The Seed School Of Miami

2014-15 School Improvement Plan

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15800 NW 42 AVE, Miami Gardens, FL 33054

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	%

Alternative/ESE Center	Charter School	Minority
No	Yes	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

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 will serve students who will most benefit from a 24-hour program. Our students will have 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During the student recruitment period, prior to the school's lottery in April, every SEED Miami applicant had a home visit scheduled with 2-3 staff members and his or her family. The home visits are a chance to begin to build an authentic and trusting relationship between school personnel, students, and families. It is often the first opportunity we have to learn about the family history and cultural backgrounds of our students.
During initial staff training in July, cultural competency workshops were offered to the SEED Miami staff. The Dean of School Culture and Climate and Director of Student Support Services facilitated this training which included an opportunity for all staff to review data representing the demographics of the SEED Miami Class of 2021 and continued with conversations about cultural awareness.
During the school year staff at SEED are all expected to build positive, supportive, and healthy relationships with students and families. Staff are coached on this skill during initial Model of Care workshops and during trainings hosted by the Search Institute. Many of our staff members live on campus and/or host extracurricular activities which both become opportunities for students and staff to bond and connect in meaningful ways. Students are encouraged to share their cultural traditions with our community through their involvement in clubs & activities, by participating in school wide events, celebrations and rituals, and during classes and HALLS lessons.

Describe how the school creates an environment where students feel safe and respected before, during and after school

SEED Miami teaches, models, and recognizes the following Core Values:
1. Respect - Being civil, cordial, courteous, and polite towards peers and adults and tolerating differences by treating others as you want to be treated.
2. Responsibility - Taking ownership and being accountable for your actions and doing what you are supposed to do for the betterment of yourself and the SEED Community.
3. Self-Discipline - Controlling your behavior and actions and doing what is expected of you without reminders.
4. Integrity - Doing the right thing even when no one is looking.
5. Compassion - Being concerned, helpful and supportive toward other people and the community and thinking about how the other person will feel before you act.
6. Gratitude – Showing appreciation of others for their gifts of time, talent, support, and effort and the desire to return kindness.

In addition to our Core Values, SEED strives to build rituals & traditions into our general programming that promote a positive and healthy school culture. For example, Community Meetings take place weekly and are a time for staff and students to come together and discuss upcoming events, celebrate successes, practice social skills, and welcome visitors. Honors assemblies are held quarterly and are open to families and supporters of our students. These events recognize students for their academic achievements and their social skill development. Annually, the Dream Ceremony, which takes place at the start of each school year, marks the significant decision of students and their families to attend a boarding school. This semi-formal assembly is open to families, supporters, staff and students. At this ceremony each student reads a Dream Statement that they work on preparing with their teachers and Student Life Counselors that captures their goals for themselves as they think towards the future.

Lastly, student leadership is important to us at SEED. It allows our children the chance to develop their voice and ability to advocate for change. In addition to everyday leadership opportunities, the following list provides a few examples of leadership opportunities at SEED:
• Clubs and activities are set up to allow students to assume developmentally appropriate levels of leadership. Sponsors facilitate increasing levels of student autonomy in making decisions, organizing activities, developing procedures, etc.
• Community Meeting leadership
• Student Ambassador Program
• Student Government Association
• Captain of sports teams (intramural and competitive)

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We believe that all students can and will learn how to conduct themselves appropriately in different environments. Knowing that students will exhibit age appropriate behavior, we endeavor to create a time and space for learning and growth when those behaviors are deemed unacceptable in our school community. Our Model of Care and disciplinary process both exist as strategic vehicles to teach and elicit appropriate behaviors while empowering students to make better decisions each and every day.

The Model of Care (MOC) is a strategic approach to creating a productive and cooperative climate for learning. It is how we govern the manner in which misbehavior is addressed. Here at SEED, correcting problem behaviors is a continuum of corrections with specific corrective strategies.

The continuum of correction includes 1) ignoring the behavior 2) non-verbal prompts 3) verbal prompts 4) corrective strategies 5) guided self correction 6) corrective teaching and 7) office referral. Each element of the continuum makes use of de-escalation strategies that include cool-down time, reality statements, specific praise, coupling statements and empathy. If the student can be redirected through one of steps 1-6, then no additional steps are necessary. When a student on the other hand

is unable to work through this process and the behavior does not stop or escalates, the student is referred to the Dean of School Culture and Climate's office or to an administrator where corrective teaching continues and could result in a consequence to include parent contact.

MOC is how we:

• consistently recognize and reward positive youth behavior when it occurs,

• correct inappropriate behavior in a supportive and nurturing manner,

• actively teach youth social skills through the 24-hour program,

• intervene during crises in ways that are mindful of a child's legal and ethical rights, and

• communicate and respond to behavior with consistency across all SEED employees.

We also use the MOC data to analyze school culture and structure to:

• pinpoint obstacles,

• create new pathways,

• build upon existing structures, and

• create a solution-oriented environment and forward movement toward desired goals and outcomes.

The MOC empowers employees by:

• coaching and nurturing them to maximum personal and professional excellence,

• building relationships that foster a climate of learning, and

• sharing responsibility across all aspects of the school in overseeing its implementation.?

Components of the Model of Care

Student Centered:

• Utilizing a repertoire of social skills a child develops over time that shapes how he or she functions in society.

• According to the model, the child is an active participant in the teaching and learning that occurs.

• The child learns positive behaviors and how to choose to use them in many different situations.

• This "empowerment," or self-help, approach combines the active participation of the child with the active teaching of the parent or caretaker.

• The strength of this approach is that it teaches children prosocial skills and helps them build healthy relationships with others.

Character Outcomes: The moral compass that enables students to distinguish right from wrong, understand why it is important to do what is right, and make good choices in their thinking and behavior is identified at SEED Miami in the Core Values (see above).

Youth Leadership Development: The attainment of social skills that allows a student to function and contribute in the daily lives of his peers, family, caretakers, and his community.

College Readiness: The presence of social skills behavior necessary for academic success such as time management and study habits included in the H.A.L.L.S. framework.

Social Skills Instruction: Explicit and implicit instruction in H.A.L.L.S. & across the school in all programs.

Incentive Based Programs: These serve to move students from extrinsic to intrinsic motivation as they grow and mature.

Data Driven Social Skill Instruction: Data gathered through observation guides the focus of taught skills.

Effective Staff Development Consultation: A process through which Direct Supervisors and assigned Trainers (Coaches) share their expertise with their employees and colleagues and provide feedback, support, and assistance for the purpose of enhancing the SEED Model of Care.

Recognition of Model Behavior

Recognizing model behavior allows students to feel reaffirmed, confident, and successful and to serve as an example to others. These strategies may also lessen the instances of off-task or disruptive behavior.

Recognition of model behavior may sound like:

o Positive praise

o A skill strength being issued by staff to students on the SEED note

o A phone call home to a parent

o A shout out at a community meeting

Recognition of model behavior may look like:

o A high five

o An award at an Honors Assembly

o An Amazing Referral on the bulletin board

o A sticker or note of commendation given by staff

o Being named Student of the Month

o Students using SEED Dollars to purchase items from the school store

o A gift card, t-shirt, pencil, or other small token of recognition given at an assembly

Recognition of model behavior may include the following privileges:

o Attending a field trip

o Attending a dance, or dessert and dance party

o Being given leadership roles in the dorm or classroom

o Being allowed to complete DEAR with soft music playing, or outdoors

o Choice activity time during PE class or extended recess time

o Lunch Monitor of the Day duty

o Head of School for the Day participation

o A dress down day

o Attending the Honor Roll breakfast

o SEED swag (jackets, ties, etc.)

Disciplinary Responses are divided into classroom-managed and Dean of School Culture & Climate managed responses. Dean of School Culture & Climate managed responses are reserved for the most serious behavior infraction. The majority of behavior infractions are expected to be classroom/dormitory-managed. The SEED School of Miami faculty members are responsible for encouraging positive behavior and for responding to infractions of school rules. The faculty member who has oversight in responding to a particular infraction of the disciplinary code will follow a specific sequence of interventions and consequences to address the infraction. This provides the type of consistency that helps with learning self-management skills. Students will know exactly what to expect if there is a rule infraction and faculty members will administer this sequence when there is an infraction of the Disciplinary Code.

I. CLASSROOM/DORMITORY MANAGED RESPONSES

REDIRECTION

Student misbehavior is initially responded to by a corrective strategy from a faculty member. Faculty may use the following Model of Care Strategies – Ignore, Non Verbal Prompts, Verbal Prompts, Corrective Strategies, Guided Self Correction and Corrective Teaching. This corrective strategy communicates that a student's behavior is inappropriate and provides fair warning to alter the behavior or face more consequences. Adults will also document the need to redirect on the student's CVC or School Note, where applicable.

REFLECTION

When a student has been given a reasonable amount of redirections, the faculty has used corrective teaching strategies and their behavior continues to be an infraction of the code of conduct, they will be assigned "Reflection." Reflection entails sitting at a designated area (where they are not allowed to talk or interact with any peers or with the faculty member). Students are expected to stay attentive to class discussions/lectures/presentations and are responsible for all assigned work. When the student has reflected and is able to self-manage behavior, then she or he will be invited once again to participate in class. Students sent to Reflection are expected to "reflect" about their behavior and to figure out what they need to do to behave in a way that is more in keeping with SEED's core values. To facilitate this process, students will fill out a "My Action Plan" (MAP) form in the middle school (and participate in a different type of reflection activity in the upper school). The MAP asks students to identify their infraction, things they will do to improve their behavior, and to identify ways that adults can help them be successful going forward. Students are expected to turn in a completed MAP to the faculty member. MAPs will be reviewed by the faculty member, and/or the Dean's Office if the student is removed from class or an activity due to an unsuccessful reflection). Depending on the infraction, a student-faculty meeting may be initiated to address the issue or conflict. Students who repeatedly

need time for reflection may receive additional consequences, such as loss of basic privileges. Students who continue to misbehave after given time to reflect will be dismissed from that setting. During Student Life activities, students will complete their MAP during or after the activity, depending on the activity. In certain situations (such as an off-campus activity) it may be impossible to have a student sit in a designated area. In this situation, student life faculty may provide the student with an alternate reflection activity or may refer them to reflection upon return to campus.

Please note that the frequency and severity of behavioral infractions will be considered when assigning consequences.

II. DEAN OF SCHOOL CULTURE AND CLIMATE OR ADMINISTRATOR RESPONSES
REFERRAL
A student receives an Office Referral for the following reasons: Serious misbehavior or school rule infraction, Behavior escalation in response to correction, and Repeated inappropriate behavior over time.

Students and staff are required to complete an office referral. Upon request, a parent/guardian may request a copy of their child's referral.

CONFERENCE
This is a meeting between the student and the Dean. During the meeting, the student is provided the opportunity to talk about what happened. The Dean of School Culture & Climate issues consequences and prepares the student to develop an apology. The Dean also prepares the teacher to accept the student's apology and to return to class and/or activity.

