Sports Leadership And Management Academy (Tampa)

2018-19 Schoolwide Improvement Plan

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Sports Leadership And Management Academy (Tampa)

7116 GUNN HWY, Tampa, FL 33625

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	70%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	78%

School Grades History

Year	2017-18
Grade	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.

The mission of SLAM is to provide an innovative and in-depth secondary educational program that produces college-bound students through emphasis on sports-related majors and post-secondary preparation.

Provide the school's vision statement.

The school philosophy is the mechanism through which the mission will be achieved. In order to produce college bound and career-oriented graduates, the school believes it must provide Rigor, Relevance, and Relationships in the educational program.

School Leadership Team

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

Name	Title
Griffin, James	Principal
Cabanas , Julio	Assistant Principal
Kushner, Brett	Dean

Duties

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

James Griffin is the principal overseeing all school functions
Julio Cabanas is VP in charge of staff, Title 1 and After Care
Brett Kushner is Dean in charge of all student discipline.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	17	21	27	16	9	0	0	90
One or more suspensions	0	0	0	0	0	0	28	34	23	22	20	0	0	127
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	

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	1	0	3	1	0	0	5
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 10/24/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	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	

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	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	

Part II: Needs Assessment/Analysis

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

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

Science scored the lowest of all our data. We do not had a trend yet as this was our first year of existence.

Which data component showed the greatest decline from prior year?

There was no previous year data as the school completed year one for the 2017-2018 school year

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

The biggest gap for us was in Science where we were at 44% compared to the state average of 67%

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

We scored highest in our lowest 25% of ELA with a score higher than the district and state average.

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

We do not have any actions in place as of yet as this is information reflected our 1st year.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	43%	54%	56%	0%	50%	52%
ELA Learning Gains	44%	53%	53%	0%	46%	46%
ELA Lowest 25th Percentile	46%	43%	44%	0%	35%	38%
Math Achievement	42%	48%	51%	0%	45%	43%
Math Learning Gains	40%	49%	48%	0%	40%	39%
Math Lowest 25th Percentile	42%	45%	45%	0%	32%	38%
Science Achievement	44%	65%	67%	0%	61%	65%
Social Studies Achievement	57%	73%	71%	0%	75%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	17 (0)	21 (0)	27 (0)	16 (0)	9 (0)	0 (0)	0 (0)	90 (0)
One or more suspensions	28 (0)	34 (0)	23 (0)	22 (0)	20 (0)	0 (0)	0 (0)	127 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	45%	52%	-7%	52%	-7%
	2017					
Cohort Comparison						
07	2018	36%	52%	-16%	51%	-15%
	2017					
Cohort Comparison		36%				
08	2018	48%	54%	-6%	58%	-10%
	2017					
Cohort Comparison		48%				
09	2018	45%	53%	-8%	53%	-8%
	2017					
Cohort Comparison		45%				
10	2018	12%	52%	-40%	53%	-41%
	2017					
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	24%	48%	-24%	52%	-28%
	2017					
Cohort Comparison						
07	2018	58%	61%	-3%	54%	4%
	2017					
Cohort Comparison		58%				
08	2018	43%	29%	14%	45%	-2%
	2017					
Cohort Comparison		43%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	15%	48%	-33%	50%	-35%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	61%	62%	-1%	65%	-4%
2017					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	58%	65%	-7%	71%	-13%
2017					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	40%	63%	-23%	62%	-22%
2017					

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	40%	56%	-16%	56%	-16%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	41	43	9	41	45	13				
ELL	25	45	46	22	31	45	21	45			
BLK	60	73		54	50		36				
HSP	39	39	39	40	39	32	42	57	49		
MUL	46	42		31	17						

