

Miami-Dade County Public Schools

Sports Leadership And Management Charter School



2019-20 Schoolwide Improvement Plan

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Sports Leadership And Management Charter School Middle School

604 NW 12 AVE, Miami, FL 33136

www.slammiami.com

Demographics

Principal: Rey Breto

Start Date for this Principal: 8/30/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: D (40%) 2016-17: C (52%) 2015-16: C (50%) 2014-15: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	C

School Board Approval

N/A

SIP Authority

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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 Charter Middle School 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.

SLAM will engage all students in: Sports infused lessons that develop Lifelong learners who persistently pursue Academic and personal excellence and are Motivated to become future world changers.

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
Breto, Rey	Principal	
Fernandez, Patricia	Administrative Support	
Frawley, Jeff	School Counselor	
Gomez, Andrea	Administrative Support	
Abascal, Mercedes	Assistant Principal	
Veciana, Carlos	Teacher, K-12	
Tellechea, Patricia	Assistant Principal	
Mas, Ana	Teacher, ESE	ESE Program Specialist
Matos, Wilmer	Dean	
De La Cruz, Barbara	School Counselor	
Mendoza, Julio	Administrative Support	

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	300	300	300	0	0	0	0	900
Attendance below 90 percent	0	0	0	0	0	0	15	14	10	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	2	2	1	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	5	2	2	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	90	85	70	0	0	0	0	245

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	174	165	162	0	0	0	0	501

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	10	5	4	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	3	0	0	0	0	3

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

40

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - As Reported

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

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

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

Indicator	Grade Level													Total	
Students with two or more indicators															

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	25	21	23	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	5	5	4	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	5	4	4	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	87	80	70	0	0	0	0	237

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	30	28	28	0	0	0	0	86

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	48%	58%	54%	50%	53%	52%
ELA Learning Gains	52%	58%	54%	49%	55%	54%
ELA Lowest 25th Percentile	48%	52%	47%	43%	48%	44%
Math Achievement	42%	58%	58%	54%	54%	56%
Math Learning Gains	44%	56%	57%	56%	56%	57%
Math Lowest 25th Percentile	52%	54%	51%	57%	51%	50%
Science Achievement	42%	52%	51%	46%	50%	50%
Social Studies Achievement	60%	74%	72%	68%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	300 (0)	300 (0)	300 (0)	900 (0)
Attendance below 90 percent	15 ()	14 ()	10 ()	39 (0)
One or more suspensions	2 ()	2 ()	1 ()	5 (0)
Course failure in ELA or Math	5 ()	2 ()	2 ()	9 (0)
Level 1 on statewide assessment	90 ()	85 ()	70 ()	245 (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.

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	44%	58%	-14%	54%	-10%
	2018	37%	53%	-16%	52%	-15%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	47%	56%	-9%	52%	-5%
	2018	30%	54%	-24%	51%	-21%
Same Grade Comparison		17%				
Cohort Comparison		10%				
08	2019	48%	60%	-12%	56%	-8%
	2018	44%	59%	-15%	58%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		4%				
Cohort Comparison		18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	28%	58%	-30%	55%	-27%
	2018	34%	56%	-22%	52%	-18%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2019	45%	53%	-8%	54%	-9%
	2018	37%	52%	-15%	54%	-17%
Same Grade Comparison		8%				
Cohort Comparison		11%				
08	2019	41%	40%	1%	46%	-5%
	2018	47%	38%	9%	45%	2%
Same Grade Comparison		-6%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	37%	43%	-6%	48%	-11%
	2018	13%	44%	-31%	50%	-37%
Same Grade Comparison		24%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	68%	-68%	67%	-67%
2018	94%	65%	29%	65%	29%
Compare		-94%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	73%	-14%	71%	-12%
2018	42%	72%	-30%	71%	-29%
Compare		17%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	63%	6%	61%	8%
2018	89%	59%	30%	62%	27%
Compare		-20%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	54%	-54%	56%	-56%

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	27	44	38	34	45		30	50			
ELL	38	49	43	34	42	53	32	54	61		
BLK	48	41	46	43	35	39	25	49	65		
HSP	48	53	48	42	45	54	45	63	71		
WHT	47	60		27	53						
FRL	49	52	48	41	43	52	42	61	70		
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	20	36	38	24	42	50		25			
ELL	17	35	38	24	32	46	8	21			
BLK	37	42	60	44	36	29	13	68	46		
HSP	38	43	38	43	43	45	23	41	43		
FRL	37	43	39	42	43	45	21	43	43		
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
SWD	23	41	38	29	57	57					
ELL	22	39	30	30	46	45	14	54			
BLK	56	44	42	63	51	33	48	70	53		
HSP	49	50	42	53	57	61	46	68	45		
WHT	44	44		38	44						
FRL	49	48	42	54	55	58	46	68	43		

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	53
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	71
Total Points Earned for the Federal Index	528
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	48
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 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	43
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	54
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	47
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.