REFLECTION ASSIGNMENT
A written exercise given to a student to reflect upon their behavior.

COMMUNICATION WITH PARENT/GUARDIAN
A method used to inform the parent/guardian of the child's behavior and range of interventions administered i.e. phone call home, written documentation or schedule conference if necessary.

COMMUNITY RESTITUTION OR FINANCIAL REIMBURSEMENT
A social or financial repayment for violation of school rules and/or property.

APOLOGY (PUBLIC OR PRIVATE)
An apology is used as a means of returning to class and/or an activity as soon as possible. Everyone has a role – Administrator, Student and Teacher.

FOCUS GROUP
A group designed by the Dean of School Culture & Climate to focus on a particular topic (i.e. Time Management to improve tardiness).

SUCCESS PLAN
A plan between the Dean of School Culture & Climate and the student that outlines social skills training and social competence for future ability to perform a given task or set of tasks in a way that is deemed acceptable by others.

MEDIA RESOURCES
Library media resources are used to teach social skills training and social competence for a particular topic .

DENIAL OF VAN PRIVILEGES
Students can be denied the privilege of riding a school bus or van for persistent or serious violations of the Code of Student Conduct that occur on the van. The revocation of a student's van privilege may or may not impact the student's educational participation. Such action may be taken by the Dean of School Culture and Climate or Head of School, who subsequently informs the student and parent/ guardian of the denial of bus privileges and requests a parent/guardian conference. Such privileges may be restored by the Dean of School Culture and Climate of the Head of School following a conference with the parent/guardian and student when there is good reason to believe that the conduct in question will not recur.

LOSS OF PRIVILEGES
The SEED School of Miami offers students many privileges that can be taken away as a consequence for poor behavior. A loss of privileges may include a decrease in phone time, being omitted from a social activity (e.g. a dance or off-campus event), an earlier bedtime, or bedroom

restrictions.
PEER MEDIATION
The Dean of School Culture and Climate may establish a peer mediation program designed to resolve problems addressed in the Code of Student Conduct. The establishment and use of this program is solely within the Head of School's discretion.
DETENTION
The Dean of School Culture & Climate or an administrator may assign students to detention for behavior problems, tardiness or incomplete work. If a student is referred out of the classroom, an administrator may assign the student to a lengthier and more severe detention held in the mornings. Parents will be informed of a child's detention record and of office referrals upon request or during occasional calls/ letters, but families may not receive daily contact about detentions. Detention is assigned by the Dean of School Culture & Climate and an Administrator. During detention, students will be required to complete a writing assignment. Student's assigned detention may also be required to have a meeting with the Dean of School Culture & Climate and/or other staff to resolve behavioral challenges. Students are expected to use detention time constructively (sleeping is not allowed). Students can complete missed assignments, read ahead, etc. It is the student's responsibility to attend detention prepared and on time, when assigned. Students who receive excessive detentions or fail to attend detention will have further consequences.
SUSPENSION
To create and maintain a safe, supportive, fair and reliable school community and culture, The SEED School of Miami will suspend students from school only when there are serious rule infractions. A student may be suspended for one to three days according to the listed infractions in the Disciplinary Code; these longer suspensions must be approved by the Dean of School Culture & Climate and Head of School. In all cases, parents or guardians will be informed of a suspension in writing and will be required to attend a Reflection and/or Dismissal Meeting to address it. Students may also be placed on disciplinary status. (A second suspension results in an automatic increase in a student's disciplinary status from official warning to intervention, etc.).

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 each 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. Additionally, SEED is actively planning a partnership with Big Brothers Big Sisters by which more of our students may have an individual adult assigned to them. Lastly, Florida Memorial University and SEED are exploring a mentoring partnership for a handful of college Journalism students to be partnered with SEED students who also have an interest in writing.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early warning indicators used at SEED are:
1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

2. One or more suspensions, whether in school or out of school

3. Course failure in English Language Arts or mathematics

4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

For the sake of developing the 2014/15 School Improvement Plan, The SEED School of Miami pulled the 2013/14 data for our students from their 5th grade school to measure the categories above. Students from other counties were not all included in these calculations as some student records are still pending.

The following policies and early warning systems are used to address attendance concerns:

1. Written notice to families: After a student has had a minimum of five (5) unexcused absences within a calendar month, or ten (10) absences within 90 calendar days, a guardian will be advised of the unsatisfactory absences and the school will begin to provide services to process the truancy referral.

a. After 15 unexcused absences within 90 calendar days (3 consecutive months), a school administrator or designee will give written notice to the guardian to request their attendance at a Truancy Child Study Team (TSCT) meeting to discuss the attendance problem and identify potential remedies.

2. Truancy Child Study Team Committee meeting and report:

A school administrator will hold a TCST meeting with the parent on the date designated in the TCST notification. The purpose of this TCST is to:

1. Discuss the reason(s) for the student's absences.

2. Identify and recommend potential remedies/interventions.

3. Advise parents the student's absences will result in a complaint of truancy to be filed with the Department of Juvenile Justice through a referral to a social service agency as well as the District's intent to notify the Department of Highway Safety and Motor Vehicles for Driver License revocation.

4. Complete an Attendance Agreement Form

5. Truancy Child Study Team consists of:

1. School Administrator

2. Counselor

3. Parent

4. Student (when appropriate)

5. One representative of the teaching/boarding staff

3. Documentation to the Department of Juvenile Justice and/or Department of Child & Family Services:

A student who has over 15 unexcused absences for a given school year will not be promoted to the next grade and/or may be dropped from SEED Miami enrollment.

If a student accrues absences in any of the following ways he or she will be considered truant and referred to the Department of Juvenile Justice and/or Department of Child & Family Services:

1. 25 or more unexcused absences at any time within one school year

2. 10 unexcused absences within a semester

3. 10 consecutive unexcused absences

4. 15 Unexcused absences within a 90 calendar day period (3 consecutive months)

5. Any time educational neglect is suspected

The following policies and early warning systems are used to address behavioral & academic concerns:

Academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (referred to as Tier I). However, not all students respond to the same curricula and teaching strategies. As a result, some students with identified needs will receive supplemental or targeted instruction and intervention at Tier II. Finally, at Tier III, a few students with the most severe needs will receive the most intensive and individualized behavioral and / or academic support.

TIER I

Teaching Rules/Expectations: Staff establish a structured system for teaching a student rules and

expectations prior to a task/request. Such a system may be verbal, written or pictorial.

Student Repeats Rules/Expectations Prior to Transition: Staff establish a system in which a student verbally, or in written form, repeats rules/expectations prior to transition.

Preferential Seating: Staff change the seating arrangement for a student in order to address his/her specific needs.

Guardian-Staff Communication System: Staff establish a set time and method for communication between guardian and staff regarding the student's behavior and progress.

Personal Connection with Student: Staff establish set times and methods for providing special attention for a student.

Provide Additional Guidance/Extend Instruction: Staff provide the student with more specific and or modified instructions, prior to the assignment, in order to assist in general comprehension.

Increase Frequency of Task Related Recognition: Staff provide specific and consistent recognition and reinforcement for a student's on-task behavior.

Visual Schedule: Use for students in need of a structured organizational system, either pictorial or written.

Environmental Changes: Staff make various changes in the environment to accommodate the sensory needs of a student.

Use Preferred Activities as Reinforcement: Staff provide access to a preferred activity (i.e. computer time, art, listening to music, etc.) when a student engages in appropriate behavior.

Use of Tangible/Non-tangible Rewards: Staff use tangible and/or non-tangible reinforcers immediately to reward a student for engaging in positive behavior or good performance. The selected tangible/non-tangible reward must be effective for the student in question and delivered on a consistent basis.

Establish Logical Consequences for Students: Staff inform students that engaging in certain problem behaviors will result in specific consequences.

Encourage Effort to Display Appropriate Behavior: Staff provide reinforcement for a student who is trying to display the appropriate replacement behavior, even if he/she is not quite there yet. This practice will encourage the student to "keep up the good work" and eventually demonstrate the replacement behavior.

Use of Positive Referrals: Staff make positive references to the student for engaging in appropriate behavior.

Call Home to Share News of Student Effort/Success: Staff establish a system for calling the student's guardians daily/weekly in order to update them on their child's success and progress.

Assign Classroom Responsibilities for Student Recognition: Staff allow students to participate in classroom related responsibilities (i.e. line leader, clean-up after projects, message delivery person, teacher helper, etc.) in exchange for positive behavior.

TIER II

Teach/Model Communication /Social Skills: Staff teach a student appropriate methods of communication. Students who do not possess effective communication/social skills will often vent their school related frustrations in disruptive and inappropriate ways.

Task Analysis: Staff break down and make concrete the difficult tasks to ensure more success. The teacher can teach a student how to break down a task into more simplistic parts.

Practice Communication and Social Skills: After teaching appropriate communication and/or social skills techniques, the teacher may provide specific opportunities for the student to demonstrate such skills in the classroom.

Teach Positive Self Talk: Students who do not believe they are capable in various academic and/or social situations may become increasingly unmotivated to work, withdrawn, or even disruptive in order to avoid uncomfortable scenarios.

Remediation in Specific Academic Areas: Students with academic deficits may engage in problem behavior as a way to avoid difficult tasks. Implementing classroom academic interventions for remediation should reduce the need to avoid such tasks. In order to select appropriate academic interventions, staff may refer to the Student Support Team.

Use of Personal Interests for Motivation: Staff incorporate student interests into a given task or activity. The concept is that if a student finds a task/activity enjoyable or interesting, he/she is more

likely to stay engaged for a longer period of time.

Teach Alternative Behavior for Sensory Feedback: A student who engages in a certain behavior for the sole purpose of sensory feedback may be able to learn an alternate (less distracting) behavior to serve the same purpose

Teach Anger Management/Problem Solving Skills: Students who experience difficulty controlling emotions and/or lack sufficient problem solving skills are likely to engage in inappropriate/disruptive behavior when "pushed to the emotional limit" and/or frustrated. Student Life Counselors and Mental Health Counselors can assist with these efforts.

Teach Behavioral Self-Control (BSC): Students who are impulsive and/or lack self-control on a consistent basis will likely benefit from a highly structured plan that addresses self-evaluation, self-management, self-instruction, and self reinforcement.

Social Stories/Comic Book Conversations: This intervention is appropriate for students in need of understanding the social context of various social situations.

Encourage Positive Peer Connections: Provide opportunities for student to be in contact with positive peer role models.

Contract for Grades: Establish a written contract for grades with a student.

Daily/Weekly Progress Reports: Staff arrange a system for documenting the student's behavioral progress on a daily/weekly basis.

Monitoring/Redirection: Staff establish a system for monitoring a student during tasks.

Spend Individual Time with Student: When a student engages in appropriate behavior, he/she can be rewarded by arranging a specific time for teacher and student to spend time together.