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
WHT	50	52	64	47	46	69	49	58	47		
FRL	41	43	44	38	40	44	41	50	49		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Goal #1 Increase Student Proficiency by 5%
Rationale	SLAM Academy will use student data from the Florida Assessment System, and other standardized assessments, to develop annual measurable learning objectives in the core curricular areas and beyond. Targeted student learning and development needs will be identified and compiled to determine both school-wide and/or grade or subject area learning targets as a means to plan for improvement. Standards that are not mastered will be identified, and appropriate measures for remediation will be instituted (such as implementation of an intensive Reading and/or Intensive Mathematics course). Students in need of remediation as well as students with special learning needs, will have access to supervised study time and tutoring after school (through Extended day tutorial services) as well as through Saturday school for "crunch-time" test prep (to remediate learning deficiencies and/or accelerate student's progress). That is, students performing below grade level, at grade level, or above grade level, will all be offered similar opportunities in order to maximize their potential and advance their progress.
	The curriculum at the School provide students with the knowledge, tools and strategies to solve problems throughout their life. The School also recognizes that to achieve and maintain high academic standards, additional support for individual students will be necessary. Support in all areas for students not achieving high academic success. Strategies for support included continued parental/guardian involvement; extended school services; modified delivery of instruction; small group interaction; extensive professional development for implementing strategies for struggling readers and data-driven decision making. SLAM Academy's philosophy is to provide additional services beyond the regular school curriculum and beyond the regular school day to ensure success to students in need. Classroom instructors use research-based curricula in all subjects. When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity will be provided. These interventions are in addition to the core primary instruction and will typically involve small-group instruction to address specific identified problems. These evidenced-based interventions are well defined in terms of duration, frequency, and length of sessions. Students who show minimal response to secondary prevention move to tertiary prevention, where more intensive and individualized supports are provided. All instructional and behavioral interventions are selected with attention to their evidence of effectiveness.
	The baseline student academic achievement levels for the School are established using multiple measures of student's academic performance. Some of the assessments used in the first year of operation included:
• Florida State Assessment Data
• Other Standardized tests (e.g. iReady, PSAT, SAT, ACT as applicable)
• Baseline Benchmark assessments, as applicable
• End of Course Exam results
• Standards-Based Teacher Made Assessment results
• Other standards-based exam results

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels, when data is available, to assess rates of academic progress. Notwithstanding, in subsequent years, SLAM Academy will compile other baseline assessments that serve to provide multiple indicators of academic performance.
A data dashboard is being developed for teachers. It will be used to compile the data and will be available for teachers to guide and differentiate their instruction for students. Students will be given |

baseline and interim assessments to monitor their progress toward meeting the benchmarks and standards in each subject.

Implementation: SLAM will implement this program by targeting our student population that are below grade level or approaching grade level first. Once we have targeted those populations, we use small group instruction to instruct students using this intervention tool.

Intended Outcome	Assessment: Assessments include a balance of questions designed to measure the knowledge, skills, and understanding essential to achieving college and career readiness. Using extensive data analysis SLAM will develop and implement a target support system that includes pull out, push in, and before and after school tutoring for Math, Science and Language Arts. The data collected from the Benchmark Assessment Test is desegregated by the teachers. Teachers place the data into a trend sheet based on each benchmark and use the trend sheet to determine the student's strengths and weaknesses. The trend sheet also provides the teacher with an instructional map to use as he or she is teaching lessons. The teachers use this trend sheet to form differentiated small groups based on student needs.
Point Person	James Griffin (james.griffin@sdhc.k12.fl.us)

Action Step

Description

Person Responsible [no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible [no one identified]

