Sports Leadership And Management (Slam) Middle School North Campus

2017-18 Schoolwide Improvement Plan

Sports Leadership And Management (Slam) Middle School North Campus

16551 NE 16 AVE, North Miami Beach, FL 33162

www.slamnorth.com

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sports Leadership And Management (Slam) Middle School North Campus

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Sports Leadership And Management (SLAM) North Middle School's mission statement is to provide a safe, innovative, positive, engaging, and in-depth secondary educational program that will produce college-bound students through emphasis on post-secondary preparation and sports-related majors. SLAM is a community dedicated to inspiring all students to achieve academic success while infusing the ideals of school citizenship.

b. Provide the school's vision statement.

SLAM strives to provide a confident and safe environment that fosters a rigorous academic and technological curriculum to prepare students to become lifelong learners. In order to produce college bound and career-oriented graduates, the school believes it must create strong relationships with all stakeholders which fosters growth and leadership.

2. School Environment

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

SLAM establishes an environment which brings the cultures of the student and teachers together establishing a relationship, in turn, creating a family environment. SLAM offers students a high level of academic achievement while providing a safe and nurturing environment. Students go through an articulation process with the counselor where they can choose their educational path, academy, accommodate their learning needs (ESE/ESOL) and attain all their educational aspirations. Parent academies, student orientations, community involvement sessions and student peers help with the process of team building within the school. Constant communication between the stakeholders is essential to the success of each student. Collaborated events between the school and home are established to support parental engagement with the school. These events include but are not limited to: EESAC meetings, Back to School Night, Parent/Teacher Conferences, financial aid workshop and Student Parent Association (SPA) meetings.

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

An environment of safety and respect is created at SLAM by having the administrative team, teachers and security being visible and circulating throughout the school on a daily basis. A safe and respected school environment which is conducive to learning is provided to all the students. The administrative team, faculty and staff put a strong emphasis on respect to self and others which is evident when walking the halls of SLAM. Daily walk-throughs are done throughout the day by the administrative team. The principal makes every effort to walk the halls every morning to greet students and staff, visit the cafeteria during lunch hours, and be visible at dismissal. Security is present throughout the day, having a set post on all the floors and the cafeteria. The After School Care Program offers students the opportunity to receive help with homework and engage in fun and exciting activities while giving parents the confidence that their child is being looked after in a safe environment. Furthermore, there are after school organized sports and tutoring classes led by coaches and teachers.

c. 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.

Optimal instructional time is essential to student success. Teachers at SLAM implement bell-to-bell instruction on a daily basis in order to have high academic achievement. Daily walk-throughs by the administration team are conducted in order to ensure adequate use of instructional time. Instructional resources, teacher editions, computers, Promethean boards, science labs and supplemental resources enhance the structure and variety of classroom instructional strategies. There is an array of software technology throughout all grade levels and subjects in the school and a substantial amount of student-computer work stations in order for the students to receive the highest level of education with the needed resources. Teachers use a variety of teaching methods to target the individual needs of the students within the classroom. Differentiated instruction, small groups, peer teaching, and higher order thinking is evident in all classrooms. The Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI) approach as a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions. The SLAM Code of Excellence is a school-wide plan which clearly outlines student expectations. Appropriate behavior is recognized and consequences are given for breaking the code. SLAM uses the Code of Student Conduct published and distributed by the Miami-Dade County Public School Board, in order to ensure a safe and orderly learning environment. In order to provide the safest learning environment for our students, SLAM has established a Progressive Disciplinary Plan and establishes a climate of student behavior that is socially acceptable and conducive to the teaching and learning process. The rigorous academics, structured discipline program and the organized athletic program provides all the students at SLAM with all the necessary tools to advance in their educational path.

d. 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.

