

Miami-Dade County Public Schools

Sports Leadership Arts Management Charter High



2020-21 Schoolwide Improvement Plan

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Sports Leadership Arts Management Charter High School (North Campus)

16551 NE 16 AVE, North Miami Beach, FL 33162

www.slamnorth.com

Demographics

Principal: Eddie Gorriz

Start Date for this Principal: 9/18/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	5%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Black/African American Students* Hispanic Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
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	

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

School Board Approval

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

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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16551 NE 16 AVE, North Miami Beach, FL 33162

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	98%
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
Grade

School Board Approval

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date

Friday 9/18/2020, Eddie Gorriz

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

2

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	18	8	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	27	12	0	0	0	39

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	0	0	13	4	0	0	0	17

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/18/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
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		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	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

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	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	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0%	59%	56%	0%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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
09	2019					
	2018					
Cohort Comparison						
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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					
2018					

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					
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
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
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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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.

All data components showed 0% being that we were in the first year of our high school and no state exams were given.

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

All data components showed 0% being that we were in the first year of our high school and no state exams were given.

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.

All data components showed 0% being that we were in the first year of our high school and no state exams were given.

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

All data components showed 0% being that we were in the first year of our high school and no state exams were given.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two areas of concern are math and science.

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

1. Math
2. Science
3. Hybrid Model
4. School Hardening
5. Graduation Rate

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

With the current atmosphere of the school setting being virtual we have developed a concerted effort related to mathematics. Moving from fully virtual to hybrid model, some challenges will be alleviated based on the physical interactions an in person setting provides. In the past two years we have used the Teach To One Mathematics platform and curriculum to develop mastery of understanding in mathematics. Though progress monitoring has shown some improvement throughout the school year. Yet, with the end of course exams we have not seen such growth or improvement that progress monitoring suggests. Therefore we have pivoted to a new curriculum based around Go Math! and look to continue to use supplemental instructional programs to assist with progress monitoring. The area of focus in math will impact student learning by working to improve their mastery of the concepts related to state standards and Florida State Assessments. Such standards will continue to be a major focus for our instructors moving forward for the 2020-2021 school year. Teachers have been provided data based on 2019 FSA scores and diagnostic testing. By analyzing this data we have identified the students who are in need of support and intervention. All students will be monitored throughout the school year to maintain an up to date record on student progress and ability. This area of focus was identified based on data from the 2019 Florida State Assessments and progress monitoring via supplemental instructional programs throughout the 2019-2020 school year. A collaborative effort between administration and our instructional staff to develop effective strategies for mastery of concepts has taken place. Continuity of instruction is a key concept with the virtual to hybrid model. Professional development for instruction and effective strategies based on virtual learning is another focus we have promoted.

Measurable Outcome:

There are several specific measurable outcomes to ensure the objective of concept mastery is met. Such objectives have been developed based on FSA scores and diagnostic testing via our supplemental instructional programs. To ensure that the objective are met educators and administrators are actively progress monitoring students mastery of concepts needed. This collaborative effort will help to promote the importance of developing skills necessary to succeed. Such monitoring will be based around our diagnostic assessments, prior FSA scores, and student progress throughout the year. Data will be analyzed by the instructor and administrative team to identify students needs based on concepts aligned to state standards found in the end of course exam. Interventions will be used to ensure students who are not meeting mastery get the supported needed to make the leaps forward. Paraprofessionals will support instructors by working with students on such skills needed to achieve the objective stated.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Evidence based strategies are an effective way to work towards a goal when promoting learning gains and growth for our students. The idea of using evidence based strategies will be paramount to our educators, paraprofessionals, interventionists, and administrative team. Math instructors will collaborate with paraprofessionals to ensure the mastery of the concepts necessary to succeed on the Florida State Assessments. By using progress monitoring our educators can support students on a specific area of focus in the mathematics field to ensure mastery of the necessary concepts. Such strategies include but are not limited to differentiated instruction, pull-out strategy, small group instruction, peer to peer review, scaffolding, cumulative reviews, visual representations, and manipulations. These strategies will help ensure students develop the understanding of concepts related to state standards and EOC exams. Providing educators with professional development

opportunities will help ensure such strategies will be developed and used in an effective way.