Activity #2	
Title	Goal #2 Increase Student Learning Gains by 10%
Rationale	SLAM Academy will use student data from the Florida Assessment System, and other standardized assessments, to develop annual measurable learning objectives in the core curricular areas and beyond. Targeted student learning and development needs will be identified and compiled to determine both school-wide and/or grade or subject area learning targets as a means to plan for improvement. Standards that are not mastered will be identified, and appropriate measures for remediation will be instituted (such as implementation of an intensive Reading and/or Intensive Mathematics course). Students in need of remediation as well as students with special learning needs, will have access to supervised study time and tutoring after school (through Extended day tutorial services) as well as through Saturday school for "crunch-time" test prep (to remediate learning deficiencies and/or accelerate student's progress). That is, students performing below grade level, at grade level, or above grade level, will all be offered similar opportunities in order to maximize their potential and advance their progress. The curriculum at the School provide students with the knowledge, tools and strategies to solve problems throughout their life. The School also recognizes that to achieve and maintain high academic standards, additional support for individual students will be necessary. Support in all areas for students not achieving high academic success. Strategies for support included continued parental/guardian involvement; extended school services; modified delivery of instruction; small group interaction; extensive professional development for implementing strategies for struggling readers and data-driven decision making. SLAM Academy's philosophy is to provide additional services beyond the regular school curriculum and beyond the regular school day to ensure success to students in need. Classroom instructors use research-based curricula in all subjects. When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity will be provided. These interventions are in addition to the core primary instruction and will typically involve small-group instruction to address specific identified problems. These evidenced-based interventions are well defined in terms of duration, frequency, and length of sessions. Students who show minimal response to secondary prevention move to tertiary prevention, where more intensive and individualized supports are provided. All instructional and behavioral interventions are selected with attention to their evidence of effectiveness.
Intended Outcome	Implementation: SLAM will implement this program by targeting our student population that are below grade level or approaching grade level first. Once we have targeted those populations, we use small group instruction to instruct students using this intervention tool. Assessment: Assessments include a balance of questions designed to measure the knowledge, skills, and understanding essential to achieving college and career readiness. Using extensive data analysis SLAM will develop and implement a target support system that includes pull out, push in, and before and after school tutoring for Math, Science and Language Arts. The data collected from the Benchmark Assessment Test is desegregated by the teachers. Teachers place the data into a trend sheet based on each benchmark and use the trend sheet to determine the student's strengths and weaknesses. The trend sheet also provides the teacher with an instructional map to use as he or she is teaching lessons. The teachers use this trend sheet to form differentiated small groups based on student needs. iReady Rationale/Research: iReady Diagnostic & Instruction combines a valid and reliable growth measure and individualized instruction in a single online product. Implementation: SLAM will implement this program into students' daily classroom routines. Post diagnostic,

students log into iReady and complete tailored aligned lessons to the state standards. Assessment: A cross-grade-level assessment pinpoints needs down to the sub-skill level and gives teachers an action plan. Progress monitoring is done monthly, to ensure students are comprehending concepts taught.

iReady is a diagnostic & Instruction program. Using the program helps us identify student's unique needs. Teachers use the data to form individual math and reading plans that target each student's needs. The adaptive diagnostic quickly identifies student strengths and weaknesses in reading and math.

•Reports are given in real time.

• Real time data can be used by the teachers to place students into interventions and individualized! Instructional programs.

• Progress monitoring allows staff to analyze student growth over time. Teachers and curriculum coaches are responsible for ensuring strategies are implemented.

The assessment data can be used to give feedback to students during Student and Parent data chats. We can also use the data to keep parents informed of the student progress on a regular basis.

| **Point Person** | James Griffin (james.griffin@sdhc.k12.fl.us) |

Action Step	
Description	
Person Responsible	[no one identified]

Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]

Activity #3	
Title	Goal #3 Develop Teacher Talent
Rationale	Professional Development The school is part of a high performing national network of charter schools (SLAM Inc.). The network periodically holds teacher PD events on-site and at out-of-town locations to build the capacity of the teachers in the network. Monthly professional development is scheduled along with Mentoring for new teachers. Presentations will include: 1st Semester Professional Development Response to Intervention (RTI), Classroom Management using "CHAMPS," Reading Strategies Across the Curriculum, Lesson Planning, Differentiated Instruction, Cafeteria Procedures, Medical Procedures, Mandated Child Abuse Reporting, Sexual Harassment in the Workplace, Classroom Management, Strategies for Small Group Engagement, Common Core Expectations & Curriculum, Differentiated Instruction, Positive Behavior Support, Using Best Practices Daily 2nd Semester Professional Development Classroom Management in an Urban Setting, Parent Teacher communications, How poverty impacts learning, Instructionally Intelligent Teaching Tips: Different Strategies for Different Learners, Setting up a Responsive, Differentiated Classroom- Grades 6-12, Using Best Practices Daily Technology We support the use of technology as a pedagogical tool, supporting student inquiry thus high student achievement. To implement this process our goal is to integrate the use of technology in all curricular areas. Despite significant gains, learners from low-income communities and underserved minority groups still are less likely to have computers, Internet access and have fewer people in their social circles with the skills to support technology- based learning at home.