SLAM believes that engaging families and communities contributes to greater academic achievement and to the improvement of the school as a whole. The social-emotional issues of the students are met through different programs provided to the students. These programs help with providing knowledge and in-depth understanding of daily stresses, challenges, sudden tragedies, crisis intervention and transitional issues. Student services personnel help provide individual and group counseling. Presentations and whole group discussions utilizing the comprehensive curriculum are provided to the students to inform them on bullying, Aids Awareness, sexting and youth-related dilemmas. Follow up discussions between the school counselor and the parents are made to ensure the student's needs are being met. Outside agencies may be recommended for continuing support and evaluation. The school's leadership team, the general education teacher, special education teacher and the school counselor monitor student achievement, collect data quarterly, conduct data chats and communicate with the stakeholders in order to stay abreast of the student's progression and achievement. SLAM provides a wide variety of clubs, activities and sports in an effort to entice as many students as possible to participate in co-curricular and extra-curricular activities such as DECA, Student Government, National Honor Society, Science Club, Anime Club, Art Club, Chess Club, Comics Club, Environmental Club, Future Business Leaders of America, Film & Music Club, Glee Club, History Club, and Key Club. These clubs provide students with an outlet for self expression and social-emotional development. SLAM, in order to ensure that all the social-emotional needs of the students are being met, provide activities that support student achievement, greater family involvement and increase the partnership with the community.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

1. Attendance below 90%: Attendance Bulletins are reviewed and teacher attendance referrals are addressed for students incurring an excess of absences; 3 unexcused absences or more. Conferences with students and/or parents take place to develop monitoring plans. Administrative follow-through with monitoring plans to ensure fidelity.
2. One or more Suspension: Students and parents are informed of behavioral expectations and consequences as outlined in the Student Code of Conduct. Parents will receive academic progress reports. Teachers and administration will communicate with parents regarding student progress of academic and behavioral goals.
3. Course Failure in English Language Arts/Math: Parent communication is ongoing throughout the school year via progress reports, telephone calls and/or parent conferences and meetings.
4. Level 1 on Statewide Assessment in English Language Arts or Math: School-wide data is reviewed and students are targeted for remediation. An individualized approach using testing data and subjective measures are utilized to provide students the ability succeed within their strengths and reinforce their academic weaknesses.

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

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

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

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

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

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

SLAM has implemented several instructional strategies for students exhibiting two or more early warning indicators and needing academic assistance. All students who scored a Level 1 or 2 on the Florida Standards Assessment in Reading and/or on the End of Course Exams are enrolled in an intensive/remediation course for reading and/or math. In addition, these students are required to attend after school tutorial programs twice per week to target academic deficiencies. Pull-Out tutoring and push in tutoring is also offered to students who are on the cusp between two levels. The Guidance Counselor and an administrator meet with the students in an effort to determine the cause(s) behind the indicators as well as to discuss potential solutions that will benefit the student the most. The parent conferences are held to involve the parent in the student's academic improvement. Additionally, If the student is an athlete or participates in a club/activity, the coach or club sponsor is also involved in the intervention. Every effort is made to show the student that he/she has allies who are interested in seeing him/her succeed and achieve academically. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

SLAM has also implemented an initiative wherein an After-school 8th Period has been created and students are expected to stay afterschool for an additional 60 minute period. This period is a part of the student's schedule. Subjects addressed during this period include: Algebra 1 EOC, Geometry EOC, 10th Grade reading, 11th and 12th Grade ESOL FSA Retakes. These programs will follow scripted lesson plans and will require constant assessing to determine the effectiveness of the instruction and shifts in instructional direction and focus. Students will receive an academic grade and attendance is required. This additional instructional period for juniors and seniors can change based on their performance on standardized test. (Examples: ALG 1 EOC, GEO EOC, BIO EOC, and CIVICS). Juniors and seniors that receive passing scores on the pass/ fail EOC can exit the course after scores are confirmed. These student shall exit the course and the other students shall remain in the course until they pass the course. Students enrolled in EOC impacted courses will have their grades reviewed on a regular basis. Example: In October, a student that is receiving a D or F for their quarter grade will be placed in this course to remediate their deficiencies and will remain there throughout the year. This is part of the "Safety Net Curricular Intervention". This can also be used as part of the RtI Tier 1 level support to improve student academic performance. This curricular approach is designed to support a student with subjects that are scalar in nature. The best example is Algebra 1. The mathematical requirements of Algebra 1 are rooted in the fundamental mathematical skills acquired in grades 3-8. Some students enter high school with those deficiencies and are causation for student's failure in Algebra 1. The remediation course for the 1st 9 week grading period is to provide the student a fundamental approach to math. In other words, there is a concentrated effort to review basic arithmetic, number sense, and basic word problem skills (problem deconstruct, vocabulary, and question format).