According to the 2019 School Data Map, Mathematics received an overall 46 percent proficiency rating, Although this only demonstrates a one percent decrease from the 2017-2018 data results, our math learning gains and lowest 25th percentile did increase. When compared to 2017-2018, our lowest 25th percentile increased by eight percent and our learning gains by two percentage points. This data is impactful because it reveals a need for additional support within the Mathematics Department.

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

According to the 2019 School Data Map, our 6th Grade students achieved an overall 28 percent proficiency rating on the FSA, Mathematics; resulting in a six percentage point decrease compared to 2017-2018. The School Data Map also demonstrated a drop within the English Language Learners (ELL) over the course of the last two years. In 2017, ELL's overall math proficiency decreased by 2 percentage points. This data is impactful because it reveals a need for additional support for ELL students in math literacy.

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.

According to the 2018-2019 School Data Map, SLAM ELA's lowest 25th percentile evidenced an eight percentage point increase, and surpassed state results by one percent. SLAM ELA also had an increase of ten percentage points within the overall learning gains component, This data finding is of great value as it proves that the ELA's commitment to rigorous coursework as well as technology integration continues to yield proficiency growth.

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

According to the 2018-2109 School Data Map, grade 8 science proficiency increased by twenty-one percentage points. These data findings are significantly impactful because they prove that the support collaboration model utilized in the science classes is effective.

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

Although the number of students with more than one disciplinary referral decreased from 15% to 8% on the 2018-2019 school survey, the number of students with one referral increased from 14% to 20%. This data finding is impactful because it shows that while the school attempted to address disciplinary concerns for repeated behaviors by using different, often less punitive measures, the number of students earning one referral still increased.

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

1. Shared Vision and Leadership
2. Fostering and building capacity among instructional coaches and teachers
3. Data-Driven Instruction
4. Technology Integration
5. Fidelity to Differentiated Instruction

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If core instruction is increased in all content areas then student achievement will improve.
Rationale	The School's Leadership Team (SLT) is committed to working alongside of its instructional coaches, teachers, and all stakeholders in a joint effort to improve positive student outcomes.
State the measurable outcome the school plans to achieve	In an effort to promote positive student outcomes for ELL students in Math literacy, the SLT will engage in the continuous progress monitoring by conducting bi-weekly data chats. In the effort to increase Math learning gains, the SLT will monitor instructional practices and pacing in the core and intensive math classes, as well engage the team in ongoing data discussions. Additionally, the school's leadership team will set short and long-term goals for the lowest 25% within ELA and Math cores and actively track the group's progress. As the School Improvement Plan unfolds, the team will modify/refine its action steps as needed to ensure academic success for the lowest 25%. Through the use of differentiated instruction, the team will work to ensure that teachers emerge in reflective data discussions, provide instructional feedback, and run routinely walk-throughs throughout the year.
Person responsible for monitoring outcome	Mercedes Abascal (mabascal@slammiami.com)
Evidence-based Strategy	The School's Leadership Team (SLT) is committed to working alongside of its instructional coaches, teachers, and all stakeholders in an joint effort to improve positive student outcomes. The administrative team currently meets with teachers and department leaders both formally and informally, bi-weekly, to discuss emergent and summative data, address and modify instructional concerns, and acknowledge areas of growth. Additionally, the School Leadership Team works to develop others by allotting time during faculty meetings for the sharing of instructional strategies and best practices. The team strives to empower teachers by fostering a culture of shared-best practices. The team further provides teachers with guidance on how to use emergent data to guide targeted differentiated instruction and provides feedback on instructional delivery following daily and weekly walk-throughs. It works toward the development of the School Improvement Process and its implementation steps every quarter.
Rationale for Evidence-based Strategy	The SLT will work toward the development of the School Improvement Process and its implementation steps every quarter. Professional learning at the school site is not only purposeful, but developed based on staff needs. The team further strives to extend leadership opportunities to all interested staff. In an effort to sustain the growth of technology integration, the SLT will continue to promote standards-based and student-centered learning through technology integration. Lastly, the SLT's shared outcome for the 2019-2020 is to build capacity among all teachers and students through the use of Differentiated Instruction (DI) and Creating Independence through Student-centered activities. It is through these methods that students will receive a more personalized approach to learning; resulting in higher student success and achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Shared Vision and Leadership 2. Fostering and building capacity among instructional coaches and teachers 3. Data-Driven Instruction 4. Technology Integration 5. Fidelity to Differentiated Instruction

Person Responsible Rey Breto (rbreto@slammiami.com)

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.

