Data Manager.
Laster, Jesika	Principal	As the Middle School Principal, Ms. Laster has direct oversight over the middle school academic program. She is responsible for recruiting and hiring

Name	Title	Job Duties and Responsibilities
		MS teachers, evaluating staff performance, 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.
Allen, Chari	Other	Ms. Allen serves as SEED Miami's ESE & ESOL Coordinator. She coaches the ESE and ESOL staff, ensures that all components of IEP's are implemented with fidelity, and collaborates with the District to monitor ESE student progress.
Augustin, Berwick	Assistant Principal	Mr. Augustin serves as the Assistant Director of Middle School Academics. In this role, he supports the academic development of 6th-8th grade students and the professional growth of teachers.
Duran, Claudette	Assistant Principal	Ms. Duran serves as the Assistant Director of High School Academics. In this role, she supports the academic development of 9th-12th grade students and the professional growth of teachers.

Demographic Information

Principal start date

Wednesday 1/1/2014, Kara Locke

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
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Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
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Early Warning Systems

Current Year

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	51	54	49	71	31	26	21	303
Attendance below 90 percent	0	0	0	0	0	0	7	11	22	25	1	5	7	78
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	6	0	0	0	0	1	0	7
Course failure in Math	0	0	0	0	0	0	3	1	1	0	1	1	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	9	14	16	27	10	18	9	103
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	8	12	25	24	20	7	11	107

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	13	21	31	35	0	0	0	100

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	1	1	0	4	2	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 9/9/2020

Prior Year - 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	
Number of students enrolled	0	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	0
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	0	0
Level 1 on statewide assessment	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - 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	0
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	28%	58%	-30%	54%	-26%
	2018	28%	53%	-25%	52%	-24%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	26%	56%	-30%	52%	-26%
	2018	33%	54%	-21%	51%	-18%
Same Grade Comparison		-7%				
Cohort Comparison		-2%				
08	2019	34%	60%	-26%	56%	-22%
	2018	39%	59%	-20%	58%	-19%
Same Grade Comparison		-5%				
Cohort Comparison		1%				
09	2019	20%	55%	-35%	55%	-35%
	2018	38%	54%	-16%	53%	-15%
Same Grade Comparison		-18%				
Cohort Comparison		-19%				
10	2019	26%	53%	-27%	53%	-27%
	2018					
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	15%	58%	-43%	55%	-40%
	2018	22%	56%	-34%	52%	-30%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	29%	53%	-24%	54%	-25%
	2018	24%	52%	-28%	54%	-30%
Same Grade Comparison		5%				
Cohort Comparison		7%				
08	2019	12%	40%	-28%	46%	-34%
	2018	18%	38%	-20%	45%	-27%
Same Grade Comparison		-6%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	11%	43%	-32%	48%	-37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	28%	44%	-16%	50%	-22%
Same Grade Comparison		-17%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	68%	-32%	67%	-31%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	73%	-25%	71%	-23%
2018	65%	72%	-7%	71%	-6%
Compare		-17%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	63%	-6%	61%	-4%
2018	27%	59%	-32%	62%	-35%
Compare		30%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	17%	54%	-37%	57%	-40%
2018					

Subgroup Data

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	10	35	45	14	29						
ELL	18	43	43	19	38	50	10	27			
BLK	27	31	25	27	39	45	25	45			

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
HSP	27	45	36	29	43	31	28	45			
FRL	28	35	28	30	40	40	21	49			
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

ESSA Data

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)	CS&I
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

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 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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Mathematics achievement at SEED Miami has shown the lowest performance area based on the 2018-2019 FSA and our most current interim benchmark assessment (NWEA MAP). There are several factors contributing to last year's math performance to include a number of novice teachers within the content area, in addition to incoming students' mathematical entry level and the balancing of accelerating and remediating those skills simultaneously.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

One area of decline was Math scores across grades 6-8 on the FSA. Factors that contributed to this decline included the lack of fidelity with the implementation of the math curriculum and providing ongoing support to new teachers.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap was in Math for 6th and 8th grades. No students scored a 4+ on the FSA. Our average new 6th grade student this year is joining SEED with an average previous FSA math score of 2.8. This diagnostic data tells us that our students will need appropriate strategies and time in order to reach proficiency in math.

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

9th grade math scores showed a significant increase. Several factors contributed to this increase in proficiency. The curriculum was appropriately aligned with year-end state benchmarks and paced efficiently. Student Data Days allowed for students to partake in knowing and owning their data and contributing to action planning and establishing quarterly SMART goals.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

An area of concern from the EWS data Part I (D) is ESE student performance. We saw a significant gap between the performance of our ESE and non-ESE students this past school year. The school has developed a multi-tiered system of supports to provide intensive interventions for students who are deemed high-risk in Tier 3.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Amplifying our Mathematics curriculum support and data analysis for teachers to bolster student outcomes.
2. Implementing universal approaches to literacy instruction across all disciplines / content areas.
3. Design a personalized intervention program that can be executed in our evening programming and/or virtually.
4. Expand our advanced course offerings and external opportunities for students in an effort to strengthen their approaches to learning (i.e., critical thinking skills, research management,

collaboration, communication and writing skills)

5. Establish a MTSS (Multi-Tiered System of Supports) for all students across grade levels, exceptionalities, and other sub-groups, specifically monitoring ESE students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of****Focus****Description and****Rationale:**

In grades 6-10, 68% of students had below-average fall-to-spring mathematics growth on the 2019-2020 MAP Assessment.

Measurable Outcome:

Per our contract with FL DOE: 80% or more of our students will show growth on the statewide high stakes assessment as compared to the prior tested year.

