Sports Leadership Arts Management Charter High School

2022-23 Schoolwide Improvement Plan

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Sports Leadership Arts Management Charter High School

604 NW 12 AVE, Miami, FL 33136

www.slammiami.com

Demographics

Principal: Rey Breto

Start Date for this Principal: 9/9/2022

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)	73%
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: A (70%) 2018-19: B (60%) 2017-18: B (58%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	73%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

School Board Approval

N/A

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 Charter Middle School is to provide an innovative and in-depth secondary educational program that produces college-bound students through emphasis on sports-related majors and post-secondary preparation.

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

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
Breto, Rey	Principal	Oversee the daily functions of the school and ensure that students are receiving a quality education in a safe environment
Abascal, Mercedes	Assistant Principal	Oversee the daily functions of the school and ensure that students are receiving a quality education in a safe environment
Tellechea, Patricia	Assistant Principal	Oversee the daily functions of the school and ensure that students are receiving a quality education in a safe environment
Gonzalez, Andrea	Other	
Mas, Ana	Staffing Specialist	
Corrales, Roseanne	Teacher, ESE	
Casas, Jose	ELL Compliance Specialist	
Frawley, Jeff	Graduation Coach	
Gomez, Andrea	Curriculum Resource Teacher	
Huiwoud, Aime	Other	
Figueroa, Lydia	Parent Engagement Liaison	
Matos, Wilmer	Dean	
Besant, Janna	Instructional Coach	
Carmargo, Lilianne	School Counselor	
Palma, Enrique	Other	

Demographic Information

Principal start date
Friday 9/9/2022, Rey Breto

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.*
3

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

60

Total number of students enrolled at the school

930

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

18

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

22

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	290	264	235	141	930
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	58	14	31	26	129
One or more suspensions	0	0	0	0	0	0	0	0	0	4	3	4	3	14
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	4	2	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	130	116	111	31	388
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	78	0	0	0	78
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	130	116	111	31	388

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	63	0	36	10	109

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	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

Tuesday 9/13/2022

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	277	278	164	147	866
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	2	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	3	5	0	2	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	15	35	9	7	66
Course failure in Math	0	0	0	0	0	0	0	0	0	30	51	24	14	119
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	56	69	40	28	193
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	68	77	55	25	225
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	45	30	21	15	111

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	116	36	59	36	247

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	2	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	0	2

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	277	278	164	147	866
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	2	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	3	5	0	2	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	15	35	9	7	66
Course failure in Math	0	0	0	0	0	0	0	0	0	30	51	24	14	119
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	141	145	137	31	454
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	68	0	0	0	68
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	141	145	137	31	454

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	116	36	59	36	247

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	2	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	0	2

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	51%	54%	51%				50%	59%	56%
ELA Learning Gains	62%						55%	54%	51%
ELA Lowest 25th Percentile	56%						51%	48%	42%
Math Achievement	69%	42%	38%				46%	54%	51%
Math Learning Gains	70%						44%	52%	48%
Math Lowest 25th Percentile	80%						30%	51%	45%
Science Achievement	66%	41%	40%				65%	68%	68%
Social Studies Achievement	63%	56%	48%				76%	76%	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	62%	68%	-6%	67%	-5%
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	74%	71%	3%	70%	4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	32%	63%	-31%	61%	-29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	54%	7%	57%	4%

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	21	47	45								
ELL	29	56	58	64	62	77	61	47		100	82
BLK	56	60	33	60			75			100	79
HSP	51	62	58	69	69	78	64	65		99	87
WHT	58	64									
FRL	52	62	54	69	69	85	67	62		99	86

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	17	22		17	19						
ELL	23	37	33	22	30	32	29	32		100	94
BLK	47	43		30	23		33			92	91
HSP	42	46	38	26	29	31	45	48		99	96
WHT	55										
FRL	43	46	37	27	29	32	46	48		99	95

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	69									
ELL	25	50	51	37	36	27	48	53		75	92
BLK	69	59		47	37		82	67			
HSP	48	54	51	46	45	30	63	76		93	90
FRL	51	57	51	45	44	31	67	77		97	88

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)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	777
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	61
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	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