SLAM Middle strives to provide all students with the opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. SLAM's Student Services Department develops a yearly Curriculum Bulletin that provides students as well as parents with the courses offered along with a brief description of each course. The Curriculum Bulletin indicates several options for academies and tracks for students to choose from. School counselors conduct presentations to all students by class and grade levels and assist students in the selection of courses by completing the Subject Selection Form. In addition, counselors review school individual course plans to assure that students are enrolled in courses that align with the students' future career goals. SLAM's Academic Advisor further enhances student awareness of careers and college options through the use of the school website, regular meetings and classroom visits. 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 the 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, and Student Parent Association (SPA) meetings. Additionally, SLAM Middle implements a school-wide life skills program designed as an "Advisory Period" to enhance the overall human performance in and out of school grounds. Topics discussed correlate with relevant concepts pertaining to each of the student's grade level and academic expectations. Such topics include but are not limited to study skills, interpersonal conflict, goal-setting, social-emotional learning, overcoming setbacks, building confidence, problem solving tactics, life skills for school and beyond, game plans for college, and interview preparation process.

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 contribute to greater academic achievement and to the improvement of the school. 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, see something/say something, sexting and youth-related dilemmas. Sessions between the school counselor and the parents are made to ensure students' needs are being met. Outside agencies are sometimes recommended for continuing support and evaluation. The school's leadership team, general education teacher, special education teacher, and school counselor monitor student achievement, collect quarterly data, conduct data chats and communicate with all stakeholders in an effort to be 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, iTech Club, Future Business Leaders of America, Film & Music Club, Glee Club, History Club, and Key Club. These provide students with an outlet for self expression and social-emotional development.

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

A New Student Orientation is held prior to the beginning of the school year to inform students and parents about academic expectations, policies, and procedures. In addition, counselors familiarize students with academic requirements and expectations for grade level advancement and graduation. Grade level meetings are held toward the beginning of each school year to discuss FSA, Baseline and Interim Data. Individual academic advisement and Graduation requirements meetings are conducted on a quarterly basis. In addition, the Guidance Counselor (Ms. De La Cruz) hosts grade level meetings just before subject selection cards are distributed to all students. During this meeting, she goes over the grade level requirements and academic goals. 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 prospective 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 academic status, informed on the correct number of courses they need to complete, credits and substantial college and career readiness information to transition into their graduation high school cohort year.

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 (SLT) in an effort to address how the school can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

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)
- 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).

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.

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.

Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process.

Maintain communication with staff, as well as updating them on procedures and progress.

Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. Provide clear indicators of student needs and student progress.

Assist with monitoring and responding to the needs of subgroups.

Evaluate the overall effectiveness of the intervention at the group level and identify individual students who may need problem solving at Tier 3 to design more intensive or different types of support.

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

Career and Technical Education:

SLAM is affiliated with the DECA program and has been infused into its curriculum. The DECA Marketing curriculum at is one the largest in the state. The students compete in local, state and national competitions. Scholarships are offered to our students through the DECA affiliation. The three Academies, Sports Marketing, Sports Leadership and Sports Medicine not only 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 once they are in high school. 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 employ-ability and leadership skills. These students will be supervised by a teacher who will provided feedback and evaluations.

Part V: Budget

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

1	III.A.	Areas of Focus: If core instruction is increased in all content areas then student achievement will improve.				\$372,757.40
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
2110	130-Other Certified Instructional Personnel	6015 - Slam Charter Middle School	Title, I Part A		\$44,078.00	
<i>Notes: Reading Instructional Coach</i>						
2110	130-Other Certified Instructional Personnel	6015 - Slam Charter Middle School	Title, I Part A		\$45,726.00	
<i>Notes: Curriculum Specialist, Instructional Support</i>						

	2110	160-Other Support Personnel	6015 - Slam Charter Middle School	Title, I Part A		\$14,313.40
			<i>Notes: Community Involvement Specialist/Parental Involvement Support Personnel</i>			
	2110	160-Other Support Personnel	6015 - Slam Charter Middle School	Title, I Part A		\$170,240.00
			<i>Notes: Interventionist Tier II & Tier III</i>			
	2110	120-Classroom Teachers	6015 - Slam Charter Middle School	Title, I Part A		\$76,000.00
			<i>Notes: Tutoring</i>			
	2110	120-Classroom Teachers	6015 - Slam Charter Middle School	Title, I Part A		\$22,400.00
			<i>Notes: 7th Period Supplement & Advisory</i>			
					Total:	\$372,757.40