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# Sports Leadership And Management (Slam) Middle School North Campus

16551 NE 16 AVE, North Miami Beach, FL 33162

www.slamnorth.com

## Demographics

Principal: Eddie Gorriz

Start Date for this Principal: 8/21/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	11%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (49%) 2017-18: C (52%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

N/A

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

## Purpose and Outline of the SIP

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

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# Sports Leadership And Management (Slam) Middle School North Campus

16551 NE 16 AVE, North Miami Beach, FL 33162

www.slamnorth.com

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	93%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

## School Grades History

Year	2018-19	2017-18
Grade	C	C

## School Board Approval

N/A

## SIP Authority

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

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

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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.

**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.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Gorriz, Edward	Principal	Mr. Gorriz manages the operations of the school. He is responsible for ensuring the school runs smoothly, remains safe, and provides an excellent learning environment for the students. In addition, there is constant communication between all staff members.
Falcon, Evelyn	Other	Dr. Falcon is one of the Lead Teachers at SLAM North. She is responsible for doing weekly walk throughs and monthly observations. In addition, She works with all teachers to implement improvements in lesson plans and teaching methods. Also, Dr. Falcon works along side Mr. Gorriz to ensure that the school is running smoothly.
Casa, Cody	Other	Mr. Casa is another Lead Teacher at SLAM North. He is responsible for doing weekly walk throughs and monthly observations. He works with all teachers to ensure that the school is a safe environment. This includes morning arrival and afternoon dismissal. Also, Mr. Casa works alongside the dean of discipline to ensure that all students are held accountable. In addition, Mr. Casa oversees the dual enrollment program.

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	87	105	93	40	0	0	0	325
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	1	0	1	0	0	0	0	2
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	16	23	29	15	0	0	0	83

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

16

**Date this data was collected or last updated**

Monday 9/9/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	11	10	0	0	0	0	24
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	11	3	1	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	41	68	38	0	0	0	0	147
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	18	43	23	0	0	0	0	84

**Prior Year - Updated**



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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	3	11	10	0	0	0	0	24
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	11	3	1	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	41	68	38	0	0	0	0	147
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	18	43	23	0	0	0	0	84

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	60%	58%	54%	0%	53%	52%
ELA Learning Gains	57%	58%	54%	0%	55%	54%
ELA Lowest 25th Percentile	58%	52%	47%	0%	48%	44%
Math Achievement	49%	58%	58%	0%	54%	56%
Math Learning Gains	38%	56%	57%	0%	56%	57%
Math Lowest 25th Percentile	30%	54%	51%	0%	51%	50%
Science Achievement	39%	52%	51%	0%	50%	50%
Social Studies Achievement	65%	74%	72%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	87 (0)	105 (0)	93 (0)	285 (0)
Attendance below 90 percent	0 (3)	0 (11)	0 (10)	0 (24)
One or more suspensions	1 (0)	0 (0)	1 (0)	2 (0)
Course failure in ELA or Math	0 (11)	0 (3)	0 (1)	0 (15)
Level 1 on statewide assessment	16 (41)	23 (68)	29 (38)	68 (147)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	55%	58%	-3%	54%	1%
	2018	58%	53%	5%	52%	6%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	62%	56%	6%	52%	10%
	2018	48%	54%	-6%	51%	-3%
Same Grade Comparison		14%				
Cohort Comparison		4%				
08	2019	58%	60%	-2%	56%	2%
	2018					
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	58%	58%	0%	55%	3%
	2018	40%	56%	-16%	52%	-12%
Same Grade Comparison		18%				
Cohort Comparison						
07	2019	38%	53%	-15%	54%	-16%
	2018	48%	52%	-4%	54%	-6%
Same Grade Comparison		-10%				
Cohort Comparison		-2%				
08	2019	33%	40%	-7%	46%	-13%
	2018					
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	39%	43%	-4%	48%	-9%
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	73%	-8%	71%	-6%
2018	88%	72%	16%	71%	17%
Compare		-23%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	63%	4%	61%	6%
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	60		20	40						
ELL	45	54	60	43	37	42	27	57	40		
BLK	57	53	50	41	28	14	29	57			
HSP	61	59	60	52	40	31	39	66	47		
WHT	60	50		40	60						
FRL	58	58	57	47	37	28	36	64	50		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	31	54	45	21	38	33					
BLK	45	63	60	24	19			85			
HSP	59	62	52	46	38	30		85			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	56	63	53	42	33	27		86			
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	95
Total Points Earned for the Federal Index	540
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

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

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

Math showed the lowest performance. Last year we implemented a new math curriculum called teach-to-one. This could be the contributing factor.

