Slam Academy High School Palm Beach

2022-23 Schoolwide Improvement Plan

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Slam Academy High School Palm Beach

2845 SUMMIT BLVD, West Palm Beach, FL 33406

slampalmbeach.com

Demographics

Principal: Clint Duvo

Start Date for this Principal: 6/1/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 White Students Economically Disadvantaged Students
School Grades History	2021-22: D (38%) 2018-19: No Grade 2017-18: 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	CSI
* 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 Palm Beach 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	90%

School Grades History

Year Grade	2021-22 D	2020-21

School Board Approval

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SIP Authority

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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.

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

Provide the school's vision statement.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Duvo, Clint	Principal	Clint Duvo, Principal, Mr. Duvo has a myriad of job duties and responsibilities. As the school's principal he is the instructional leader of the building which encompasses securing that the state and school curriculum, mandates, and graduation requirements are followed. Additionally, he supervises a master schedule that encompasses not only the state requirements, but also dual enrollment, Advanced Placement, Industry Certification. With a budget of over eleven million dollars, Mr. Duvo is the school's fiscal and budget manager. He is responsible for all the hires, resignations as well as all other personnel issues. His other responsibilities include, but are not limited to: Building and Facilities Budget and FTE Operations Professional Development Leadership Capacity School Culture Mental Health Safety Health Audits Inspections. Maria Piedrahita, Assistant Principal, Under the direction of the principal, serves as an educational leader and assist the principal in the planning, coordination, and directing of activities and programs at the school. Deanne Chambers, Math and Science Coach, The role of our Instructional Coach is to bring evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement and improving student achievement. Joan Green, Literacy Coach, The role of our Instructional Coach is to bring evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement and improving student achievement. Jennifer Hennessey, ESE Coordinator, Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps specifically related to the ESE population; ensure compliance of programs, meetings, and assessments for ESE population; ensure fidelity to student IEP's, EP's, and 504's; work closely with teachers to ensure accommodations are being implemented to meet the needs of individual ESE students. Ursula Pena Scott, ESOL Coordinator,. Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure compliance of programs, meetings, and assessments for ELL population.

Name	Position Title	Job Duties and Responsibilities
		Taysha Parra, School Counselor, Fosters family and community partnerships to support the social/emotional and academic development of all students. Infuses cultural competence, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.

Mirta Sanchez, School Counselor, Fosters family and community partnerships to support the social/emotional and academic development of all students. Infuses cultural competence, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.

Estrella Henriquez, Graduation Coach, Provide assistance to all high school students, individually and in cohorts, regarding high school graduation and completion, including but not limited to analyzing data to identify students or subgroups with potential high school graduation problems; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating career choices and planning. Works to improve graduation rates for all population subgroups within the school. |

Demographic Information

Principal start date
Thursday 6/1/2017, Clint Duvo

Number of teachers with a 2022 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 2022 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.*
1

Total number of teacher positions allocated to the school
13

Total number of students enrolled at the school
320

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	115	78	84	43	320
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	3	5	3	31
One or more suspensions	0	0	0	0	0	0	0	0	0	4	6	5	2	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	3	8	3	14
Course failure in Math	0	0	0	0	0	0	0	0	0	6	5	2	2	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	43	27	23	13	106
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	38	15	26	18	97
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	43	27	23	13	106

Using the table above, complete the table below with the number of students by current grade level who have 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	31	12	24	13	80

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	1	0	1	4
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

Thursday 9/29/2022

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 FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of sutdents with a substantial reading deficiency		

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		

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	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	
One or more suspensions	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	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of sutdents 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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	55%	51%					57%	56%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains	39%							51%	51%
ELA Lowest 25th Percentile	31%							43%	42%
Math Achievement	34%	42%	38%					54%	51%
Math Learning Gains	32%							45%	48%
Math Lowest 25th Percentile	41%							43%	45%
Science Achievement	37%	43%	40%					73%	68%
Social Studies Achievement	52%	53%	48%					74%	73%