The RtI Leadership team will provide information regarding new school-wide initiatives to promote student achievement and monitor the fidelity of the delivery of interventions. The Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Data will be utilized to create, monitor, and adjust the school's academic goals through data gathering and analysis The team will assess, analyze and adjust plans as necessary to meet student needs and maintain fidelity with the School Improvement Plan. Individuals from the RtI Leadership team will consistently communicate efforts with ESSAC to develop, update and maintain the School Improvement Plan.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition

to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response.
3. Select students (see SST guidelines) for SST Tier 3 intervention.
The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the
year and describes the school's plan to meet those goals. The specific supports and actions needed
to
implement the SIP strategies are closely examined, planned, and monitored on Tier 1
worksheets completed three times per year. The Problem-Solving process is used to first
carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are
translated into progress monitoring (3 times per year) and ongoing progress monitoring
(approximately once per month) that can reliably track progress on a schedule based on student need
across the Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not
meeting proficiency.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

2. 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.

SLAM integrates national Common Core Standards and sports-related themes into a core curriculum of
Language Arts, Mathematics, Science and Social Studies. SLAM prepares students for careers in Sports
Medicine, Business & Marketing, and Communications through electives coursework in the following
career academies: Sports Medicine, Sports Broadcasting and Sports Marketing. SLAM provides
students with unique access to career mentors, athletes as role models, and executive internships
through educational partnerships with local and national sports franchises. By fostering these and other
long-term relationships, students at SLAM benefit from real-world learning experiences within all facets
of the sports industry. SLAM has formed partnerships with both private and government owned
agencies. Sustaining the partnerships requires constant communication with the partners, updating
contacts, and inviting local and national speakers. The community is engaged in the school and the
success of the student through the involvement of the stakeholders. SLAM offers extensive athletic and
academic programs, as well as extra-curricular activities in order to meet the diverse needs of the
student body population. The school has established partnerships with UnderArmour, Major League
Baseball, Professional Golfers' Association of America, the University of Miami, Florida International
University, St. Thomas University, NBA Cares, NASCAR and the Miami Marlins in order to infuse
academics with career opportunities.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
	Principal

b. Duties

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

Principal: Edward Gorriz
The principal will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide and facilitate for professional development opportunities, observe and assess school staff and communicate with stakeholders' plans and activities regarding RTI.

2. 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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned?
(Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or
behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for

meeting Annual Measurable Objectives.

Title I, Part A:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. SLAM provides services to ensure all students requiring additional remediation are assisted through before school and after school tutoring and pull out intervention. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs students.

Title I, Part C:

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs to conduct a comprehensive needs assessment of migrant students and ensure that the unique needs of migrant students

are met.

Title I, Part D:

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II:

The District uses supplemental funds for improving basic information as follows:

1. Training for add-on endorsement programs, such as Reading, Gifted, ESOL Training and substitute release time for these training sessions.

2. Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.

Title III:

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

1. Parent outreach activities

2. Professional development on best practices for ESOL and content area teachers

3. Coaching and mentoring for ESOL and content are teachers Reading and supplementary instructional materials.

4. Achieve 3000, after-school tutoring and pull-out intervention sessions

Title X-Homeless:

All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents,

schools, and the community.

Supplemental Academic Instruction: Several extended learning opportunities exist for the SLAM students. These include but are not limited to:

1. Target tutoring delivered as a pull-out program for students needing assistance in the subject areas of reading and mathematics

2. Saturday tutoring offered for 6 weeks prior to testing month

3. EOC tutoring is provided for all students registered in a course which requires an End Of Year Course assessment.

4. AP tutoring is provided for all students registered in an advanced placement course.

5. After-school tutoring will also be offered to the students by the faculty for Level 1s & 2s..

These opportunities for improvement are available to students in all grades. Opportunities for enrichment are also available for all students at SLAM. The curriculum is developed to allow students opportunities to partake in Honors and Advanced Placement level courses and dual enrollment. Another essential component of the curriculum is the school's affiliation with the DECA Program and industry certification. This program offers the students an opportunity to engage in the school's challenging curriculum with electives in the areas of business, management and marketing. These courses are offered sequentially in grades 9-11 and lead towards a paid internship during the 12th grade year. Additionally, sports, clubs and activities have been set up to allow the students to develop socially and engage in community awareness. This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs:

The school offers a non-violence and anti-drug program to students; which incorporates field trips, community service and counseling. The City of Miami Police Department has established a presence and rapport with the students at SLAM Charter High School in an effort to intervene and inform the students about violence prevention. The school also implements MDCPS's Policy Against Bullying and Harassment.