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

Civics showed the greatest decline. Students were not motivated. In addition, teacher tried new techniques that did not work.

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

Math had the greatest gap compared to the state average. Again, a new curriculum was used. Students took a while to get accustomed to it.

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

ELA showed the most improvement. We had afterschool tutoring as well as pull-out with an interventionist.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Our greatest area of concern is the amount of students who received a 1 on the FSA.

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

1. Math FSA scores
2. Civics FSA scores
3. Science FCAT Scores
- 4.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Math FSA Scores
<b>Rationale</b>	Based on FSA data, 47% of students scored below average. There needs to be a focus on mathematical achievement as well as an emphasis placed on learning gains of the lowest 25th percentile.
<b>State the measurable outcome the school plans to achieve</b>	The school will increase achievement from 49% to 54%.
<b>Person responsible for monitoring outcome</b>	Edward Gorriz (egorriz@dadeschools.net)
<b>Evidence-based Strategy</b>	Differentiated instruction and Pull-Out Strategy.
<b>Rationale for Evidence-based Strategy</b>	Lower level math students will be using TEACH TO ONE curriculum in the classroom. This program is centered on differentiated instruction. The program is personalized to the student based on the student's strength and weaknesses. In addition, we will be implementing Pull-Outs for those students in the lowest 25th percentiles.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Second year implementing TEACH TO ONE curriculum.</li> <li>2. Math teachers are properly trained and have more experience using program.</li> <li>3. Additional math teachers will be used for pull-outs.</li> </ol>
<b>Person Responsible</b>	Edward Gorriz (egorriz@dadeschools.net)
#2	
<b>Title</b>	Civics FSA Scores
<b>Rationale</b>	According to the Civic EOC scores, 35% of students performed below grade level. This is 23% more than the prior year. There needs to be a focus on Civics achievement scores.
<b>State the measurable outcome the school plans to achieve</b>	The school will increase civics scores from 65% to 70%.
<b>Person responsible for monitoring outcome</b>	Edward Gorriz (egorriz@dadeschools.net)
<b>Evidence-based Strategy</b>	Teacher will use mini-assessments in the classroom.
<b>Rationale for Evidence-based Strategy</b>	By using mini-assessments, teacher will be able to focus on what the students mastered and what they are having difficulty with.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teacher will give mini-assessments periodically.</li> <li>2. Instruction will be geared towards results.</li> <li>3. Teacher will use different strategies.</li> </ol>
<b>Person Responsible</b>	Edward Gorriz (egorriz@dadeschools.net)

**#3**

<b>Title</b>	Science FCAT Scores
<b>Rationale</b>	According to the Science FCAT scores, 39% of students scored at or above proficiency. This is 4 percent lower than the district.
<b>State the measurable outcome the school plans to achieve</b>	The school will increase civics scores from 39% to 44%
<b>Person responsible for monitoring outcome</b>	Edward Gorriz (egorriz@dadeschools.net)
<b>Evidence-based Strategy</b>	Pull-Out and Intervention
<b>Rationale for Evidence-based Strategy</b>	Lower level students will have extra science review course. By targeting those lower level students, teacher will be able to go more in depth with the information students are having difficulty with. In addition, we will implement pull out program with the bubble students who are in between proficiency levels.

<b>Action Step</b>	
<b>Description</b>	1. Hired 2 additional science teachers who are certified. 2. Differentiated instruction with the use of Pull out 3. Additional science teacher will be used for extra science review class.
<b>Person Responsible</b>	Edward Gorriz (egorriz@dadeschools.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

**Part IV: Title I Requirements**

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

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

The school will hold parent academies to assist parents and keep them engaged in their child's education. The school will also continue to take part in community events at the City of North Miami Beach.

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



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

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.

**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.

**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 Leadership Team will 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. They will 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.

Title I:

Part A: Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. 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.

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.

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 training programs including add-on endorsement programs and substitute release time for these training sessions.

Title III: Funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and provide parent outreach activities, Professional development and mentoring for content teachers. In addition, supplementary instructional materials, after-school tutoring and pull-out intervention sessions.

Title X-Homeless: All schools are eligible to receive services upon identification and classification of a student as homeless. District Homeless Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

**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.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Math FSA Scores	\$0.00
2	III.A.	Areas of Focus: Civics FSA Scores	\$0.00

<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Science FCAT Scores</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$154,350.00</b>