Intended Outcome	
Point Person	James Griffin (james.griffin@sdhc.k12.fl.us)
Action Step	
Description	
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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.

Our Parent Community Title One Coordinator will work to engage families in the student's education and school community. Our Parent Community Title One Coordinator duties and responsibilities include: partner our school with outreach programs such as assisting our parents and students with any needs such as school uniforms; attend community events; act as our liaison with community churches and businesses to form lasting partnerships that will support the students of SLAM Tampa. The Title One liaison will also assist in new student orientation, and "Parent University." Our coordinator is available to answer questions about our school, Title One funding or our community. By meeting the needs of the "whole child" we believe a child will be better prepared for school, thus student academic performance will increase.
Helping parents:
We will implement the following strategies to increase parent and school communication:
• Establish a monthly update for parents on the School's website;
• Collect parent emails for emailing information;
• Require teachers to maintain a parent communication log;
• Establish a program to have teachers communicate positive comments about students to parents;
• Purchased a phone communication system that dials parents with pre-recorded messages from the School, including absentee information;
• Encourage teachers to establish their own websites with class information;
• Hold parent conference night, at the mid-point of each semester to allow parents face to face meeting time with teachers;
• Use a web based grade book program to assist parents in monitoring student progress;
• Establish a Parent, Teacher, And Student School Advisory Council.
• Complete two Parent/Student Surveys per year to obtain feedback for improvement.

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.

The school ensures the social-emotional needs of all students are being met by performing a needs assessment to determine what students, parents, and staff feel is most needed within the school. The school counselor provides students with individual counseling, group counseling and guidance lessons tailored to the grade to assist students in gaining the education necessary to address student overall wellbeing.

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

We look at each students previous grades and place them appropriately in needed areas. For example, all students who received either a 1 or 2 on the FSA tests are placed in intensive classes to elevate their grades in preparations for testing.

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.

We are and will utilize Title 1 funds in hiring a Reading Coach to assist students. We are also using funds for technology as in laptops for classrooms. The person in charge of that will be Vice Principal

Julio Cabanas. Now that we were told we would be back on Title 1 status, a SAC committee meeting will take place in early November to discuss funding and usage of funds.

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

we are partnering with Retro Fitness! Retro Fitness, located at 6918 Gunn Highway, is a 17k square foot state of the art, full-service fitness center providing both club memberships and sports performance training programs. Retro Fitness will be working with SLAM! Tampa students and families, providing real world educational activities, including:
• Internship opportunities for our upperclassman
• Possible Scholarship Opportunities for college bound seniors
• Application of Math and statistics in Health club setting
? Setting budgets and goals
• Application of Science using exercise science, biomechanics, and human movement.
• Partner tour, application and lecture with Westchase Physical Therapy
• Providing guest speakers for our math, science, and academy courses
• Management content review
• Applying additional content areas to our classrooms
? Proper assessments
? Nutrition and athletics
? Energy systems inside athletics
? Psychology inside athletics

Retro Fitness is also extending Founding Memberships to SLAM! Faculty/families which offer exclusive pricing to founding members only. Some features Retro Fitness has to offer include:
• Personal Training
• Sauna
• Les Mills Group Classes
• Hydro Massages
• Smoothie Bar
• 2,000 square foot athletic training turn
• Reformers Pilates Studio

We are excited to be working with Retro Fitness and look forward to the opportunities our students and families will be awarded through this community partnership.