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

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
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	37	23	10			15				
ELL	23	32	33	20	15		30				
BLK	42	33		30			31				
HSP	37	39	36	36	31	33	40	48			
WHT	55	37									
FRL	39	38	30	30	30	44	38	48			
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	11	21		29	64		40				
ELL	19	37		31	50		36				
BLK	20	36									
HSP	45	41	38	39	54		54	42			
WHT	60										
FRL	40	38	35	45	54	42	55	42			
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	9
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FY21 FSA vs. FY22
Subgroup Data Trends
Math achievement decreased in the following subgroups; Economically Disadvantaged -15, English Language Learners -9, Students with Disabilities -19.
Math learning gains decreased in the following subgroups; Economically Disadvantaged -24, English Language Learners -35, and Hispanic - 23.
Science achievement decreased in the following subgroups; Economically Disadvantaged -17, Students with Disabilities -35, and Hispanic - 14.

Core Content Trends
Mathematics achievement decreased -9.
Mathematics learning gains decreased -19.
Science Achievement decreased -20.
English Language Arts (ELA) Lowest 25% decreased -10.

Finally the data shows a constant proficiency rate below our expectation in English Language Arts Achievement and ELA learning gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on these trends our focus will be on increasing achievement and learning gains in mathematics, increasing achievement in science, and increasing learning gains in our lowest 25% in English Language Arts. The data shows that the majority of our students are not performing at a level considered proficient.

The latest algebra data shows a proficiency rate of 41% and geometry at 36% according to the FY22 FSA.

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

The contributing factors to the drop in proficiency is the process in which teaching and learning has taken place the past year. Factors which contributed to content areas needing improvement were due to Covid related absences and dual modality (virtual) learning. In order to address these needs for improvement, teachers will progress monitor students weekly, remediation through small group instruction, teacher/student data chats, report card conferences.

The trends emerging are that many of the students entering our facility are coming in with Reading, Math and Science deficiencies. Many are also deficient in core acquisition of core credits, for example, a 17 or 18 year old may only come in with enough credits to be a ninth grader.

The new actions will be the implementation of rotational model teaching. The rotations in math class will allow the students to receive, process and apply the content to reach the level of the standards. The teachers will also implement interactive notebooks to get the students writing and creating reference guides of their own to increase retention of the content.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The US History achievement scores indicate the greatest improvement with an increase of 4% proficiency.
The subgroup that showed the most improvement is our SWD students in ELA achievement with an increase of 6% and with our SWD students in ELA learning gains with an increase of 16%..

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

A variety of strategies contributed to the improvement of the US History performance data. Teachers analyzed and disaggregated US History data monthly to ensure that lessons were remediated, and students received targeted D.I. Teachers integrated various programs such as Nearpod and Kahoot to engage students with a variety of political cartoons, timelines, and EOC question stems, and teachers planned together to provide standard aligned instruction. In addition, teachers ensured students were provided with the opportunity to take ownership of their learning.

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

The strategies that will be utilized to accelerate learning are Standards aligned instruction and student engagement. Teachers will collaboratively plan with instructional coaches to analyze and align lessons to the new B.E.S.T standards, while infusing crosswalks to enhance instruction in the new standards correlated to FSA. Teachers will engage students in collaborative discussion strategies and technology

platforms. Teachers will also progress monitor students during one-on-one data chats, standards aligned assessments, and small groups.

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.

SLAM Academy High School Leadership Team will provide teachers with professional development that is focused on student engagement, collaborative discourse strategies, and learning how to implement the "B.E.S.T Standards" into their curriculum using the B.E.S.T/FSA crosswalks. Additional support will be provided through PLCs, Common Planning meetings, Peer to Peer Observations, and Administrator to Teacher data dialogs.

