Slam Academy At Apollo Beach

2021-22 Schoolwide Improvement Plan

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Slam Academy At Apollo Beach

5150 N US HWY 41, Apollo Beach, FL 33572

[no web address on file]

Demographics

Principal: Meredith Williamson

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2020-21 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* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
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 Hillsborough 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	67%

School Grades History

Year	**2020-21**
Grade	

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 Apollo is to provide an engaging, challenging, and supportive learning environment that will motivate all students to be the best they can be in and out of the classroom and prepare them for the future success.

Provide the school's vision statement.

Our vision is to position students for future success in a global job market, equip them with the skills to pursue their passions and develop their character to make a positive impact on society.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Williamson, Meredith	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.
Davis, Erika	Instructional Coach	Mrs. Erika Davis serves as the instructional coach at SLAM Apollo. In this role, Mrs. Davis mentors and supports teachers with instructional strategies, data analysis, and fluid instructional grouping based on iReady and IRLA data. In addition, she completes classroom observations and is our testing coordinator.
Bleck, Merrissa	Assistant Principal	Ms. Merrissa Bailey oversees 6th - 9th grade students behavior, schedules, and completes classroom observations.
Pritts, Victoria	School Counselor	Ms. Victoria Silvers serves as the School Counselor at SLAM Apollo. She works with students and their mental health needs. She provides teacher with support in social emotional learning, stress management and character development.

Demographic Information

Principal start date
Monday 7/1/2019, Meredith Williamson

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.*

0

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

920

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

16

Demographic Data

Early Warning Systems

2021-22

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	120	91	92	89	84	77	134	101	114	17	0	0	0	919
Attendance below 90 percent	68	53	49	39	41	23	41	41	54	6	0	0	0	415
One or more suspensions	1	0	1	0	0	0	2	1	8	0	0	0	0	13
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	23	33	24	15	26	4	0	0	0	0	125
Level 1 on 2019 statewide FSA Math assessment	0	0	0	37	37	33	41	30	0	0	0	0	0	178
Number of students with a substantial reading deficiency	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	15	26	4	0	0	0	0	45

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	0	0	0	0	

Date this data was collected or last updated

Friday 10/8/2021

2020-21 - 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		
Course failure in Math		
Level 1 on 2019 statewide ELA assessment		
Level 1 on 2019 statewide Math 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		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	78	78	68	59	61	51	86	107	67	7	0	0	0	662
Attendance below 90 percent	20	72	48	53	47	60	26	47	69	0	0	0	0	442
One or more suspensions	0	1	1	0	3	0	8	5	0	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	2	6	3	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	8	10	3	0	0	0	0	21
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Students with two or more indicators	0	1	1	0	3	1	8	10	3	0	0	0	0	27

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	61%		59%	60%
ELA Learning Gains					56%	59%		56%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					55%	62%		57%	61%
Math Learning Gains					57%	59%		53%	58%
Math Lowest 25th Percentile					49%	52%		47%	52%
Science Achievement					50%	56%		51%	57%
Social Studies Achievement					77%	78%		79%	77%

Grade Level Data Review - State Assessments
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
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					

				ELA		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The data reflects the iReady progress monitoring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	30	52
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	21	46
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	55	66
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	16	40
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	50	65
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	22	34
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	26	32
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	25	41
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	26	42
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	20	51
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	24	30
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	25	32
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	26	33
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	23	14
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	12	15	25
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	45	38
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	25	22
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	33	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12					
English Language Arts	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Biology	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	3	22	17	14	36	29	18	25			
ELL	14	31	27	16	30	35	8	22			
BLK	24	42	55	23	26		29	50			
HSP	28	38	33	18	30	38	28	31	31		
MUL	50	63		42	25						

2021 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 2019-20	C & C Accel 2019-20
WHT	49	44	33	44	39	25	40	60	60		
FRL	26	36	30	20	31	30	26	33	33		
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	10
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	31
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	44
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	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When comparing between ELA and Math data, the Math data results shows a greater area of need.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Not applicable as we were in year one for the 2019-2020 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Not applicable as we were in year one for the 2019-2020 school year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Not applicable as we were in year one for the 2019-2020 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Not applicable as we were in year one for the 2019-2020 school year.