Nutrition Programs:

SLAM, in an effort to meet its stakeholders' needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provide nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely.

1) The school adheres to and implements the nutritional requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statue, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the Healthy Food and Beverages Guidelines as adopted in the District's Wellness Policy.

Housing Programs; N/A

Head Start: N/A

Career and Technical Education:

SLAM is affiliated with the DECA program and has infused the program into its curriculum. The DECA Marketing Program is one of the largest in the state. The students complete in local, state and national competitions. Scholarships are offered to our students through the DECA affiliation. The three Academies, Sports Marketing, Sports Broadcasting, and Sports Medicine not only better prepare our students for higher education, but in conjunction with our internship and school to work program, it will expose our students to On The Job Training (OJT)/CDE while in high school. In addition to the DECA program, SLAM offers its students the opportunity to be industry certified in the following areas. In the Sports Marketing track the students are given the opportunity to be industry certified in Dream Weaver, Photoshop and MOS. In Informational Technology, the students are the given the opportunity to be certified in Dream Weaver and MOS. In Sports Broadcasting, the students are given the opportunity to be industry certified in ADOBE and Premier Pro. In the Health Track, the students are given the opportunity to be industry certified in Certified Medical Assistant (CMA).

Job Training:

Students will be able to participate in On-the-Job training program/CDE. Students are required to have a training plan, dress for success, opportunity to expand their resume, learn job skills, use an official time card and gather employability and leadership skills. These students will be supervised by a teacher who will provided feedback and evaluations.

Other:

• Involve parents in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

• Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact ; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

• Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

• Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

• Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

• Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

• Additional academic and support services will be provided to students and families of the Migrant population as applicable.

• School Improve Grant Fund/School Improvement Grant Initiative: The school receives funding under the School Improve Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Edward Gorriz	Principal
Hannah Hernandez	Student
Soraya Cabrera	Teacher
Fredrick Kondla	Teacher
Erika Arbulu	Parent
Zoila Fabal	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

N/A

b. Development of this school improvement plan

N/A

c. Preparation of the school's annual budget and plan

N/A

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

N/A

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

N/A

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining
high-quality teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in
proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of
increased learning time and strategies to support and promote literacy, preschool transition and college and career readiness. SLAM fosters positive working relationships between teachers by providing forums to participate in Professional Learning Communities (PLC), monthly department meetings, vertical planning, common planning and faculty meetings. These meetings provide opportunities for teachers to collaborate, share best practices, ideas, use the skill and knowledge learned to build a bridge

for curricula and coach each other with best practices in the shift of the instruction. During these meetings, teachers plan across all content areas and build links between student performance, analyze data, and unpack each Florida Standard or benchmark. All team members work collectively towards a common goal.