SLAM High School is moving in the upward trend across all components, despite the overall pandemic learning loss and teacher shortage across our Nation.
Algebra:
According to the 2019 and 2022 School Data Map Results, the school's Mathematics achievement and learning gains (LGs) were at its highest compared to the 2019-2022 chart, revealing an increase of 32 percentage points in mathematics achievement. In 2022 the school achieved a 64% in proficiency, an upward trend from 32% in 2019.
Geometry:
According to the 2019 and 2022 School Data Map Results, the school's Mathematics achievement and learning gains (LGs) were at its highest compared to the 2019-2022 chart, revealing an increase of 16 percentage points in mathematics achievement. In 2022 the school achieved a 73% in proficiency, an upward trend from 63% in 2019.
ELA:
According to the 2019 and 2022 School Data Map Results, English Language Arts (ELA) achievement is also trailing in the upward trend direction with a score of 49% percent in achievement,
Biology:
According to the 2019 and 2022 School Data Map Results, Science outperformed its proficiency results by an increase of 3% when compared to 2019. Science achieved a 66% in 2022 , while in 2019 the school scored a 63%.
US History:
According to the 2019 and 2022 School Data Map Result, Social Studies did demonstrate a decline of 17 percentage points. In the 2022 academic year, SLAM Middle achieved a 61% in proficiency, while in 2019 the school's results were at 75%.

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

SLAM High School continues to progress toward closing the achievement gaps across all subgroups. We have faced a few barriers when trying to close the academic gaps, specifically within the English Language Learners (ELL) subgroup population and the Florida Standard Language Arts Assessment.

Although the school has surpassed district and state ratings on the ACCESS for ELLs language proficiency assessment ,the gap still remains within the English Language Arts State Assessments, Achievement Levels 3 or above.

Additionally, as noted above, there was a significant decline within the US History EOC state assessments. According to the 2019 and 2022 School Data Map Results, Social Studies demonstrated a decline of 17 percentage points.

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

Some contributing factors that led to the need for improvement in SLAM ELL's ELA FSA Assessments were lack of fluency, practice of academic vocabulary, and comprehension of complex texts. Despite our best efforts, there was a great deal of learning loss within this subgroup.

New actions that would need to be taken to address this need for improvement include data-driven differentiated instruction (DI) across all core content areas, effective collaborative planning sessions with a focus on data, DI, and standards-based instruction, and job-embedded PD aligned to our school's needs. Additionally, we addressed this area of concern through various efforts such as hiring a full-time, fully released ELA instructional coach who now not only serves as a member of the SLT, but also works collectively with the ESOL Coordinator. We have also hired two ESOL Interventionists, revamped Title III tutoring, and invested in more purposeful curriculum in support of our ELL community. The school has also increased levels of communication with all stakeholders, parents, students, teachers, SLT, and community partnerships to decrease these indicators.

The school has also tasked one of their Lead Teachers from the school leadership team (SLT) to support the Social Studies Team in a joint effort to assist with effective and constructive common planning in US History. In addition, the SLT will ensure that the department utilizes student-centered activities with immediate checks for
understanding, and an increased use of the district's resources for US History.

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

According to progress monitoring data points and the 2022 state assessments, Alg.1 demonstrated the most improvement by increasing its achievement in proficiency by 32%.

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

Contributing factors that led to this improvement include effective and intentional common planning, student-centered learning with immediate checks for understanding, weekly administrative walk-throughs, school leadership team debriefs, continuous use of data to inform instruction, and various use of Differentiated Instructional research-based strategies, in an effort to achieve rigorous planning and a positive school-wide learning environment.

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

The school leadership team and stakeholders will continue to focus on the school's implementation of comprehensive assessments and use of data to create an effective learning environment. The role of the school's leadership team will be to continue to monitor and communicate with all stakeholders to support student learning. In addition, the leadership team will meet with teachers on a consistent basis to review monthly data assessments; and break it down by standards and benchmarks to assist teachers with instructional planning, re-teaching, and differentiating instruction. Through these data chat meetings,

teachers form students' learning goals; which will then result in working with collegial cooperative groups to analyze data, and departmental meetings. Furthermore, we will continue to hold Professional Learning Communities (PLCs) as a reflective piece on how to use data to drive and improve instruction. Through this initiative, we will create more data savvy teachers who can plan more effectively and can reach all learners.

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.

*To accelerate learning, SLAM will conduct various professional development opportunities in an effort to plan for differentiated instruction and analyze student work for progress monitoring toward mastery.
*The school will also continue to facilitate a Mentoring Program, Instructional Coaching Cycles, and various opportunities for teachers to witness exemplary Gradual Release Response Model (GRRM) lessons.
*The school will also shift Department and Faculty Meetings into mini-professional learning opportunities and data-chat conferences.
*The school will also use Teacher Professional Learning Goals and PLCs to drive student learning outcomes toward shifts in instruction.