What strategies will need to be implemented in order to accelerate learning?

We will be accelerating learning by adding calendar math to K-2 with additional math centers. We have purchased reflex math in 3rd-8th grade to build math fluency. We are using assigned iReady Math lessons to help fill math deficiencies on math standards. Math talk and math tools are implemented across grades in 3rd-9th.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development areas for teachers at SLAM Apollo Beach will be Number Talks, iReady professional development, reflex math professional development and ongoing data chats and weekly PLCs for grade level standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We have paraprofessionals pulling students in small group for interventions. We provide tutoring and boot camp extra practice for students using the FSA coach materials. Lessons are determined by admin based on standards that need to be retaught after reviewing grade level data.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2020-2021 school year data, ELA proficiency is 36%, which is below the state average of 52%. The district average is 50%, and we will work to increase to that amount.
Measurable Outcome:	The outcome for the 2021-2022 is to increase ELA proficiency by at least 5%.
Monitoring:	Teachers will closely monitor progress in ELA using iReady diagnostic and progress monitoring data. Additionally, collaborative analysis of formative and summative assessments to adjust instructional procedures throughout the lessons to show significant learning gains for all students, including those with disabilities. Teachers will utilize Reading Plus in grades 3rd-9th to target reading comprehension.
Person responsible for monitoring outcome:	Meredith Williamson (meredith.williamson@charter.hcps.net)
Evidence-based Strategy:	Data chats will be held with teachers to analyze student scores and determine which students are in need of interventions to allow for differentiated instruction. Small group and differentiated instruction will be based on information gained from both progress monitoring and iReady data to target specific areas in reading that students need help closing the gaps.
Rationale for Evidence-based Strategy:	Research shows a correlation between student achievement and the development of an achievable rigorous and aligned curriculum. Schools that consistently use common assessments have greater student achievement. Formative assessments is one of the most potent learning strategies for the classroom (Marzano & Kendall, 2007).

Action Steps to Implement

1. All staff will be trained in best practices for increasing student engagement through quality instruction to improve student literacy. Staff will learn about Kagan strategies and the importance of whole group, small group and one-on-one instruction to meet the needs of individual students.
2. Instructional staff will differentiate instruction with research-based instructional strategies following data chats. Staff will use progress monitoring data to identify individual needs of students and provide them with Tier 2 and 3 support.
3. Instructional staff will plan rigorous lessons and explicitly use instructional strategies to improve student achievement through their daily lessons.
4. The leadership team will monitor by observing in the classrooms and following up with student results on formative and summative assessments.
5. ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist ensuring students are supported in ELA courses.

Person Responsible	Meredith Williamson (meredith.williamson@charter.hcps.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the 2020-2021 school year data, Math proficiency is 29%, which is below the state average of 51%. The district average is 49%, and we will work to increase to that amount.

Measurable Outcome:	The outcome for the 2021-2022 school year is to increase math proficiency by at least 7%.
Monitoring:	Teachers will closely monitor progress in Math using iReady diagnostic and progress monitoring data. Additionally, collaborative analysis of formative and summative assessments to adjust instructional procedures throughout the lessons to show significant learning gains for all students, including those with disabilities. Teachers will be utilizing Reflex Math to build fluency in all operations. Number talks, calendar math (K-2) and accountable talk will be incorporated daily into the Math block. USA Test Prep will be utilize to monitor student progress through the standards in our scope and sequence.
Person responsible for monitoring outcome:	Erika Davis (015059@hcps.net)
Evidence-based Strategy:	Data chats will be held with teachers to analyze student scores and determine which students are in need of interventions to allow for differentiated instruction. Small group and differentiated instruction will be based on information gained from both progress monitoring and iReady data to target specific areas in reading that students need help closing the gaps.
Rationale for Evidence-based Strategy:	Research shows a correlation between student achievement and the development of an achievable rigorous and aligned curriculum. Schools that consistently use common assessments have greater student achievement. Formative assessments is one of the most potent learning strategies for the classroom (Marzano & Kendall, 2007).