Student Self-Monitoring of Progress: Staff allow the student to monitor his/her own progress.

Acknowledge Use of Replacement Behaviors: Staff reward students for engaging in established replacement behaviors.

Develop a Written Behavior Contract: Staff use a behavior contract with points, check offs, signatures, or some other indication for positive behavior can be a powerful self-reinforcement tool.

TIER III

Choice Making: Staff allow student to have some degree of control over their school activities.

Participation in Extracurricular Activities: Staff identify and encourage student to become involved in extracurricular activities such as sports, art club, music club, etc. The activity should match the individual student's interests and skills.

Student Follow-Up: This involves establishing a system for a "check-in" time during an assignment to ensure that the student fully understands a specific task or request.

Schedule Adjustment: Administrators adjust the daily schedule for a student.

Peer Mentor/Tutor Opportunity: Staff allow student to serve as a peer mentor/tutor. This can be effective even when the student him/herself is experiencing difficulties in a given skill area.

Provide Quiet Time Space: Staff provide a specific time and/or space for quiet or "cool down" purposes.

Chart and Review Daily Student Successes: Staff create a simple chart listing the replacement behavior(s) and spaces for check-offs of compliance.

Recognize Small Steps Approximating the Desired Behavior: When a replacement behavior is complex or involves several steps, it may be necessary to reinforce the student for demonstrating smaller approximations or steps of the replacement behavior. Once behaviors have been broken down into steps and taught to the student, staff reinforce the student for each approximation of the behavior.

Lastly, SEED will identify, locate and evaluate enrolled students who either have, or are suspected of having, disabilities and need specialized services as a result of those disabilities. SEED may attempt academic and/or behavior interventions prior to referring a student for an initial evaluation for exceptional education services or programming.

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

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

Indicator	Grade Level 6	Total
Attendance below 90 percent	8	8
One or more suspensions	31	31
Course failure in ELA or Math	26	26
Level 1 on statewide assessment	19	19

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level 6	Total
Students exhibiting two or more indicators	30	30

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

SEED is committed to improving the academic and socioemotional skills of all students by developing, implementing, and accounting for the growth of students in these areas. A variety of intervention programs and strategies are employed including:
1. Pull-out/small group instruction for struggling students (both general education and those students with special needs) is available daily
2. Three full time Mental Health Counselors are on staff and available throughout the day and evening program and in both group and individual counseling settings
3. Targeted Instruction (to implement researched-based interventions) is provided daily to every student for 50 minutes
4. Necessary and appropriate accommodations are offered to individual students throughout program hours
5. Related services (speech therapy, occupational therapy, adherence to medical plans and/or other services deemed necessary by the student support team)
6. Appropriate and effective professional development and support for all staff involved with students
7. Truancy prevention policies and protocol are in place and the School-Community Resource Coordinator tracks and reports attendance data daily to school leadership and the Student Support Team
8. The school uses the LLI program and Raz Kids to provide differentiated instruction to readers of various levels and the Touch Math program as an intervention for students struggling with math
9. Communication between staff and guardians allows for regular progress monitoring
10. Assistive technologies are available to students with various needs
11. Leveled classroom texts allow for differentiated instruction in each content area
12. The RTI process is utilized to provide varying levels of support to students in need of additional interventions

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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, and writing celebrations.

Staff will 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).

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Located on the campus of Florida Memorial University, The SEED School aims to support its college preparatory mission by partnering with the faculty and staff at FMU to utilize college resources in support of student achievement. Our science courses are offered in the University's School of Aviation and discussions are underway to expose SEED students to the science of aviation studies. Additionally, students at FMU who are in the journalism program will be working alongside their professors and SEED faculty to mentor a small group of SEED scholars who are interested in communications and journalism careers. Programming sponsored by the Miami Gardens Police Department will expose students to the field of criminal justice, and Thompson Hospitality will be offering cooking expos to SEED students. Each of these resources and partnerships aims to enhance our college prep learning environment and accelerate student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Locke, Kara	Principal
O'Hara, Cristine	Assistant Principal
Ceballos-Zagales, Maria	Other
Otero, Luna	Registrar
Rivera, Miguel	Assistant Principal
Gervais, Delphine	Dean
Allegra, Fran	Other

Duties

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

Fran Allegra: President
Ms. Allegra oversee's all operational responsibilities of the school including transportation, technology, finances, human resources, legislative affairs, development, facilities, and strategic partnerships. She is responsible for managing and directing resources to the school and ensuring compliance with all external regulations and responsibilities.
Kara Locke: Head of School
Mrs. Locke's role is to oversee the 24-hour programmatic functions of The SEED School. She directly support the Director of Admissions and Enrollment, the Academic and Student Affairs Coordinators, Director of Student Support, 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.
Luna Otero: Director of Admissions & Enrollment Management
Ms. Otero ensures that community outreach and parent partnership are embedded into our student recruitment process. She oversees management of the application and lottery processes and our adherence to local and state regulations regarding student enrollment. Throughout the school year she manages student registration and enrollment to monitor our overall student count and track data regarding student and parent satisfaction and re-enrollment data.
Cristine O'Hara: Academic Affairs Coordinator
Mrs. O'Hara has direct oversight over the school's academic program. She is responsible for recruiting and hiring 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.
Miguel Rivera: Student Affairs Coordinator
Mr. Rivera has direct oversight over the school's Student Life program. He is responsible for recruiting and hiring Student Life Counselors, who work with SEED students between 4pm - 12am, and the Overnight and Morning RA's who are on duty from 12am - 8am. He observes these staff, as well as teachers, both informally and formally, providing them with feedback and access to professional learning opportunities.
Delphine Gervais: 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.
Maria Ceballos-Zagales: Director of Student Support
Mrs. Ceballos-Zagales oversees the Mental Health Counselors, nursing staff, and ESE/ESOL

teachers at SEED. Her role is to ensure the emotional wellbeing and physical health of our students. She provides support to all teachers regarding the RTI process, accommodations for special needs students, and responding to students who may be in crisis.

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

The SEED School President, Fran Allegra, is responsible for managing the finances of the school and overseeing the Director of Finance. Together, President Allegra and the Director of Finance oversee the process of securing federal, state, and local funds. The Director of Finance is responsible for tracking inventory and expenses.

Collectively, the President, Head of School, and Director of Finance meet monthly 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, President, and Human Resource Manager respectively determine the allocation of finances towards personnel.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Kendra Tyson	Student
Francis Reid	Parent
Anay Abraham	Business/Community
Delphine Gervais	Education Support Employee
Kara Locke	Principal
Gila Ogle	Teacher
Valerie Hall	Business/Community
Derik Washington	Education Support Employee
Edilith Santana	Business/Community
Jaheim Gibbon	Student
Latrice Thomas	Education Support Employee
Gustavo Saravia	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

N/A

Development of this school improvement plan

The SEED EESAC team will review, discuss, and modify the School Improvement Plan as necessary. Each EESAC meeting will include a discussion about the effectiveness of the plan, fidelity of implementation, and tracking of improvements.
In the first EESAC meeting of the 14-15 school year, the group discussed the SIP and made revisions and edits to the plan. They then voted to approve the plan pending the agreed upon modifications.

Preparation of the school's annual budget and plan

The 2014-2015 EESAC team will continue to discuss and determine the use of the required student appropriation towards a specific school improvement initiative. In the first meeting, the team moved to allocate money towards the training of staff and purchase of the Wilson Reading program to support our struggling readers.

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

N/A

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

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
O'Hara, Cristine	Assistant Principal
Ceballos-Zagales, Maria	Other
Locke, Kara	Principal
Laster, Jesika	Teacher, K-12
Augustin, Berwick	Teacher, K-12
Fagan, Leeanne	Other
Louis, Sherley	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT is comprised of one reading teacher, one writing teacher, one ESE teacher, our Academic Coordinator, the Director of Student Support, the Head of School, and one Student Life Counselor. This team is responsible for tracking and analyzing literacy data to include interim assessment scores (reading and writing) and Fountas and Pinnell reading levels. Using this data analysis process, the team will engage in curricular planning and design school wide literacy initiatives.
The LLT will survey students and staff on their literacy needs in order to create a feedback loop between all staff and the leadership team. The team will educate families on the SEED literacy model and engage them in the process of improving and accelerating students' reading and writing skills.
The LLT is responsible for developing the staff at SEED in their knowledge of the Florida State Standards, Readers and Writers Workshop, and the Fountas and Pinnell leveled reading

assessments. They are also responsible for advising on resource allocation and ensuring that students have access to engaging and appropriate texts in all classrooms and at home.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The on-boarding process at SEED began July 01, 2014 when all staff began a 6-week training period. During this time, staff were educated about SEED's mission, history and beliefs. Additionally, workshops about RTI, the Florida State Standards, and the Boys Town program for classroom management were provided to staff. In August, the team flew to Baltimore, Maryland to meet the SEED DC and SEED MD staff and enjoy a day of professional learning together across the network schools.
Teachers at SEED have two daily planning periods as well as a lunch period built into their schedule every day. These planning periods are utilized for collaborative planning, post-observation conferences, meetings with parents, and seeking out resources for classrooms. In addition to daily planning time, professional development is provided at weekly staff meetings. These meetings are scheduled, planned, and led by the Student Affairs Coordinator and Academic Coordinator. Topics of meetings include instructional pedagogy, data analysis, Model of Care, and supporting struggling students.
During the school year there are professional development days scheduled for staff to come together across disciplines and roles to collaborate as one unified SEED team. Half of these days are scheduled as "Data Days." On these days all staff are placed on a small team and use protocols to engage in data analysis using interim assessment and reading assessment data to guide the inquiry group discussion. In the afternoon, staff action plan for reteach weeks to target struggling students or concepts that need review.

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

SEED strives to recruit and retain highly qualified teachers who will maximize student achievement. Positions are posted both locally and nationally. Preferred educators are those who have 3 or more years of relevant experience and proven results increasing student performance and advancing student achievement. Interviewees take part in traditional phone interviews with leadership team members. Finalists are then invited to a half-day interview that requires planning and/or teaching a demo lesson, analyzing student achievement data and using it to action plan, and sharing a portfolio with the administrative team. SEED offers a competitive benefits package and also supports the cost of continuing education for those who are advancing their education in the field of education.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

As SEED grows and increases the size of the teaching staff, more experienced and higher ranking teachers will be partnered with newer staff to support their needs. In our startup years, the Director of Student Support, Academic Coordinator, Dean of School Culture, and Student Affairs Coordinator will be providing mentoring to the less experienced staff in an effort to provide guidance and support. Additionally, support from Boys Town coaches will lend mentorship and coaching feedback to staff.
As a school within the larger SEED network, SEED Miami staff may benefit from the mentoring of other SEED DC and SEED MD teachers who have worked within the SEED model and system for a longer tenure.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

SEED teachers utilize the Florida State Standards in their curricular planning and as instructional guidelines. The standards-based curriculum encompasses the state content area frameworks. Our rigorous course sequence is also consistent with college entrance expectations. Staff use a backwards design method to construct the pacing and curriculum maps for each class which outline the sequence of state standards for each school year.