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

he school employs instructional staff that meets State and Federal requirements. All staff members are required to hold a bachelor's degree or higher in their field and have State Certification for the required position. Each teacher and administrator must be highly qualified and meet the rules and requirements of the Florida Department of Education. All teachers have Bachelor's degrees and many have advanced degrees including Master's degrees, Specialist degrees and Endorsements. SLAM establishes and implements processes to recruit, employ, retain, mentor and evaluate qualified professional and support staff to fulfill assigned roles and responsibilities:
RECRUITMENT PROCESS
•Employs teachers to match the criteria needed, offers comparable salaries to other local districts, and uses equivalent pay scales based on years of experience and degrees earned;
•Locates qualified candidates on sites such as Teachers-Teachers.com and Teachers.net;
•Advertises on local web-based newspapers;
•Partners with the Spanish Ministry of Education to assist with the hiring of highly qualified dual language educators; and
•Recruits international teachers through Education Partner International LLC;
EMPLOYMENT PROCESS
•Resumes are reviewed and applicants are qualified according to job description, state certification, federal guidelines and other criteria;
•Candidates are contacted for an initial interview;
•The initial interview may consist of a panel made up of a designated administrator, subject department chair, and a support staff member (e.g. reading coach, math coach, etc.);
•On successful completion of an initial interview, select candidates meet with the principal for a second interview;
•Principals may not employ an individual who is not qualified for certification or does not meet highly qualified status if another applicant has applied who meets the requirement; and
•The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening.
RETAINMENT PROCESS
•Offers annual salaries in line with other local districts, a 401-K Plan which offers matching funds, tuition reimbursement, and a full medical package that includes medical, vision and dental benefits;
•Offers paid life insurance and disability plan;
•Provides teachers the ability to receive and accrue sick days;
•Offers educational assistance/tuition reimbursement which encourages personal development through formal education so employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs with the School.
•Boosts teach morale through positive feedback, staff gatherings and social events, and a "Teacher Appreciation Week";
•Encourages optional professional development opportunities.
•Conducts walk-throughs, Midyear Reviews, Yearly Observations, and Summative Evaluations, conducted to assist the teacher with their professional growth.
MENTORING PROCESS
•Beginning/New Teacher Orientation is held before the commencement of each school year; Mentors and Mentees are paired
•All faculty and staff, as part of the continuous improvement process, are offered professional growth opportunities to further enhance their individual professionalism.

DEVELOPMENT OF STAFF
•Faculty members will complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for person targeted professional growth, including the identification of strategies for obtaining specified goals, and a time frame in which it can occur.
•Staff will participate in school-initiated and other relevant and necessary workshops for professional development, and with the intent of consistent and continuous improvement to educators as professionals;
•Teachers will meet with administrators periodically to interpret data from district and/or state assessments. Quantitative and qualitative data will be used to help plan and improve classroom instructions by targeting students' weak areas;
•Faculty meetings will be held monthly by school administrators to discuss day-to-day school activities in order to facilitate support, and encourage communication;
•Department meetings will be held monthly to discuss any concerns within the department, and to keep abreast of current trends in the particular subject area;
EVALUATION OF FACULTY
•The administrative team will each conduct a walk-throughs daily to provide feedback on objective, setting, grade level appropriateness of lessons, use of higher-order questioning, appropriate use of resources; on-task behavior, as well as classroom management;
•Each teacher will be formally observed a minimum of once in the school year using the Instructional Performance Evaluation and Growth System (IPEGS) which focuses on 8 Standards: (1)Learner Progress, (2)Knowledge of Learners, (3)Instructional Planning, (4)Instructional Delivery, (5)Assessment, (6)Communication, (7)Professionalism, and (8)Learning Environment. Number of observations will be based on number of years of teaching experience.

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

The Mentoring Program at SLAM was created to improve the quality of teachers in their educational profession. Strengthening the leadership skills of veteran teachers can in turn build the effectiveness of the new teachers; most importantly, improving the overall learning experience for the students.Mentors and mentees will meet together, in a confidential setting, to explore new ideas, collaborate together and Team Build. The job of a mentor is to provide support, feedback and advice. The mentor will make the transition into SLAM as smooth as possible for the mentee. Bi-weekly meetings and classroom observations are scheduled. Mentees will keep a communications log and meet with Lead mentor on a quarterly basis. Our comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or were identified as being in need of improvement. Administrators provide teachers with the resources and time necessary for mentoring teams to meet and observe each other's techniques, model best practices and discuss improvements to classroom instructional practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

SLAM uses state and district approved texts and materials for classroom instruction. To ensure fidelity of these instructional programs, the school utilizes grade/subject level pacing guides and instructional focus calendars all aligned to the Florida Standards. Additionally, professional development is constantly occurring through the professional learning communities and CPALMS; teachers are prepared and supported as they align their assessments and lessons with Florida State

Standards and develop ongoing focus calendars. Furthermore, new instructional materials and resources have been bought this year to align with the new Florida Standard Assessments. The departments meet to plan and share best practices. Lesson plans are then created and submitted to department heads for review. A common board configuration is required of each teacher outlining the Florida Standards objectives, agenda, essential questions, and home learning for each class. The leadership team members observe and verify the fidelity of curriculum implementation through co-teaching, modeling and mentoring. To ensure teachers are on task and effective, various processes are implemented such as IPEGS conducted at least once a year, classroom walk-throughs conducted daily, student performance data and the Individualized Professional Development Plan (IPDP). The plan assists individuals in targeting their professional growth to the school's improvement plan goals in subjects such as reading, math, and writing, as well as in areas linked to STEM, student performance, individual learning goals, professional development activities or performance outcomes.

b. Instructional Strategies

1. 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.