Action Steps to Implement

1. All staff will be trained in best practices for increasing student engagement through quality instruction to improve the math knowledge of students. Staff will learn about Number Talk and accountable talk strategies and the importance of whole group, small group and one-on-one instruction to meet the needs of individual students.
2. Instructional staff will differentiate instruction with research-based instructional strategies following data chats. Staff will use progress monitoring data to identify individual needs of students and provide them with Tier 2 and 3 support.
3. Instructional staff will plan rigorous lessons and explicitly use instructional strategies to improve student achievement through their daily lessons.
4. The leadership team will monitor by observing in the classrooms and following up with student results on formative and summative assessments.
5. ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist ensuring students are supported in Math.

Person Responsible	Erika Davis (015059@hcps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	With all that is going on in our world, students face challenges beyond the classroom as they form relationships, find identity, face adversity and return back to in person learning. Incorporating social and emotional learning into the classroom, gives educators powerful ways to connect with students through meaningful conversations that can improve behavior and increase students success.
Measurable Outcome:	By the end of the 2021-2022 school year, 100% of students will have received instruction in social emotional learning and the number of major behavior concerns will decrease by 10%.
Monitoring:	The school counselor will continue to provide teachers with the resources to teach social emotional learning skills and lessons to the students. She will follow through with teachers to ensure they are having these conversations and teaching these lessons during home team. K-5 grade will use Sanford Harmony Curriculum while 6th, 7th, 8th and 9th grade students will be exposed to the 7th Mindsets.
Person responsible for monitoring outcome:	Victoria Pritts (019417@hcps.net)
Evidence-based Strategy:	Our K-5th grade students will have Sanford Harmony curriculum to navigate through their social emotional lessons. 6th, 7th, 8th, and 9th grade students will have the healthy mindsets to talk about every other day during homeroom. Students will be exposed to SEL content to help improve their overall character, personal and leadership development.
Rationale for Evidence-based Strategy:	Sanford and Harmony is a social emotional learning program for Pre-K-6 grade students designed to foster intergender communication and understanding, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults. With Sanford and Harmony, boys and girls learn to recognize and appreciate one another's similarities and differences while promoting a community environment. Children develop empathy (the ability to identify with and understand another person's emotions), reduce stereotyped thinking, and learn critical thinking skills. Students learn constructive approaches to resolving conflict, focusing on conflict-resolution steps that facilitate healthy relationship patterns. Boys and girls practice positive social skills and learn the qualities that are important to friendship, the consequences of bullying and how to provide peers with support.

Action Steps to Implement

1. Instructional staff will be provided SEL professional development, with access to the online content.
2. Instructional staff will plan and discuss the lessons they will be incorporating in their daily routines.
3. Instructional staff will implement SEL curriculum into the classroom and create a positive classroom climate.
4. To support student social emotional development, the leadership team will develop relationships and learning opportunities that students would enjoy.
5. The leadership team will review behavior data monthly during data chats to develop any interventions or plans needed.

Person Responsible	Victoria Pritts (019417@hcps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

SLAM Apollo will monitor behavior and discipline in the district's EdConnect tracker. SLAM Climate survey and PBIS Rewards program is implemented for all students K-9. Discipline trends and data is discussed monthly with leadership team.

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.

SLAM Apollo Beach builds a positive school culture and environment by great communication. The school sends out parent communications weekly in email and text to ensure families are updated with what's happening on campus.
Parent involvement at SLAM Apollo is imperative to student success and the school works closely with parents/guardians to help their child excel in their academic accomplishments. The school hosts events for families, such as Meet your Teacher, Open House, and parent conference night to allow parents to stay in good communication with their child's teacher(s).
SLAM Apollo shares positive events on social media and partners with places in the surrounding community to have fundraisers, spirit nights, and events to help the community.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration- Promoting a positive culture and creating and monitoring the overall positive environment on campus.

Staff- Communicating with families to provide students will positive learning environments and setting students up for success. Implementing positive environments in their classrooms each day.

Students- Carrying out the positive culture and helping to create the positive environment and following the Shark pledge expectations.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	7825 - Slam Academy At Apollo Beach	General Fund		$60,000.00
			Notes: Full-Time Instructional Coach to improve student performance in Math.			
2	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$46,901.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6120	130-Other Certified Instructional Personnel	7825 - Slam Academy At Apollo Beach	General Fund		$46,901.00
			Notes: School Counselor to provide students with social emotional support through SEL.			
					Total:	$106,901.00