The school emphasizes both a strong STEAM program and a robust humanities program through rigorous classes, interdisciplinary assignments and projects, and external experiences to appeal to the talents and interests of all students. Additionally, literacy and 21st Century skills are integrated into all academic and student life curricula to prepare students to become productive members of a global society.

Our student life curriculum combines life skills training (study skills, home chores, financial management, etc.) with character education and offers authentic experiences that allow students to demonstrate their independence in ways that are consistent with SEED's core values (responsibility, respect, self-discipline, compassion, and integrity), and that build a culture of hard work and perseverance.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

SEED Miami believes strongly in a continual focus on student achievement and data-driven action planning. At the student level, SEED relies on diagnostic and formative assessments to assess student abilities, measure learning, and refine instruction. Our interim assessments are aligned with the Florida Standards and the Florida State Assessment. Every six to eight weeks interim assessments gauge student learning, growth, and progress towards standards mastery. Students who need additional support will receive it through targeted tutorials, study hall, and Targeted Instruction.

The school uses baseline academic achievement data to prepare for new students. This data includes 5th grade FCAT scores as well as Fountas and Pinnell reading levels of students.

Based on the data listed above, materials and/or instruction is differentiated to support the learning of all children. In the middle school classrooms, print material such as textbooks, novels, informational texts, dictionaries, and magazines are offered for a range of readers ensuring that all scholars are able to access content knowledge while also improving reading skills. Materials are also differentiated to support various learning orientations (visual, kinesthetic, auditory learners, etc.) and to support students of different home language backgrounds. All instructional materials are research-based and comprehensive in nature to allow for differentiation in the classroom.

In the classroom, teachers differentiate learning by process or product. When they differentiate by process, they alter the manner in which kids learn or explore a concept. For example, students may learn through the use of a variety of learning materials, or the use of different teaching tactics. Product differentiation allows children to show what they know in different ways. The teacher is able to assess learning based on these differentiated products that often tap into a variety of learning modalities.

Lastly, flexible targeted instruction groupings allow students to get support in a particular area until they demonstrate mastery at which point they can be moved into a new group or to a new concept. These groups meet once a day for a full 50 minute period.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 86,000

SEED Miami operates 24 hours per day, five days per week, providing students with a rigorous college-preparatory curriculum in a safe, secure boarding school environment.

Strategy Rationale

Under-one roof, SEED's model provides the critical 24-hour supports necessary for all children to realize their potential, including academic, residential, mental health, physical health, social and enrichment programs. As documented by the research outlined in the prior section, SEED's comprehensive boarding model is uniquely designed to fulfill our school mission statement, including success in college.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Locke, Kara, klocke@miami.seedschool.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

o College acceptance rates
o Interim Assessment scores by grade, content area and teacher (6-8 weeks)
o Grade Point Average (quarterly)
o Fountas & Pinnell reading levels
o Florida State Assessment Scores (annual proficiency)
o Middle school completion rate (Annually)
o School attendance (Monthly)
o Student referral data (monthly)
o School climate surveys (facilities walkthroughs and student, staff and parent satisfaction surveys)

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal　　**B =** Barrier　　**S** = Strategy

`1` = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1.　　Students at The SEED School of Miami will demonstrate improved reading and writing skills through content area literacy instruction in all classrooms and an emphasis on literacy in the evening hours.

G2.　　Students who meet early warning indicators will demonstrate academic and social/emotional growth.

G3.　　Students at SEED will engage in STEAM learning opportunities and be exposed to career opportunities in these fields during daytime and evening programming.

G4.　　SEED will provide monthly opportunities for parents to collaborate with staff by taking part in student learning opportunities on campus.

Strategic Goals Detail

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

G1. Students at The SEED School of Miami will demonstrate improved reading and writing skills through content area literacy instruction in all classrooms and an emphasis on literacy in the evening hours. `1a`

🔑 G044484

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	
FSA - Mathematics - Proficiency Rate	
Math Gains	
FSA - English Language Arts - Proficiency Rate	55.0
FCAT 2.0 Science Proficiency	
Math Lowest 25% Gains	

Resources Available to Support the Goal `2`

- Small class size for reading and writing classes

- Teachers College Readers and Writers Workshop training for the reading and writing teachers

- Fountas and Pinnell assessments administered every 4-6 weeks to measure reading levels and growth of students

- Raz Kids, Flocabulary, and LLI interventions offered to kids during Targeted Instruction time

- Daily Targeted Instruction time provided to every child for 50-minutes with fluid, homogenous, skills-based groupings of students

- Data Days provide time for staff to analyze data on student achievement

- Regular observation and feedback provided to instructional staff

- Reading and writing classes are split into two separate courses allowing double time in these areas

- DEAR and Stop, Drop and Listen time is built into the evening boarding program

- Daily Study Hall time allows Student Life Counselors to also monitor progress of students and provide support to teachers

- Interim assessments will be administered three times prior to state testing

- Accommodations and personalized support is provided to ESE students

Targeted Barriers to Achieving the Goal `3`

- Diagnostic data shows that our students range in reading level between a level A and level W (K-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.

- SEED student FCAT scores show an average score of 1.94 on their last FCAT writing assessment.

- Feeder school student attendance data indicates that previously, many SEED students registered 3 or more unexcused absences.

Plan to Monitor Progress Toward G1. 8

The Academic Coordinator and Student Affairs Coordinator will conduct classroom observations, and provide staff with feedback and coaching.

Person Responsible
Cristine O'Hara

Schedule
Weekly, from 10/13/2014 to 6/5/2015

Evidence of Completion
During weekly leadership team meetings, the Head of School will ensure that the Academic Coordinator and the Director of Student Support Services are properly monitoring progress towards this goal.

Plan to Monitor Progress Toward G1. 8

SEED leaders will gather F&P reading levels and interim assessment scores three times this school year and will collaboratively analyze this data with staff to measure progress and action plan for improvement.

Person Responsible
Cristine O'Hara

Schedule
On 10/13/2014

Evidence of Completion
Data Days (which occur 3 times per school year), will provide the opportunity for staff to collectively analyze the student achievement data related to this goal by reviewing F&P scores and interim assessment data.

Plan to Monitor Progress Toward G1. 8

The Academic Coordinator and Student Affairs Coordinator will observe DEAR, Stop, Drop & Listen and other reading programs during the evening program.

Person Responsible
Miguel Rivera

Schedule
Weekly, from 10/13/2014 to 10/13/2014

Evidence of Completion
During weekly leadership team meetings, the Head of School will ensure that the Academic Coordinator and the Director of Student Support Services are properly monitoring progress towards this goal.

G2. Students who meet early warning indicators will demonstrate academic and social/emotional growth.
1a

🔑 G050241

Targets Supported 1b

Indicator	Annual Target
Attendance rate	87.0
2+ Course Failures - Middle Grades	20.0
One or More Suspensions	33.0

Resources Available to Support the Goal 2

- Mental Health Counselors

- Targeted Instruction

- Differentiated materials and resources

- Model of Care

- Social Skills Instruction

- SEED Note & social skills data tracking

- Small class sizes

- Truancy Prevention team and process

Targeted Barriers to Achieving the Goal 3

- Access to high quality resources that support differentiated instruction

- Social skills development needs or behavior challenges that impede learning time

- Transportation to and from school (and distance from school)

- Sufficient time and opportunity to address reading gaps

Plan to Monitor Progress Toward G2. `8`

Throughout the course of the school year, the following data will be collected and reviewed:

Interim assessment scores
F & P levels
Targeted Instruction reports
Counseling hours
ESE service reports
Grades
Truancy reports
Staff feedback

Person Responsible
Kara Locke

Schedule
Biweekly, from 9/17/2014 to 9/17/2014

Evidence of Completion
Interim assessment scores F & P levels Targeted Instruction reports Schedule of academic and evening programming Data discussions and meetings to discuss Students of Concern Review of students demonstrating EWIs and action planning for their support Professional development schedules

G3. Students at SEED will engage in STEAM learning opportunities and be exposed to career opportunities in these fields during daytime and evening programming. 1a

🔍 G050255

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Partnership with FMU Partnerships with local museums STEM Coordinator Time Evening program opportunities IT Director

Targeted Barriers to Achieving the Goal 3

- Students may have had limited exposure to STEAM careers and learning opportunities in the past.

- The average science FCAT score for our SEED students was a 1.9. Limited science content knowledge and/or interest and engagement in science may be suggested by this data.

- Dedicated time and opportunity for STEAM career exposure and education is necessary in order to promote these areas of study.

Plan to Monitor Progress Toward G3. 8

SEED will administer surveys to students to get feedback on the effectiveness of these activities and speakers. The staff will also provide feedback and reflect on each event.

Person Responsible
Cristine O'Hara

Schedule
Monthly, from 11/26/2014 to 11/26/2014

Evidence of Completion
Meeting agendas Monthly calendar of activities and guest speakers Sign-in sheets for activities Partnership logs Student surveys

G4. SEED will provide monthly opportunities for parents to collaborate with staff by taking part in student learning opportunities on campus. 1a

🔍 G050257

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Time for activities and involvement with parents (24-hour program)

- Large size of the SEED staff

- Technology to support communication

- SEED's emphasis on activities, experiences and opportunities after school

Targeted Barriers to Achieving the Goal 3

- Families may face logistical challenges such as transportation, proximity to the school, and work schedules that prevent them from taking part in opportunities on campus.

- Communication pathways between the school and families need to be strengthened and varied to meet the needs of our families

- Limited opportunities for parental involvement.

Plan to Monitor Progress Toward G4. 8

- Activity calendars
- Parent survey data
- Participation rate data
- Sign-in sheets
- Staff feedback

Person Responsible

Delphine Gervais

Schedule

Monthly, from 10/20/2014 to 6/5/2015

Evidence of Completion

- Handouts to families advertising events - Reminders in the Friday folders to families - Email blasts and robocalls - Agendas for specific events - Sign-in sheets - PLT meeting and EESAC meeting minutes - Reminders to staff

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

[1] = Problem Solving Step   🔍 S123456 = Quick Key

G1. Students at The SEED School of Miami will demonstrate improved reading and writing skills through content area literacy instruction in all classrooms and an emphasis on literacy in the evening hours. [1]

🔍 G044484

G1.B1 Diagnostic data shows that our students range in reading level between a level A and level W (K-5th grades). [2]

🔍 B125588

G1.B1.S1 Students will engage in independent reading in the content area classrooms (science, history, reading, writing, and math) using high interest, content-specific, leveled books organized in classroom libraries in each classroom. They will read from books on their level in every classroom. [4]

🔍 S139509

Strategy Rationale

Students need to practice reading and writing in all classrooms and in the evening program. Every classroom and space in the building needs to be print-rich to increase the accessibility of reading. Students also need to read on their level requiring an adequate volume of books. Diagnostic data shows that our readers at SEED range from level A (Kindergarden) through level W (5th grade), and therefore we need to have books on all levels to ensure that students progress in their reading levels and access the content of each subject matter.