Data is collected and dis-aggregated throughout the school based on Baselines, Interims, School-generated Bench-marking Assessments, state-wide and end-of-year assessments in reading, writing, Algebra I, Geometry, Biology and US History assessments. The school also utilizes score reports from the Advanced Placement exams, PERT results, ACT and SAT results.The school uses an electronic data base which is stored on the network share drive allowing teachers access on an individual student basis. The student progress is closely monitored. Learning gains by each benchmark are analyzed and strategies are put in place to meet the needs of the students. Teachers are then able to gauge student performance and weakness by individual data, classroom data, and grade level data utilizing an in-house data program. This data is compiled, analyzed, and shared with the teachers in order to give them a better picture of their students' needs and deficiencies. Subject area and grade level data chats are conducted with each individual teacher which allows them to focus and plan a prescribed intervention strategy for targeted students and class needs. In addition, the school's reading coach and math interventionist intervene with pull out groups and small groups by areas of weakness and deficiency. Teachers will gather their data and then meet with their individual students to conduct data chats as well. It is essential that each student understands and knows their data performance on a quarterly basis and view their mastered benchmarks for each interim and mini assessment. Teachers keep copies of all the data in their classroom Tools for Success Binder. Planning with the end in mind, the instructional team utilizes pacing guides, instructional focus calendars, and the unpacking of the Florida Standards/Benchmark strategy, to target individual student needs. In addition, the school's instructional routines set the purpose for explicit instruction, bell to bell instruction and the Gradual Release of Responsibility Model. This instructional framework creates the pathway to whole group instruction followed by small-group exploration, practice, extension, and assessment. The school-wide intervention/enrichment plan mirrors and addresses the needs of the struggling students as well as challenges those students who are more proficient. These school-wide strategies utilize higher order skills that enhance instruction and promote critical, independent and creative thinking, for a deeper understanding of content.

2. 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: After School Program
Minutes added to school year: 28,800

After school tutoring begins in October and ends in April. This program is offered as a remediation tutoring in Reading, Math, Social Studies and Science on Monday through Thursday for 60 minutes per day. Students are identified through FSA and FCAT Data, Baseline, EOC scores and lowest 25% in Reading and Math.

Strategy Rationale

All students will benefit from the before and tutoring programs offered at SLAM. The after school tutoring program remediates all students not meeting high standards in Math, Reading, Social Studies and Science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected from interim assessments in the fall and winter and FCAT/FSA and EOC results in the spring of each school year. During faculty and EESAC meetings the data is analyzed and strategies are discussed as to their effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(V).

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

The Administrative Team, along with the Student Services team will assist in the process of articulation for all incoming and outgoing students. Incoming students and outgoing Seniors are provided with effective transition strategies to succeed. A New Student Orientation is held prior to the beginning of the school year to inform students and parents about policies and procedures. In addition, counselors familiarize students with academic requirements and expectations for grade level advancement/graduation.Grade level meetings are held toward the beginning of each school year to discuss the FSA/FCAT data, Baseline Data and Interim Data with students so that they understand where they are as a cohort. Graduation requirements for their graduating class are discussed and they are aware of what they are working to achieve. In addition, the Guidance Counselor hosts another grade level meeting just before subject selection cards are distributed to all students for the following school year. During this meeting, he goes over the graduation requirements again and discusses what they should be focusing on for next year. Students then meet with the Guidance Counselor on an individual basis if they are unclear about their path for the following school year or have any other questions regarding their academic plan. Another tool which provides students an easy transition to the high school, is our school website. It has also served as a powerful recruitment tool in that both perspective students and teachers can attain insight on the school, its teachers, and its educational philosophy. For outgoing students, before they leave, they are given a copy of their student history by subject area . They are advised on their graduation status, informed on the correct

number of courses they need to complete, credits and substantial college and career readiness information to transition into college and universities.