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

SLAM Academy High School will provide additional services such as extended learning opportunities (before, after, and Saturday school tutoring), targeted support through small group differentiated instruction, interventions, and teacher use of effective questioning and response techniques within instructional delivery. Students will also utilize technology remediation programs such as IXL Reading and Math, Imagine Learning, Gizmos, Nearpod, Achieve 3000, Kahn Academy, USA Test Prep, and other innovative learning and video conferencing platforms within their course materials and resources to engage learners. In addition, we will verify teacher placement based on their certification and instructional capacity.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on recent ESSA data, students with disabilities was the lowest performing subgroup which scored at 20% below the 41% of the federal index. An intense focus on this subgroup of students will provide specific targeted support in order to increase both achievement and learning gains in all core content areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Average achievement and learning gains among students with disabilities will increase to at least 41 % in all tested areas.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will use culminating task, progress monitoring activities and class room walk through data to reach our desired outcome.
Person responsible for monitoring outcome:	Clint Duvo (cduvo@slampalmbeach.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will provide intensive standards-based instruction in all content areas. Students will receive clearly defined learning goals, teachers will use explicit and systematic and well-paced lessons. Students have multiple opportunities to collaborate with peers, practice, respond and receive immediate and corrective feedback from teachers and peers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Effective implementation of the strategy allows students to think about and actively increase the knowledge and skills relative to the content that they are learning. Students' use of these strategies will improve their capacity for learning and allow that learning to be reflected in increased achievement and learning gains across all content areas.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will analyze data after each common assessment to determine content mastery, fluency with questions types, and common errors. Revision of knowledge activities will be guided by data and teachers will plan for reteaching activities to help students meet mastery

Person Responsible	Clint Duvo (cduvo@slampalmbeach.com)

Ongoing monitoring and feedback will be provided to teachers on pacing, use of instructional strategies and revision of student knowledge. Needs for coaching assistance will be identified and implemented to help teachers modify instructional strategies to meet the needs of students with disabilities

Person Responsible	Clint Duvo (cduvo@slampalmbeach.com)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2022 data review, SLAM Academy High School target to be implemented is standards aligned instruction. This area of focus is based on our findings from the data that demonstrated proficiency in ELA (40%), Math (34%), Science (37%), and Social Studies (52%). Additionally, our sub-group learning gains are below district and Tier 2/3 schools and our L25 subgroup learning gains are not increasing effectively in ELA and Math. Therefore, we need to ensure that the lessons provided to students are aligned to the new B.E.S.T state standards. We must equip teachers with the skills and strategies needed to plan and implement effective lessons. This will provide students with the tools needed to show improvement and proficiency on end of the year state assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	SLAM Academy High School's goal is to increase student learning gains and proficiency and our area of focus is standards aligned instruction. If we successfully ensure that students are provided lessons aligned to the state standards, our learning gains and L25 learning gains will increase by 10%. Additionally, our proficiency will increase 5% in all core areas as evidenced by the 2023 State Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	SLAM Academy High School leadership team will provide faculty and staff with professional development workshops in standards aligned instruction. Teachers will be provided time in their schedules weekly to plan effective standard aligned lessons with their instructional coaches and peers. Lessons plans will be reviewed weekly to ensure that they have the necessary components during weekly administrative walkthroughs. Lessons will be aligned to the Common Board Configuration, so that students know what standard they are learning daily. Teachers will use a progress monitoring tool to provide reteach and enrichment lessons to each student by standard. Administration will observe teacher's instructional delivery and provide feedback in order for them to reflect and revise instructional practices.
Person responsible for monitoring outcome:	Clint Duvo (cduvo@slampalmbeach.com)
Evidence-based Strategy: Describe the evidence-based strategy	Within the target of providing standards-aligned instruction, SLAM Academy High School leadership team will focus on the evidenced-based strategies of providing teachers with the tools and teaching techniques needed to execute lessons based on the Florida state standards/learning targets. Students will also be able to create end products that are aligned to the intended standard. Teachers will deliver the lessons they plan with their instructional coach to help students understand the learning target. Students will show evidence that they mastered the learning target through work samples and various

being implemented for this Area of Focus.	assignments. Another evidenced-based strategy that will be used is checks for understanding. When providing standard aligned lessons, to ensure that students are mastering the intended standards teachers must continuously check for student understanding.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	This strategy was selected due to student data and the implementation of new curriculum which will transition teachers to the new B.E.S.T. standards. The standards aligned instruction process will allow teachers to use various teaching techniques to guarantee students are learning targeted standards. Teachers will provide techniques such as vocabulary instruction, text dependent questions, scaffolding techniques, and exit tickets. Teachers will also plan with the end in mind and collaborate with other teachers. Teachers will utilize student end products to review lessons and assessments to evaluate student understanding.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will participate in a Professional Development training on standards aligned instruction and checks for understanding during PD days. As a result, teachers will utilize crosswalks correlated to the BEST/FSA standards to align instruction.