Person responsible for monitoring outcome:

Theresa Thomas (905306@dadeschools.net)

Evidence-based Strategy:

Implement the Eureka Math curriculum with fidelity to include the module customization, data analysis of the end-of-module assessments that will drive the targeted interventions, and adaptive teaching plans for students.

Rationale for Evidence-based Strategy:

The Eureka Math curriculum, adopted by the SEED Network, is a comprehensive curriculum that carefully sequences the mathematical progressions into expertly crafted modules. When implemented with fidelity, to include the in-depth professional development and coaching, schools are very likely to experience positive mathematical student outcomes.

Action Steps to Implement

Design an intervention program that supports students in reducing their mathematical gaps

Person**Responsible**

Jesika Laster (jlaster@miami.seedschool.org)

Ongoing professional development for all math teachers and instructional support staff on the Eureka Math curriculum

Person**Responsible**

Theresa Thomas (905306@dadeschools.net)

Establish a coaching cycle and common planning time for all math teachers based on the customization of the module overview and end of the module assessments

Person**Responsible**

Theresa Thomas (905306@dadeschools.net)

Facilitate Data Days to review MAP Math Assessments results to develop intervention plans for students aligned to the learning continuum offered by NWEA MAP

Person**Responsible**

Theresa Thomas (905306@dadeschools.net)

Frequent observations of mathematics instruction by instructional coaches and school leaders with a personalized coaching plan for each teacher

Person**Responsible**

Theresa Thomas (905306@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

In grades 6-10, 59% of students had below-average fall-to-spring reading growth on the 2019-2020 MAP Assessment.

Measurable Outcome:

80% or more of our students will show growth on the statewide high stakes assessment in ELA as compared to the prior tested year.

40% of 6th grade students will demonstrate 1.25 years of growth in ELA or meet grade level equivalency.

50% of 7th grade students will demonstrate 1.25 years of growth in ELA or meet grade level equivalency.

70% of 8th grade students will demonstrate 1.25 years of growth or meet grade level equivalency.

Person responsible for monitoring outcome:

Jesika Laster (jlaster@miami.seedschool.org)

Evidence-based Strategy:

Proficient readers are independent, active, thoughtful, and construct meaning by using a variety of strategies. The formative assessment process will be used with fidelity to inform and guide small group instruction in reading and writing. Teachers will analyze data from formative assessments to form small groups and use Marzano’s literacy strategies to explicitly teach reading and writing skills.

Implementation of Fisher and Frey’s Close and Critical Reading strategies.
 Provide comprehension checks for understanding for all students.
 Communicate learning targets to all students and establish individual SMART Goals.
 Provide small group instruction based on formative assessment data analysis using level readers.
 Integration of Reading comprehension strategies in daily lessons (re-read the text, activate prior knowledge, use context clues, infer meaning, think aloud, summarize story, and visualizing-organizing).
 Conduct explicit comprehension reading lessons to provide students with tools, skills, and strategies to enhance their understanding, or comprehension, of texts.

Rationale for Evidence-based Strategy:

The implementation of high-yield instructional literacy strategies will be used to improve student capacity for learning and is based on research that has shown their effectiveness.

Writer’s Workshop follows the gradual release of responsibility, or mini-lesson model to engage students in ongoing practice of daily writing activities.

Action Steps to Implement

Professional development for literacy teachers on Fisher and Frey’s Close and Critical Reading strategies.

Person Responsible

Jesika Laster (jlaster@miami.seedschool.org)

Ongoing, job-embedded PD on the scope and sequence of the curriculum, standards-based instruction, and expectations.

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

Implement lesson plan feedback, weekly observation data, and coaching cycle of teachers.

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

Analyze formative assessment data and conduct student data days.

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

Engage students in student-led conferences using Quarterly SMART Goals to guide next steps in establishing an accountability plan for all students.

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

Leadership will conduct PLCs to support teachers and with the implementation of appropriate literacy instructional strategies.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In order to improve ESE student performance, staff will be trained in a variety of co-teaching models and strategies. Staff will create a robust service delivery model to serve students with disabilities, focusing on a variety of accommodations and modifications. In the student life program, students will be offered peer tutoring, one-on-tutoring, and differentiated group assistance. With additional supports and interventions in place, students will receive the necessary supports to successfully master course content and assessments.

Additionally, student engagement in the 24-hour model is pivotal to our success, whether we are learning in a virtual setting, hybrid model, or our traditional in-person boarding setting. Our students voice and interests are paramount, as a result we've developed a few strategies to ensure a constructive use of time in enrichment activities to order to increase student engagement. Specific priorities to increase student engagement are creating student surveys to provide feedback and voice, adapting programs to ensure student interest, and assessing the quality of enrichment programs and activities.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Guardians and families of SEED Miami students are immersed in the SEED experience from the start of the student application process. All families engage in an initial home visit process during which SEED staff visit with prospective students and their guardians at their homes in an effort to build relationships with students and families early on.

Parents are required to attend a New Parent Orientation meeting each summer which introduces them to the SEED experience, staff, policies, and campus. At this orientation, families receive the Parent-Student Handbook and sign a Parent-Student Compact which acknowledges the expectations and commitment made by the SEED Miami team, and parents as our partners. Throughout the school year, guardians serve on the EESAC team, as volunteers in the Office of Admissions and Enrollment Management, as members of our PTA, and as collaborators in our fundraising efforts.

Guardians are encouraged to visit the school to observe their children in classes according to specific protocol. They are also invited to attend extracurricular 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. Quarterly report cards are mailed home and provided at our Family-Staff Conference Days. Additionally, all of our portals include parent access features; this includes PowerSchool, Google Classroom, and Boardingware.

SEED Miami also utilizes a digital data platform called Kickboard which is used to document social skill acquisition. 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.

Parent Family and Engagement Plan (PFEP) Link

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