b. College and Career Readiness

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

All of the students at SLAM are addressed at a general assembly with regards to the curriculum bulletin and course selection. The students meet individually with the counselor to review school course plan to assure that students are enrolled in courses that align with the students' future career goals. Students also complete ePEPs on www.facts.org and they are updated to reflect any changes in student programs. All students must select an academic course and follow a track in one of the academies: Sports Broadcasting, Sports Marketing or Sports Medicine. Students are offered honors, Advanced Placement and Dual Enrollment courses. SLAM has formed a partnership with St. Thomas University and we are offering a Dual Enrollment track which is aligned to the Bachelors of Arts in Sports Administration. Our teachers are credentialed with St. Thomas University as well as other Universities that will create future partnerships with SLAM. Some of the Dual Enrollment courses are offered on our campus after school.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

SLAM offers various vocational courses that lead to Industry Certification, such as Dreamweaver, Adobe and MOS. In addition, the school offers courses such as Marketing, Management and Finance related courses to facilitate students' transitions from school to work by providing them with the necessary tools for success.The school offers a wide variety of courses that are aligned with the State's curriculum to ensure a smooth transition from year to year. All of the courses are interconnected to build on each other as the student moves toward graduation. The school offers opportunities for internships through the Academies of Sports Broadcasting, Sports Marketing/ Management and Sports Medicine), DECA, and summer partnerships.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

SLAM fosters pride in an innovative and in-depth secondary educational program that produces college-bound students through emphasis on sports-related majors and post secondary preparation. SLAM prides itself on providing students with the academic skills necessary to succeed educationally at or above grade level. The school believes it must provide rigor, relevance and relationships in the educational program. Cross-curricular planning between the core academics and the SLAM Academies has supported academic achievement and integrated a career-oriented curriculum. The counselors are also active in encouraging students to take Honors, Advance Placement and Dual Enrollment Courses to help prepare the students in their post secondary plans. Through the planning process, the Career Academies infuse Reading, Math, Science and Social Studies into a sports curriculum. The core classes incorporates many academy course concepts within their curriculum. SLAM continues to improve student readiness by encouraging more participation in National Assessments such as the PSAT, SAT and ACT.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

The counselors will monitor student data reports on SAT and ACT results and meet once a month to discuss the school wide plan and make adjustments as needed. Every student will receive an individualized password to access the ACT Online Prep Program from home and/or school. Students are encouraged to take more advanced courses to supplement our established rigorous curriculum.

Classroom guidance and individual sessions with the students are conducted by our School Counselors. Parental meetings are held to explain their role in assisting students with being ready for college. In addition, SLAM offers courses at a variety of levels. Dual Enrollment and AP courses are offered on campus to further challenge our students. 37% of students successfully passed Advanced Placement courses with a score of 3 or higher. All students in grades 8-11 participate in the PSAT to identify target strengths and areas of improvement. Students participate in college fairs and college tours throughout the year. The CAP counselor assists students with free vouchers for both SAT and ACT administrations; as well as assistance with college, scholarship and financial aid applications.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.   To increase student achievement by improving core instruction in all content areas

G2.   The goal is to monitor Early Warning Systems for attendance, suspension and course failure in order to provide them with support and interventions that will increase their academic achievement.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas [1a]

🔑 G097116

Targets Supported [1b]

Indicator	Annual Target

Targeted Barriers to Achieving the Goal [3]

- Students need additional scaffolding of the ELA Florida Standards in connection to the performance task.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Highly qualified personnel, professional development opportunities, research-based instructional strategies, instructional focus calendars flexible master schedules, research-based curriculum, professional learning communities, funding, instructional coaches, school wide leadership initiative, community partners, and school culture.

G2. The goal is to monitor Early Warning Systems for attendance, suspension and course failure in order to provide them with support and interventions that will increase their academic achievement. `1a`

🔍 G097117

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Parent Contact and Communication Logs-Staff maintains logs of all contact made with parents regarding their child or other school matters. Teachers will meet with parents to discuss academic success and behaviors in the classrooms.

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

Total:	**$0.00**