Action Step 1 [5]

School leaders will research, purchase, and provide to staff leveled books for the content area classrooms that mirror the reading levels, interests, and content area units of instruction.

Person Responsible

Cristine O'Hara

Schedule

On 10/31/2014

Evidence of Completion

Order invoices Crosswalk between book orders and F&P data

Action Step 2 5

Students will complete a minimum of 90 minutes of independent reading each day across the classrooms.

Person Responsible

Jesika Laster

Schedule

Daily, from 8/17/2014 to 6/5/2015

Evidence of Completion

Daily reading logs Classroom observation data

Action Step 3 5

Students will log independent reading minutes on their daily reading log. The log will require students to apply a reading strategy each day and demonstrate evidence of that specific skill (ex. making a text-to-text connection (synthesis) or anticipating a character's feelings (prediction and inferencing).

Person Responsible

Jesika Laster

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Reading logs

Action Step 4 5

Students will practice literacy strategies in the content area classrooms.

Person Responsible

Cristine O'Hara

Schedule

Weekly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Lesson plans Student work

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The Academic Coordinator will work with the LLT to be certain that content area teachers have the necessary resources in their classrooms to teach to a differentiated group of readers.

Person Responsible

Cristine O'Hara

Schedule

Monthly, from 11/12/2014 to 6/5/2015

Evidence of Completion

F&P levels Staff feedback Meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The Reading Professors will monitor completion of reading logs and quality of the logs and track student progress data. They will communicate with the LLT and Academic Coordinator regarding any areas of concern with regard to the implementation of reading logs.

Person Responsible

Jesika Laster

Schedule

Weekly, from 9/17/2014 to 9/17/2014

Evidence of Completion

Reading logs Data tracking log

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The Academic Coordinator will monitor the growth of readers with the LLT by analyzing Fountas and Pinnell reading level progress every 6-8 weeks.

Person Responsible

Cristine O'Hara

Schedule

Every 6 Weeks, from 9/17/2014 to 6/5/2015

Evidence of Completion

F&P levels Content area course grades

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The Academic Coordinator will monitor the growth of readers with the LLT by analyzing reading data generated from our Interim Assessments and from our three reading interventions: Raz Kids, LLI, and Wilson Reading.

Person Responsible

Cristine O'Hara

Schedule

Every 6 Weeks, from 9/17/2014 to 6/5/2015

Evidence of Completion

IA data TI data

G1.B2 According to diagnostic F&P testing, 33% of SEED readers register significantly below grade level in their reading comprehension, decoding, and fluency skills. `2`

`B125589`

G1.B2.S1 The lowest readers at SEED (below level K, 4 students total) will take part in an intensive phonics program (Wilson Reading) to target reading defecits. `4`

`S137455`

Strategy Rationale

Wilson Reading is a research-based program that is delivered in a small group (1-3 students per staff) setting and has excellent results with readers who are performing at basic levels. This training and program will support the quick advancement of these students who are in most need of intensive intervention.

Action Step 1 `5`

The Academic Coordinator will select one staff member to become Wilson Reading certified and send them to the Wilson introductory training.

Person Responsible

Cristine O'Hara

Schedule

On 12/19/2014

Evidence of Completion

Mrs. O'Hara and Mrs. Ceballos-Zagales will work together to accomplish this goal by securing a seat at the training for one staff member.

Action Step 2 5

The Academic Coordinator will embed a Wilson Reading group into the regular rotation of Targeted Instruction offerings.

Person Responsible

Cristine O'Hara

Schedule

Daily, from 11/24/2014 to 6/5/2015

Evidence of Completion

Mrs. O'Hara will build this session into the master TI schedule.

Action Step 3 5

Students who are in need of phonics and basic level reading support will be assigned to a Wilson Reading group with the Wilson trained teacher and attend this session on a daily basis.

Person Responsible

Cristine O'Hara

Schedule

Daily, from 1/1/2015 to 6/5/2015

Evidence of Completion

TI group rosters TI data TI observation feedback

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observation of the Wilson Reading TI group will be conducted on a regular basis with the ESE Literacy teacher by Mrs. O'Hara and Mrs. Ceballos-Zagales.

Person Responsible

Cristine O'Hara

Schedule

On 6/5/2015

Evidence of Completion

Using the SEED teacher evaluation rubric, evaluators will provide feedback to the staff who is implementing Wilson Reading.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students in the Wilson Reading program will have their reading levels monitored using the F&P reading assessment system by the Academic Coordinator and LLT.

Person Responsible

Cristine O'Hara

Schedule

Every 6 Weeks, from 12/1/2014 to 6/5/2015

Evidence of Completion

F&P reading level data will be collected every 4-6 weeks and will demonstrate growth in student reading levels.

G1.B3 SEED student FCAT scores show an average score of 1.94 on their last FCAT writing assessment. 2

🔍 B127407

G1.B3.S1 Students will be taught and will practice their writing skills in all content area classrooms. A uniform writing rubric will be used to reinforce writing standards in all spaces. 4

🔍 S140824

Strategy Rationale

The regularity and reinforcement of writing practice in all classrooms is critical in making progress on this goal. Students also need to practice different types of writing which is fostered when embedded in content area classes. In the spirit of the Florida State Standards, all content area teachers need to embed literacy instruction into their classrooms.

Action Step 1 5

The grade level team will determine the sequencing and strategies for writing skills instruction in the content area classes under the guidance of the Writing Professor and the Academic Coordinator.

Person Responsible

Berwick Augustin

Schedule

On 11/19/2014

Evidence of Completion

Planning calendar Project mapping

Action Step 2 `5`

Staff will receive professional development in content-area writing instruction best practices and implement these teaching strategies into their classrooms.

Person Responsible

Cristine O'Hara

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Professional development plan Staff observations Lesson plans

Action Step 3 `5`

All content area teaching staff will implement writing instruction and assessment into their teaching using the scope and sequence of writing standards determined by the LLT.

Person Responsible

Schedule

Weekly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Lesson plans Classroom observation

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

Consultancy between the HOS, Director of Student Support Services, and Academic Coordinator will gauge progress on this goal.

Person Responsible

Cristine O'Hara

Schedule

Biweekly, from 9/17/2014 to 9/17/2014

Evidence of Completion

Registration to workshops Weekly lesson plans Observation feedback

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

Data from our writing interim assessments will be used to track progress of students' writing skills.

Person Responsible

Cristine O'Hara

Schedule

Every 6 Weeks, from 10/7/2014 to 10/7/2014

Evidence of Completion

Observation notes Lesson plans Writing and reading strategies implemented into content area classrooms

G1.B4 Feeder school student attendance data indicates that previously, many SEED students registered 3 or more unexcused absences. `2`

🔍 B127408

G1.B4.S1 Students will demonstrate improved attendance ratings in all courses. The School-Community Partnership Coordinator will track student absences and facilitate interventions with students missing school on a recurring basis. `4`

🔍 S140827

Strategy Rationale

Proper data management will ensure that we are tracking the students whose attendance is of concern and following our procedures for follow up and support of these students.

Action Step 1 `5`

The Director of Student Support Services will establish an academic support system for students who struggle with attendance.

Person Responsible

Maria Ceballos-Zagales

Schedule

Evidence of Completion

Regular meetings with the SCPC and Director of SSS to discuss student absences Initiation of the truancy protocol with the Director of SSS and Academic Coordinator as appropriate Letters to families Individual student plans

Action Step 2 `5`

Support plans for students with low attendance rates will include opportunities to complete work, re-teach opportunities for learning, and support staff to ensure that they can access their learning while out of school, or upon return.

Person Responsible

Maria Ceballos-Zagales

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Truancy support plans

Action Step 3 `5`

Meetings with families and staff will be orchestrated by the Director of Student Support to discuss concerns regarding low attendance rates.

Person Responsible

Maria Ceballos-Zagales

Schedule

Biweekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Attendance meeting notes Schedule of meetings with families

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Academic Support plans for students who are failing courses will be reviewed by the PLT and presented by the Director of Student Support Services.

Person Responsible

Maria Ceballos-Zagales

Schedule

Biweekly, from 9/17/2014 to 9/17/2014

Evidence of Completion

RtI referral paperwork Academic support plans Data from interventions

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student grades, reading levels, and interim scores will be used to measure improvements in performance for students struggling with attendance and literacy performance.

Person Responsible

Maria Ceballos-Zagales

Schedule

On 6/4/2015

Evidence of Completion

Grades IA scores Reading levels

G2. Students who meet early warning indicators will demonstrate academic and social/emotional growth. 1

G050241

G2.B1 Access to high quality resources that support differentiated instruction 2

B127493

G2.B1.S1 Students will engage in a variety of literacy rich activities and utilize "just right" texts on a variety of topics during independent and classroom reading times. 4

S140842

Strategy Rationale

Every classroom and space in the building needs to be print-rich to increase interest in reading. Students also need to read on their level requiring an adequate volume of books.

Action Step 1 5

The Academic Coordinator will research and purchase leveled books for the content area classrooms.

Person Responsible

Cristine O'Hara

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Instructional resource inventory

Action Step 2 `5`

Research-based literacy interventions will be used during Targeted Instruction times to address individual learning needs and areas of growth.

Person Responsible

Cristine O'Hara

Schedule

Daily, from 9/17/2014 to 6/5/2015

Evidence of Completion

TI rosters TI observation notes TI resources

Action Step 3 `5`

Differentiated teaching tools for all content area classrooms will be used to support the individualized instruction and support of readers at various levels.

Person Responsible

Cristine O'Hara

Schedule

Daily, from 9/17/2014 to 6/5/2015

Evidence of Completion

Classroom resource inventory

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

The Academic Coordinator will utilize observations and staff feedback to ensure that differentiated instruction resource needs are met.

Person Responsible

Cristine O'Hara

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans Observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

The Academic Coordinator will collect feedback from staff in the content areas on the resources that they have and the appropriateness of these for their classes. This conversation will be data driven and collaborative.

Person Responsible

Cristine O'Hara

Schedule

Every 6 Weeks, from 10/1/2014 to 10/1/2014

Evidence of Completion

IA data F&P data

G2.B2 Social skills development needs or behavior challenges that impede learning time `2`

🔑 B127494

G2.B2.S1 A social skills curriculum will be in place for staff to support student social skills development. `4`

🔑 S140844

Strategy Rationale

A uniform social skills curriculum will allow our staff to consistently teach into the necessary behaviors for the classroom setting by reinforcing positive behaviors and reteaching inappropriate behaviors.