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

SLAM will continue to work collaboratively with teachers and the school leadership team to provide support in implementing effective instructional strategies that align to the school goals. Additional services will be implemented to ensure sustainability of improvement in the next year and beyond include a focus on data to ensure that differentiated instruction is implemented effectively across all curricula, sharing of best practices during collaborative planning, hiring Interventionists at the start of the school year to provide adequate, long-term academic support to students, and provide teachers with effective, job-embedded professional development sessions aligned to our school's needs.

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The state of Florida has fully transitioned to the newly adopted Florida Best Standards in ELA and Math. All stakeholders will need additional support in a joint effort to fully become versed in these standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By 2023 all ELA and Alg. 1 teachers will be fully versed with the new Florida Best Standards. ELA and Alg. 1 will meet their school overall achievement proficiency goals. ELA will have mastered a total of 52% in proficiency achievement and Alg. 1 will reach 67%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of this area will take place by administrative walkthroughs. Evidence of teacher common language and planning using the BEST Standards will be some of the look-fors. Additionally, the SLT will look at progress monitoring data and use of formative assessments.
Person responsible for monitoring outcome:	Rey Breto (rbreto@slammiami.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Leadership Team will conduct weekly walkthroughs to ensure quality instruction is taking place, facilitate quarterly data chats, and review weekly lesson plans for evidence of academic rigor. Administrators will also look at lesson plans for indication of differentiation for L25 students, specifically. Data analysis of formative assessments of L25 students will be reviewed monthly to observe progress. This data will be analyzed during The School Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on the bi-weekly formative assessments.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Monthly data chats will ensure that teachers are using relevant, recent, and aligned data to adjust instruction and provide remediation as well as enrichment to address student needs. Teachers will continually make adjustments to their instruction using the BEST Standards, and instructional delivery as new data becomes available.

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.

No action steps were entered for this area of focus

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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

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?

N/A

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?

N/A

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

N/A

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.

SLAM's goal, as an educational institution, is to prepare our students with adequate life skills that will drive them to become successful members of our society. Constant communication between the stakeholders is also essential to the success of the student. Collaborated events between the school and home are established to support parental engagement with the school. These events include but are not limited to: EESAC meetings, Student and Parent Orientation Meetings, Zoom Town Hall Virtual Meetings, Back to School Night, Parent/Teacher Conferences, High School College Resources Fairs for Duel Enrollment, and Student Parent Association(SPA) meetings.

Additionally, SLAM High School offers a Research/Advisory Period. The "Research/Advisory Period" is intended to increase student academic performance and to enhance the overall emotional and social wellness in and out of school. Topics covered correlate with relevant academic and life skill concepts pertaining to student grade levels and academic expectations. Such topics include but are not limited to state test preparation, P-SAT readiness, study skills, interpersonal conflict prevention, academic goal setting, positive behavior intervention systems approach, building positive mindset systems, problem solving, social emotional learning (SEL), skills for school and beyond, and planning for college and post-secondary preparation. Additionally, within the allotted advisory period, the school has been able to nurture students' social/emotional wellbeing by continuing to invest in social emotional learning and by leveraging additional opportunities to support students' mental health. Students participate in a variety of wellness educational programs such as the Edgenuity-Purpose Prep SEL Course, MDCPS Values Matter, and thematic character educational lessons. Due to this unique opportunity, the school is learning that students are becoming more resilient in addressing their academic, social, and emotional needs.

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

SLAM is committed to working with all stakeholders in a joint effort to set high standards and expectations for all students. SLAM's environment combines the culture of students, parents, and teachers establishing a familial relationship that is supportive and nurturing. Through the efforts of the Educational Excellence School Advisory Council (EESAC), SLAM ensures the methods and instructional strategies continue to strengthen the academic program within the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education.
We believe that parental involvement is the key to achieve a student's maximum potential. Through the support of the school's Community Involvement Specialist (CIS), Title 1, and EESAC, SLAM conducts various
parent education workshops monthly. The school also provides parent with support and resources through various community partnerships. This CIS ensures that parents receive individual assistance

relative to home/school matters. The school has also partnered with a community based social worker who serves as a liaison between the school and home environment. The services include mental and group therapy with additional resources and strategies for parents and students.