**Rationale
for
Evidence-
based
Strategy:**

The rationale for using evidence based instruction is related to understanding the need for mastery of concepts to ensure passing scores on any end of course exam. Students will be monitored to ensure such mastery develops. Personalized educational plans can and will be developed if needed to ensure students develop the skills necessary to succeed on the Florida State Assessments. Students at risk will have pullout strategies and interventions implemented to ensure mastery of necessary skills.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Based on the current atmosphere of the virtual classroom as it relates to education and moving into the hybrid model with students both in the virtual and brick an mortar setting our need to have effective continuity of education is paramount. Therefore, the area of focus we have identified will be science. By identifying this subject we have found that students scores were four percent lower than the district in the 2019 Florida State Assessment. The proficiency level is well below our expectations as a school and collaborative efforts have been developed to ensure mastery of the necessary skills to succeed on the Florida State Assessment. The impact on student learning will be focused around progress monitoring through supplemental instructional programs, diagnostic assessments, in course evaluations, and more. The goal is to ensure students develop the necessary understanding of concepts related to the end of course exams for science. Resulting in a positive impact on student learning and mastery of concepts. The rationale is to ensure our students achieve promotion to the next level with satisfactory scores through formative assessments, interventions, pull-out strategies, personalized education plans, and progress monitoring.

Measurable Outcome:

Measurable outcomes are relative to the state standards and end of course examinations. The objective is for students to develop mastery of content needed to succeed on Florida State Assessments. The goal is to represent a proficiency level that shows understanding and mastery of concepts needed to be promoted to next level. Such will be based around the collaborative data analysis with educators, administration, paraprofessionals, and interventionists.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Evidence based strategies are an effective way to work towards a goal when promoting learning gains and growth for our students. The idea of using evidence based strategies will be paramount to our educators, paraprofessionals, interventionists, and administrative team. Science instructors will collaborate with paraprofessionals and support staff to ensure the mastery of the concepts necessary to succeed on the Florida State Assessments. By using progress monitoring our educators can support students on a specific area of focus in the science field to ensure mastery of the necessary concepts. Such strategies include but are not limited to differentiated instruction, pull-out strategy, small group instruction, peer to peer review, scaffolding, cumulative reviews, visual representations, and manipulations. These strategies will help to ensure students develop the understanding of concepts related to the state standards and end of course exams. Providing educators with professional development opportunities will help ensure such strategies will be developed and used in an effective way.

Rationale for Evidence-based Strategy:

The rationale for using evidence based instruction is related to understanding the need for mastery of concepts to ensure passing scores on any end of course exam. Students will be monitored to ensure such mastery develops. Personalized educational plans can and will be developed if needed to ensure students develop the skills necessary to succeed on the Florida State Assessments. Students at risk will have pullout strategies and interventions implemented to ensure mastery of necessary skills.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Our area of focus will remain in the areas of Math and Science. We will be pull out tutoring students during electives and also offering afterschool tutoring to students. The school will also reach out to the families/guardians in an effort to involve them in the progress. By involving all stakeholders we will create a collaborative environment to ensure the success of our students and promotion to the next level in their respective subject areas. Such strategies include but are not limited to differentiated instruction, pull-out strategy, small group instruction, peer to peer review, scaffolding, cumulative reviews, visual representations, and manipulations. These strategies will help to ensure students develop the understanding of concepts related to the state standards and end of course exams. Providing educators with professional development opportunities will help ensure such strategies will be developed and used in an effective way.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At SLAM! North we strive to offer a supportive and fulfilling environment. We will provide learning conditions that meet the needs of all students and their parents. We plan on providing 3 educational options this school year: 100% Remote Live Instruction, a hybrid format in which students will be able to be in a brick and mortar setting twice a week, & a 100% Brick & Mortar setting. We will provide all parents with the ability to change their learning options with the hopes of keeping parents involved and engaged. We will also continue to expand on our dual enrollment program and begin offering St. Thomas University undergraduate courses in the fields of sports management, medicine, & broadcasting & journalism. With constant communication with families we will create a culture that values trust, respect and high expectations.

Parent Family and Engagement Plan (PFEP) Link

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