Action Step 1 `5`

The Model of Care will be implemented in both classrooms and the dorm as a social skills teaching program.

Person Responsible

Delphine Gervais

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

SEED Notes Referrals Staff feedback

Action Step 2 `5`

The Dean of School Culture will provide families with social skills progress data.

Person Responsible

Delphine Gervais

Schedule

Quarterly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Social skills reports

Action Step 3 `5`

Students will engage in campus incentives and opportunities based on their cumulative points earned through the school's point system.

Person Responsible

Delphine Gervais

Schedule

Daily, from 9/17/2014 to 6/5/2015

Evidence of Completion

SEED Notes SEED store ledger

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

The Dean of School Culture will monitor staff implementation of the Model of Care.

Person Responsible

Delphine Gervais

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Observation notes PLT feedback SEED notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

The PLT will utilize the referral, SEED note, and suspension data collected by the Dean to determine the impact of the MOC on behavior and social skills.

Person Responsible

Delphine Gervais

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Data dash SEED point totals

G2.B3 Transportation to and from school (and distance from school) `2`

🔑 B127495

G2.B3.S1 SEED will provided weekend transportation to and from school. `4`

🔑 S140845

Strategy Rationale

This should decrease the challenge of transportation that many of our students who live far from SEED face.

Action Step 1 `5`

A transportation plan will be in place for weekend travel home.

Person Responsible

Fran Allegra

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Route plans Contract with bus company

Action Step 2 `5`

Families will have a forum to provide feedback to school staff on the transportation systems in place.

Person Responsible

Fran Allegra

Schedule

Every 6 Weeks, from 11/1/2014 to 6/5/2015

Evidence of Completion

Parent surveys

Action Step 3 `5`

Transportation plans will be modified to accommodate holidays and other schedule adjustments.

Person Responsible

Fran Allegra

Schedule

Annually, from 9/17/2014 to 6/5/2015

Evidence of Completion

Holiday transportation plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Feedback will be solicited from parents on the implementation of the transportation plan.

Person Responsible

Fran Allegra

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent satisfaction surveys

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Satisfaction surveys and attendance rates will be used to determine whether the plan is improving student attendance rates.

Person Responsible

Fran Allegra

Schedule

Every 6 Weeks, from 11/19/2014 to 6/5/2015

Evidence of Completion

Student grades and attendance rates

G2.B4 Sufficient time and opportunity to address reading gaps 2

B127496

G2.B4.S1 Time in the daytime and evening programs will be dedicated to independent reading. Content area teachers and Student Life Counselors will embed independent reading time into their respective programs. 4

S139640

Strategy Rationale

Time on texts is critical to develop our struggling readers. DEAR will be programmed in to the evening schedule and all teachers will devote some class time to the reading of independent, content-specific, just-right books.

Action Step 1 5

Implement a robust DEAR program and independent reading time into the day and evening program schedule.

Person Responsible

Cristine O'Hara

Schedule

Daily, from 10/1/2014 to 6/5/2015

Evidence of Completion

Observations of DEAR and independent reading times during content area classes as well as the tracking on F&P levels will provide evidence that these independent reading times are being offered and are effective in moving our readers.

Action Step 2 5

Staff will be trained in effective independent reading instructional strategies.

Person Responsible

Cristine O'Hara

Schedule

On 12/19/2014

Evidence of Completion

The PD schedule and agendas will reflect that staff have been trained in these methodologies.

Action Step 3 5

Stop, Drop, and Listen time will be held each night in the dorms.

Person Responsible

Miguel Rivera

Schedule

Daily, from 9/17/2014 to 6/5/2015

Evidence of Completion

Stop, Drop & Listen schedule and lesson plans Observation notes

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Observations of staff by our instructional leadership team will be monitored by the Head of School and by the EESAC team.

Person Responsible

Kara Locke

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom observations, DEAR observation notes, written evaluations

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Review of program schedule and achievement data.

Person Responsible

Cristine O'Hara

Schedule

Every 6 Weeks, from 10/15/2014 to 6/5/2015

Evidence of Completion

Reading data such as F&P reading levels and interim assessment scores will be reviewed at least quarterly to measure progress.

G3. Students at SEED will engage in STEAM learning opportunities and be exposed to career opportunities in these fields during daytime and evening programming. `1`

🔑 G050255

G3.B3 Dedicated time and opportunity for STEAM career exposure and education is necessary in order to promote these areas of study. `2`

🔑 B127557

G3.B3.S1 Generate a list of STEAM activities and career paths and ask staff to list community resources and connections. `4`

🔑 S139688

Strategy Rationale

This activity will allow us to maximize the collective network of people and resources that SEED staff have.

Action Step 1 `5`

Create a Google Doc with the STEAM categories listed and track community resources and partners.

Person Responsible

Cristine O'Hara

Schedule

Weekly, from 10/29/2014 to 6/5/2015

Evidence of Completion

Google document

Action Step 2 `5`

Follow up with staff and coordinate outreach to the various persons and resources on the list of suggestions.

Person Responsible

Cristine O'Hara

Schedule

Evidence of Completion

Faculty planning meeting notes

Action Step 3 `5`

Ask staff to refer persons or resources for STEAM partnerships, activities, or speakers.

Person Responsible

Cristine O'Hara

Schedule

Evidence of Completion

Faculty resource log

Action Step 4 `5`

Research local opportunities for collaboration in the area of STEAM.

Person Responsible

Cristine O'Hara

Schedule

Daily, from 9/17/2014 to 6/5/2015

Evidence of Completion

Resource listings Partnership MOU's

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

PLT members will check the list and remind staff to participate in the electronic brainstorming sessions during the period that it is posted.

Person Responsible

Cristine O'Hara

Schedule

Daily, from 10/29/2014 to 11/3/2014

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

This strategy will seek to ensure that adequate resources are considered to meet the monthly target. The leadership team will review suggestions from staff and empower them to follow up and plan events.

Person Responsible

Cristine O'Hara

Schedule

On 6/5/2015

Evidence of Completion

Monthly activity calendar Google docs with planning materials Career interest survey

G3.B3.S2 SEED will offer either a STEAM activity or the opportunity to learn about a STEAM-related career once per month. 4

Strategy Rationale

🔑 S140795

This strategy will allow us to hold ourselves accountable to a measurable monthly target. By offering activities and career exposure, we can extend our classroom instruction in the areas of Science, Art, Technology, Engineering and Math and connect students to thinking about future careers paths.

Action Step 1 5

Develop a calendar of assigned dates for STEAM activities and speakers during the Student Life program.

Person Responsible

Miguel Rivera

Schedule

Weekly, from 11/19/2014 to 12/1/2014

Evidence of Completion

Mr. Rivera will work with our STEAM Coordinator to develop a draft calendar of STEAM activity dates and/or guest speaker dates.

Action Step 2 5

Assign follow up steps to the appropriate staff to serve as the POC for each activity or event.

Person Responsible

Miguel Rivera

Schedule

On 12/1/2014

Evidence of Completion

Project planning outline for each month's activity or speaker that identifies the person responsible for planning each event.

Action Step 3 `5`

Host monthly STEAM learning opportunities on campus.

Person Responsible

Cristine O'Hara

Schedule

Monthly, from 11/1/2014 to 6/5/2015

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Monthly activity calendars
Meeting agendas

Person Responsible

Miguel Rivera

Schedule

Evidence of Completion

Monthly activity calendars Meeting agendas

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Students will be surveyed to get feedback on the quality of activities and speakers each month.

Person Responsible

Miguel Rivera

Schedule

Evidence of Completion

Student surveys

G4. SEED will provide monthly opportunities for parents to collaborate with staff by taking part in student learning opportunities on campus. 1

🔑 G050257

G4.B1 Families may face logistical challenges such as transportation, proximity to the school, and work schedules that prevent them from taking part in opportunities on campus. 2

🔑 B128430

G4.B1.S1 SEED will keep a master calendar of family involvement opportunities to ensure that we are offering at minimum 1 opportunity per month for families to come on to campus and participate in learning opportunities with students. These opportunities will be offered at a variety of times and days of the week. 4

🔑 S140562

Strategy Rationale

The calendar will help us to be accountable for this goal and to track the types of activities and opportunities we are making available to families. It will also allow us a way to track the times and locations of these activities in order to ensure there are a range of opportunities for people with varying schedules to take part in.

Action Step 1 5

Create a master family participation calendar & track all family engagement activities.

Person Responsible

Miguel Rivera

Schedule

Monthly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Calendar, parent sign-in sheets

Action Step 2 `5`

SEED administrators will request staff to offer family learning and engagement opportunities at various times of day and provide examples of these to staff in the academic and boarding programs.

Person Responsible

Miguel Rivera

Schedule

On 10/20/2014

Evidence of Completion

Staff meeting agenda, emails reminding staff of this expectation and providing guidance to them.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

The Programmatic Leadership Team & EESAC team will examine the parent participation calendar each month to track implementation.

Person Responsible

Miguel Rivera

Schedule

Monthly, from 10/31/2014 to 10/31/2014

Evidence of Completion

Mr. Rivera will provide the activities calendars to the PLT and EESAC teams to discuss progress on this goal.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

The Programmatic Leadership Team & EESAC team will examine the parent participation rate data to track progress.

Person Responsible

Justin Chiu

Schedule

Monthly, from 10/31/2014 to 6/5/2015

Evidence of Completion

Mrs. Alvarez will provide the participation rate data to the PLT and EESAC teams to discuss progress on this goal.

G4.B2 Communication pathways between the school and families need to be strengthened and varied to meet the needs of our families `2`

🔍 B128431

G4.B2.S1 SEED will communicate to families using a variety of methods to include social media, email, Friday Folders, phone calls, and face-to-face conversations at school or in the home. `4`

🔍 S140717

Strategy Rationale

By using a variety of methods, SEED will work to reach as many families as possible in our communications about activities, opportunities, and events on campus.

Action Step 1 `5`

SEED will send weekly messages to families in a Friday Folder.

Person Responsible

Kara Locke

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Friday folder newsletters

Action Step 2 5

SEED will deliver regular messages to families regarding opportunities via email using a family email list serve.

Person Responsible

Delphine Gervais

Schedule

Biweekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Email messages to families

Action Step 3 5

SEED will create a text messaging system for announcements to go out to interested families.

Person Responsible

Fran Allegra

Schedule

On 6/5/2015

Evidence of Completion

Text message log and group list

Action Step 4 5

SEED will provide families with opportunities to meet with boarding and academic staff about student progress on a quarterly basis.

Person Responsible

Kara Locke

Schedule

Quarterly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Conference rosters

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

During weekly leadership meetings, the PLT will ensure that differentiated efforts to communicate are in place by reviewing weekly and monthly communications.

Person Responsible

Kara Locke

Schedule

Weekly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Newsletters Email communications Call logs Social media

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

SEED will utilize semiannual parent surveys to solicit feedback from parents about the communication systems in place.