Person Responsible	Clint Duvo (cduvo@slampalmbeach.com)

9/1/22 - 10/31/22 Instructional coaches will provide support during collaborative planning. As a result, this will

increase teacher knowledge of how to create and implement lessons that are aligned to the state standards and assessments.

Person Responsible	Clint Duvo (cduvo@slampalmbeach.com)

9/1/22 - 10/31/22 Administrators will conduct walkthroughs in order to identify and support teachers in need of additional support. As a result, transformation coaches will support teachers with creating standards based instruction and grading through coaching cycles.

Person Responsible	Clint Duvo (cduvo@slampalmbeach.com)

9/1/22 - 4/29/23 Teachers will progress monitor students that did not score mastery on deficient standards by providing reteach assignments during differentiated instruction. As a result, teachers will effectively use trackers to monitor students' progress and make adjustments as needed.

Person Responsible	Clint Duvo (cduvo@slampalmbeach.com)

11/1/22 - 12/20/22 Instructional coaches will identify teachers who are effectively implementing standards aligned instructions. Core teachers will be given the opportunity to visit selected teachers' classrooms for modeling and note-taking. As a result, teachers will improve upon their execution of standards-aligned instructional practices.

Person Responsible   Clint Duvo (cduvo@slampalmbeach.com)

1/1/23 - 4/29/23 Administrators and Transformation Coaches will continue to monitor teachers' implementation of standards-aligned instruction. Administration will provide continuous feedback while documenting evidence and offering professional development and aligned support. As a result, teachers' lesson plans should reflect lessons aligned with appropriate standards and that should be reflected throughout instructional delivery.

Person Responsible   Clint Duvo (cduvo@slampalmbeach.com)

1/1/23 - 4/29/23 Administration and Transformation Coaches will visit teachers who observed standard aligned practices during peer-to-peer observations. Teachers will be provided with feedback in regards to the implementation of observed strategies in their classrooms. As a result, teachers will continue to improve on aligning their lessons with standards-aligned instruction. Additionally, the Instructional Focus Calendar (IFC) will be used to align subgroups for remediation of standards to help increase student learning gains.

Person Responsible   Clint Duvo (cduvo@slampalmbeach.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, we will engage in ongoing, school-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, we use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, we will use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. We will attend district-wide professional learning throughout the year. We will personalize and implement professional learning for staff and families, based on school and community needs. We will collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through

school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff. We also ensure communication was shared with all stakeholders through social media/technology programs (MS Teams, Remind, Zoom, Instagram, Facebook, Twitter etc.)

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment with the District's Strategic Plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

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

Administration – Maintain supportive interactions which foster positive staff and student relationships, provide positive for support for all stakeholders and create/enforce positive rules that promote healthy interactions.

Faculty and Staff – Create a stimulating learning environment that engages students, communicate rules norms and enforcement and foster high expectations through the use of a growth mindset. Integrate social and emotional skills into academic learning.

Students – Demonstrate empathy, take ownership in personal development and respect the needs of others and the school campus.

Athletics Director/Activities Director – Promote school spirit, host activities that foster life preparation, social and emotional development and celebrate the success of students.

Student Services – Ensure that addressing the social and emotional wellness of students is a priority, promote practices and resources that help every student feel safe and welcome.

Families –Actively communicate with and support children and school community.

Community Stakeholders – Support school and community in creating a school/community environment where students and staff feel welcome and safe. Celebrate the successes of school and support school in continuous growth.

All – Maintain a clean orderly physical environment.