Person Responsible

Delphine Gervais

Schedule

Semiannually, from 12/19/2014 to 6/5/2015

Evidence of Completion

Parent surveys

G4.B3 Limited opportunities for parental involvement. [2]

B128433

G4.B3.S1 Discuss with staff the expectations for involving parents in learning opportunities and provide them with the opportunity to brainstorm times and ways to design these activities. [4]

S140748

Strategy Rationale

This discussion is aimed at clarifying the expectations of staff and inspiring creative thinking of ways to design programming.

Action Step 1 [5]

Meet with staff and communicate also by email about the expectations for parent participation.

Person Responsible

Miguel Rivera

Schedule

On 11/12/2014

Evidence of Completion

Meeting agenda Email to staff

Action Step 2 [5]

Brainstorm with staff opportunities for family participation.

Person Responsible

Luna Otero

Schedule

Evidence of Completion

Staff meeting notes

Action Step 3 5

Include families in Career Night events.

Person Responsible

Delphine Gervais

Schedule

Monthly, from 11/20/2014 to 6/5/2015

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Mr. Rivera will share his message to the staff with the leadership team and the leadership team will be available to field questions about planning the parent involvement activities.

Person Responsible

Kara Locke

Schedule

Evidence of Completion

Team meeting agenda

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	The Academic Coordinator will select one staff member to become Wilson Reading certified and send them to the Wilson introductory training.	O'Hara, Cristine	10/31/2014	Mrs. O'Hara and Mrs. Ceballos-Zagales will work together to accomplish this goal by securing a seat at the training for one staff member.	12/19/2014 one-time
G1.B1.S1.A1	School leaders will research, purchase, and provide to staff leveled books for the content area classrooms that mirror the reading levels, interests, and content area units of instruction.	O'Hara, Cristine	10/31/2014	Order invoices Crosswalk between book orders and F&P data	10/31/2014 one-time
G2.B4.S1.A1	Implement a robust DEAR program and independent reading time into the day and evening program schedule.	O'Hara, Cristine	10/1/2014	Observations of DEAR and independent reading times during content area classes as well as the tracking on F&P levels will provide evidence that these independent reading times are being offered and are effective in moving our readers.	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A1	Create a master family participation calendar & track all family engagement activities.	Rivera, Miguel	10/20/2014	Calendar, parent sign-in sheets	6/5/2015 monthly
G4.B2.S1.A1	SEED will send weekly messages to families in a Friday Folder.	Locke, Kara	10/6/2014	Friday folder newsletters	6/5/2015 weekly
G4.B3.S1.A1	Meet with staff and communicate also by email about the expectations for parent participation.	Rivera, Miguel	11/12/2014	Meeting agenda Email to staff	11/12/2014 one-time
G3.B3.S1.A1	Create a Google Doc with the STEAM categories listed and track community resources and partners.	O'Hara, Cristine	10/29/2014	Google document	6/5/2015 weekly
G3.B3.S2.A1	Develop a calendar of assigned dates for STEAM activities and speakers during the Student Life program.	Rivera, Miguel	11/19/2014	Mr. Rivera will work with our STEAM Coordinator to develop a draft calendar of STEAM activity dates and/or guest speaker dates.	12/1/2014 weekly
G1.B3.S1.A1	The grade level team will determine the sequencing and strategies for writing skills instruction in the content area classes under the guidance of the Writing Professor and the Academic Coordinator.	Augustin, Berwick	11/19/2014	Planning calendar Project mapping	11/19/2014 one-time
G1.B4.S1.A1	The Director of Student Support Services will establish an academic support system for students who struggle with attendance.	Ceballos-Zagales, Maria	10/6/2014	Regular meetings with the SCPC and Director of SSS to discuss student absences Initiation of the truancy protocol with the Director of SSS and Academic Coordinator as appropriate Letters to families Individual student plans	daily
G2.B1.S1.A1	The Academic Coordinator will research and purchase leveled books for the content area classrooms.	O'Hara, Cristine	9/17/2014	Instructional resource inventory	6/5/2015 monthly
G2.B2.S1.A1	The Model of Care will be implemented in both classrooms and the dorm as a social skills teaching program.	Gervais, Delphine	9/17/2014	SEED Notes Referrals Staff feedback	6/5/2015 monthly
G2.B3.S1.A1	A transportation plan will be in place for weekend travel home.	Allegra, Fran	8/18/2014	Route plans Contract with bus company	6/5/2015 weekly
G1.B2.S1.A2	The Academic Coordinator will embed a Wilson Reading group into the regular rotation of Targeted Instruction offerings.	O'Hara, Cristine	11/24/2014	Mrs. O'Hara will build this session into the master TI schedule.	6/5/2015 daily
G2.B4.S1.A2	Staff will be trained in effective independent reading instructional strategies.	O'Hara, Cristine	10/20/2014	The PD schedule and agendas will reflect that staff have been trained in these methodologies.	12/19/2014 one-time
G4.B1.S1.A2	SEED administrators will request staff to offer family learning and engagement opportunities at various times of day and provide examples of these to staff in the academic and boarding programs.	Rivera, Miguel	10/20/2014	Staff meeting agenda, emails reminding staff of this expectation and providing guidance to them.	10/20/2014 one-time
G4.B2.S1.A2	SEED will deliver regular messages to families regarding opportunities via email using a family email list serve.	Gervais, Delphine	10/6/2014	Email messages to families	6/5/2015 biweekly
G3.B3.S1.A2	Follow up with staff and coordinate outreach to the various persons and resources on the list of suggestions.	O'Hara, Cristine	11/5/2014	Faculty planning meeting notes	one-time
G3.B3.S2.A2	Assign follow up steps to the appropriate staff to serve as the POC for each activity or event.	Rivera, Miguel	11/19/2014	Project planning outline for each month's activity or speaker that identifies the person responsible for planning each event.	12/1/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	Students will complete a minimum of 90 minutes of independent reading each day across the classrooms.	Laster, Jesika	8/17/2014	Daily reading logs Classroom observation data	6/5/2015 daily
G1.B3.S1.A2	Staff will receive professional development in content-area writing instruction best practices and implement these teaching strategies into their classrooms.	O'Hara, Cristine	9/17/2014	Professional development plan Staff observations Lesson plans	6/5/2015 monthly
G1.B4.S1.A2	Support plans for students with low attendance rates will include opportunities to complete work, re-teach opportunities for learning, and support staff to ensure that they can access their learning while out of school, or upon return.	Ceballos-Zagales, Maria	10/6/2014	Truancy support plans	6/5/2015 weekly
G2.B1.S1.A2	Research-based literacy interventions will be used during Targeted Instruction times to address individual learning needs and areas of growth.	O'Hara, Cristine	9/17/2014	TI rosters TI observation notes TI resources	6/5/2015 daily
G2.B2.S1.A2	The Dean of School Culture will provide families with social skills progress data.	Gervais, Delphine	9/17/2014	Social skills reports	6/5/2015 quarterly
G2.B3.S1.A2	Families will have a forum to provide feedback to school staff on the transportation systems in place.	Allegra, Fran	11/1/2014	Parent surveys	6/5/2015 every-6-weeks
G4.B3.S1.A2	Brainstorm with staff opportunities for family participation.	Otero, Luna	11/20/2014	Staff meeting notes	one-time
G1.B1.S1.A3	Students will log independent reading minutes on their daily reading log. The log will require students to apply a reading strategy each day and demonstrate evidence of that specific skill (ex. making a text-to-text connection (synthesis) or anticipating a character's feelings (prediction and inferencing).	Laster, Jesika	8/18/2014	Reading logs	6/5/2015 weekly
G1.B2.S1.A3	Students who are in need of phonics and basic level reading support will be assigned to a Wilson Reading group with the Wilson trained teacher and attend this session on a daily basis.	O'Hara, Cristine	1/1/2015	TI group rosters TI data TI observation feedback	6/5/2015 daily
G1.B3.S1.A3	All content area teaching staff will implement writing instruction and assessment into their teaching using the scope and sequence of writing standards determined by the LLT.		9/17/2014	Lesson plans Classroom observation	6/5/2015 weekly
G1.B4.S1.A3	Meetings with families and staff will be orchestrated by the Director of Student Support to discuss concerns regarding low attendance rates.	Ceballos-Zagales, Maria	10/6/2014	Attendance meeting notes Schedule of meetings with families	6/5/2015 biweekly
G2.B1.S1.A3	Differentiated teaching tools for all content area classrooms will be used to support the individualized instruction and support of readers at various levels.	O'Hara, Cristine	9/17/2014	Classroom resource inventory	6/5/2015 daily
G2.B2.S1.A3	Students will engage in campus incentives and opportunities based on their cumulative points earned through the school's point system.	Gervais, Delphine	9/17/2014	SEED Notes SEED store ledger	6/5/2015 daily
G2.B3.S1.A3	Transportation plans will be modified to accommodate holidays and other schedule adjustments.	Allegra, Fran	9/17/2014	Holiday transportation plans	6/5/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A3	Stop, Drop, and Listen time will be held each night in the dorms.	Rivera, Miguel	9/17/2014	Stop, Drop & Listen schedule and lesson plans Observation notes	6/5/2015 daily
G3.B3.S1.A3	Ask staff to refer persons or resources for STEAM partnerships, activities, or speakers.	O'Hara, Cristine	11/25/2014	Faculty resource log	one-time
G3.B3.S2.A3	Host monthly STEAM learning opportunities on campus.	O'Hara, Cristine	11/1/2014	Agendas	6/5/2015 monthly
G4.B2.S1.A3	SEED will create a text messaging system for announcements to go out to interested families.	Allegra, Fran	11/20/2014	Text message log and group list	6/5/2015 one-time
G4.B3.S1.A3	Include families in Career Night events.	Gervais, Delphine	11/20/2014	Agendas	6/5/2015 monthly
G1.B1.S1.A4	Students will practice literacy strategies in the content area classrooms.	O'Hara, Cristine	9/17/2014	Lesson plans Student work	6/5/2015 weekly
G3.B3.S1.A4	Research local opportunities for collaboration in the area of STEAM.	O'Hara, Cristine	9/17/2014	Resource listings Partnership MOU's	6/5/2015 daily
G4.B2.S1.A4	SEED will provide families with opportunities to meet with boarding and academic staff about student progress on a quarterly basis.	Locke, Kara	9/17/2014	Conference rosters	6/5/2015 quarterly
G1.MA1	The Academic Coordinator and Student Affairs Coordinator will conduct classroom observations, and provide staff with feedback and coaching.	O'Hara, Cristine	10/13/2014	During weekly leadership team meetings, the Head of School will ensure that the Academic Coordinator and the Director of Student Support Services are properly monitoring progress towards this goal.	6/5/2015 weekly
G1.MA2	SEED leaders will gather F&P reading levels and interim assessment scores three times this school year and will collaboratively analyze this data with staff to measure progress and action plan for improvement.	O'Hara, Cristine	10/13/2014	Data Days (which occur 3 times per school year), will provide the opportunity for staff to collectively analyze the student achievement data related to this goal by reviewing F&P scores and interim assessment data.	10/13/2014 one-time
G1.MA3	The Academic Coordinator and Student Affairs Coordinator will observe DEAR, Stop, Drop & Listen and other reading programs during the evening program.	Rivera, Miguel	10/13/2014	During weekly leadership team meetings, the Head of School will ensure that the Academic Coordinator and the Director of Student Support Services are properly monitoring progress towards this goal.	10/13/2014 weekly
G1.B2.S1.MA1	Students in the Wilson Reading program will have their reading levels monitored using the F&P reading assessment system by the Academic Coordinator and LLT.	O'Hara, Cristine	12/1/2014	F&P reading level data will be collected every 4-6 weeks and will demonstrate growth in student reading levels.	6/5/2015 every-6-weeks
G1.B2.S1.MA1	Observation of the Wilson Reading TI group will be conducted on a regular basis with the ESE Literacy teacher by Mrs. O'Hara and Mrs. Ceballos-Zagales.	O'Hara, Cristine	11/24/2014	Using the SEED teacher evaluation rubric, evaluators will provide feedback to the staff who is implementing Wilson Reading.	6/5/2015 one-time
G1.B1.S1.MA1	The Academic Coordinator will monitor the growth of readers with the LLT by analyzing Fountas and Pinnell reading level progress every 6-8 weeks.	O'Hara, Cristine	9/17/2014	F&P levels Content area course grades	6/5/2015 every-6-weeks
G1.B1.S1.MA4	The Academic Coordinator will monitor the growth of readers with the LLT by analyzing reading data generated from our Interim Assessments and from our three reading interventions: Raz Kids, LLI, and Wilson Reading.	O'Hara, Cristine	9/17/2014	IA data TI data	6/5/2015 every-6-weeks
G1.B1.S1.MA1	The Academic Coordinator will work with the LLT to be certain that content area teachers have the necessary	O'Hara, Cristine	11/12/2014	F&P levels Staff feedback Meeting agendas	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	resources in their classrooms to teach to a differentiated group of readers.				
G1.B1.S1.MA3	The Reading Professors will monitor completion of reading logs and quality of the logs and track student progress data. They will communicate with the LLT and Academic Coordinator regarding any areas of concern with regard to the implementation of reading logs.	Laster, Jesika	9/17/2014	Reading logs Data tracking log	9/17/2014 weekly
G1.B3.S1.MA1	Data from our writing interim assessments will be used to track progress of students' writing skills.	O'Hara, Cristine	10/7/2014	Observation notes Lesson plans Writing and reading strategies implemented into content area classrooms	10/7/2014 every-6-weeks
G1.B3.S1.MA1	Consultancy between the HOS, Director of Student Support Services, and Academic Coordinator will gauge progress on this goal.	O'Hara, Cristine	9/17/2014	Registration to workshops Weekly lesson plans Observation feedback	9/17/2014 biweekly
G1.B4.S1.MA1	Student grades, reading levels, and interim scores will be used to measure improvements in performance for students struggling with attendance and literacy performance.	Ceballos-Zagales, Maria	9/17/2014	Grades IA scores Reading levels	6/4/2015 one-time
G1.B4.S1.MA1	Academic Support plans for students who are failing courses will be reviewed by the PLT and presented by the Director of Student Support Services.	Ceballos-Zagales, Maria	9/17/2014	RtI referral paperwork Academic support plans Data from interventions	9/17/2014 biweekly
G2.MA1	Throughout the course of the school year, the following data will be collected and reviewed: Interim assessment scores F & P levels Targeted Instruction reports Counseling hours ESE service reports Grades Truancy reports Staff feedback	Locke, Kara	9/17/2014	Interim assessment scores F & P levels Targeted Instruction reports Schedule of academic and evening programming Data discussions and meetings to discuss Students of Concern Review of students demonstrating EWIs and action planning for their support Professional development schedules	9/17/2014 biweekly
G2.B4.S1.MA1	Review of program schedule and achievement data.	O'Hara, Cristine	10/15/2014	Reading data such as F&P reading levels and interim assessment scores will be reviewed at least quarterly to measure progress.	6/5/2015 every-6-weeks
G2.B4.S1.MA1	Observations of staff by our instructional leadership team will be monitored by the Head of School and by the EESAC team.	Locke, Kara	8/18/2014	Classroom observations, DEAR observation notes, written evaluations	6/5/2015 weekly
G2.B1.S1.MA1	The Academic Coordinator will collect feedback from staff in the content areas on the resources that they have and the appropriateness of these for their classes. This conversation will be data driven and collaborative.	O'Hara, Cristine	10/1/2014	IA data F&P data	10/1/2014 every-6-weeks
G2.B1.S1.MA1	The Academic Coordinator will utilize observations and staff feedback to ensure that differentiated instruction resource needs are met.	O'Hara, Cristine	10/1/2014	Lesson plans Observations	6/5/2015 quarterly
G2.B2.S1.MA1	The PLT will utilize the referral, SEED note, and suspension data collected by the Dean to determine the impact of the MOC on behavior and social skills.	Gervais, Delphine	9/17/2014	Data dash SEED point totals	6/5/2015 monthly
G2.B2.S1.MA1	The Dean of School Culture will monitor staff implementation of the Model of Care.	Gervais, Delphine	9/17/2014	Observation notes PLT feedback SEED notes	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	Satisfaction surveys and attendance rates will be used to determine whether the plan is improving student attendance rates.	Allegra, Fran	11/19/2014	Student grades and attendance rates	6/5/2015 every-6-weeks
G2.B3.S1.MA1	Feedback will be solicited from parents on the implementation of the transportation plan.	Allegra, Fran	8/18/2014	Parent satisfaction surveys	6/5/2015 quarterly
G3.MA1	SEED will administer surveys to students to get feedback on the effectiveness of these activities and speakers. The staff will also provide feedback and reflect on each event.	O'Hara, Cristine	11/26/2014	Meeting agendas Monthly calendar of activities and guest speakers Sign-in sheets for activities Partnership logs Student surveys	11/26/2014 monthly
G3.B3.S1.MA1	This strategy will seek to ensure that adequate resources are considered to meet the monthly target. The leadership team will review suggestions from staff and empower them to follow up and plan events.	O'Hara, Cristine	11/6/2014	Monthly activity calendar Google docs with planning materials Career interest survey	6/5/2015 one-time
G3.B3.S1.MA1	PLT members will check the list and remind staff to participate in the electronic brainstorming sessions during the period that it is posted.	O'Hara, Cristine	10/29/2014		11/3/2014 daily
G3.B3.S2.MA1	Students will be surveyed to get feedback on the quality of activities and speakers each month.	Rivera, Miguel	Student surveys	monthly	
G3.B3.S2.MA1	Monthly activity calendars Meeting agendas	Rivera, Miguel	Monthly activity calendars Meeting agendas	monthly	
G4.MA1	- Activity calendars - Parent survey data - Participation rate data - Sign-in sheets - Staff feedback	Gervais, Delphine	10/20/2014	- Handouts to families advertising events - Reminders in the Friday folders to families - Email blasts and robocalls - Agendas for specific events - Sign-in sheets - PLT meeting and EESAC meeting minutes - Reminders to staff	6/5/2015 monthly
G4.B1.S1.MA1	The Programmatic Leadership Team & EESAC team will examine the parent participation rate data to track progress.	Chiu, Justin	10/31/2014	Mrs. Alvarez will provide the participation rate data to the PLT and EESAC teams to discuss progress on this goal.	6/5/2015 monthly
G4.B1.S1.MA1	The Programmatic Leadership Team & EESAC team will examine the parent participation calendar each month to track implementation.	Rivera, Miguel	10/31/2014	Mr. Rivera will provide the activities calendars to the PLT and EESAC teams to discuss progress on this goal.	10/31/2014 monthly
G4.B2.S1.MA1	SEED will utilize semiannual parent surveys to solicit feedback from parents about the communication systems in place.	Gervais, Delphine	12/19/2014	Parent surveys	6/5/2015 semiannually
G4.B2.S1.MA1	During weekly leadership meetings, the PLT will ensure that differentiated efforts to communicate are in place by reviewing weekly and monthly communications.	Locke, Kara	10/20/2014	Newsletters Email communications Call logs Social media	6/5/2015 weekly
G4.B3.S1.MA1	Mr. Rivera will share his message to the staff with the leadership team and the leadership team will be available to field questions about planning the parent involvement activities.	Locke, Kara	Team meeting agenda	one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Students at The SEED School of Miami will demonstrate improved reading and writing skills through content area literacy instruction in all classrooms and an emphasis on literacy in the evening hours.

G1.B2 According to diagnostic F&P testing, 33% of SEED readers register significantly below grade level in their reading comprehension, decoding, and fluency skills.

G1.B2.S1 The lowest readers at SEED (below level K, 4 students total) will take part in an intensive phonics program (Wilson Reading) to target reading defecits.

PD Opportunity 1

The Academic Coordinator will select one staff member to become Wilson Reading certified and send them to the Wilson introductory training.

Facilitator

Wilson Reading

Participants

1 ESE Literacy teacher

Schedule

On 12/19/2014

G1.B3 SEED student FCAT scores show an average score of 1.94 on their last FCAT writing assessment.

G1.B3.S1 Students will be taught and will practice their writing skills in all content area classrooms. A uniform writing rubric will be used to reinforce writing standards in all spaces.

PD Opportunity 1

Staff will receive professional development in content-area writing instruction best practices and implement these teaching strategies into their classrooms.

Facilitator

Writers Workshop (Teachers College)

Participants

Content area teachers

Schedule

Monthly, from 9/17/2014 to 6/5/2015

G2. Students who meet early warning indicators will demonstrate academic and social/emotional growth.

G2.B4 Sufficient time and opportunity to address reading gaps

G2.B4.S1 Time in the daytime and evening programs will be dedicated to independent reading. Content area teachers and Student Life Counselors will embed independent reading time into their respective programs.

PD Opportunity 1

Staff will be trained in effective independent reading instructional strategies.

Facilitator

Mrs. O'Hara, Mrs. Cook

Participants

Student Life Counselors and Teachers

Schedule

On 12/19/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Students at The SEED School of Miami will demonstrate improved reading and writing skills through content area literacy instruction in all classrooms and an emphasis on literacy in the evening hours.	4,000
Grand Total	**4,000**

Goal 1: Students at The SEED School of Miami will demonstrate improved reading and writing skills through content area literacy instruction in all classrooms and an emphasis on literacy in the evening hours.		
Description	**Source**	**Total**
B2.S1.A2 - Professional Development: Literacy Training	General Fund	2,500
B2.S1.A2 - Wilson Reading program materials	General Fund	1,500
Total Goal 1		**4,000**