

Miami-Dade County Public Schools

Sports Leadership Arts Management Charter High



2023-24

Schoolwide Improvement Plan (SIP)

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Sports Leadership Arts Management Charter High School

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
Mas, Ana	Staffing Specialist	To assist in the development of all IEP, IFSP, EP or SP documents required for eligible and identified ESE students actively enrolled at the school site; maintaining accurate ESE paperwork and supporting documentation to reflect the appropriate service delivery models and compliance with services for all SPED Students.
Corrales, Roseanne	Teacher, ESE	Is responsible for providing the appropriate students individual educational plans, accommodations and modifications to the set curriculum . Their duties include identifying the individual needs of their students, creating a supportive and effective learning environment and ensuring their students have the resources they need to succeed.
Frawley, Jeff	Graduation Coach	Is responsible for helping students apply for admissions into post-secondary institutions, local and national scholarships, financial applications such as FAFSA.
Carmargo, Lilianne	School Counselor	Advises and counsels students regarding academic, educational, and short-term social and emotional needs and development.
Molina, Vanessa	Other	Assists with skills and mindsets necessary for students to thrive in all areas of their life. These competencies include: <ul style="list-style-type: none"> understanding and managing emotions setting and achieving positive goals feeling and showing empathy for others establishing and maintaining positive relationships making responsible decisions
Casas, Jose	ELL Compliance Specialist	To support instruction and educational programs for students whose home language is not English; ensure compliance with ELL documentation; provide resources/services to ELL students and teachers and parents of ELL students; monitor technological programs which assist ELL students with

Name	Position Title	Job Duties and Responsibilities
		acquiring the language; monitor student progress on formative and summative assessments.
Brown, Nicole	Math Coach	
Besant, Janna	Reading Coach	
Palma, Enrique	Dean	
Figueroa, Lydia	Parent Engagement Liaison	Serves to establish effective communication between families, schools and the community, improve community outreach, and facilitate training opportunities for parents or guardians, which will support academic achievement for students.
Gomez, Andrea	Curriculum Resource Teacher	Support teachers in selecting professional growth target opportunities that will improve the overall learning and pedagogy. Propose professional development courses that are purposeful and target areas needing improvement.
Padron, Dayami	Other	Ensures that the instructional and administrative needs of the department are met.
Weihl, AShley	Other	Ensures that the instructional and administrative needs of the department are met.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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 educationally 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.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

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 educationally 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. SLAM EESAC’s committee meets on a quarterly basis to discuss instruction, academic needs and support, academic progress monitoring for all ESSA subgroups, Title 1 funding, and the use of all instructional delivery of programs. SLAM’s EESAC Committee is responsible for final decision making at the school relating to the implementation of all the above mentioned components and to bring together all stakeholders and involve them in an authentic process.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	73%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP)

	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	388
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	388

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	109

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	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	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	55	50	51	54	51	43		
ELA Learning Gains				62			45		
ELA Lowest 25th Percentile				56			37		
Math Achievement*	50	43	38	69	42	38	27		
Math Learning Gains				70			29		
Math Lowest 25th Percentile				80			31		
Science Achievement*	63	62	64	66	41	40	45		
Social Studies Achievement*	52	69	66	63	56	48	48		
Middle School Acceleration					56	44			
Graduation Rate	98	89	89	99	56	61	99		
College and Career Acceleration	96	70	65	87	67	67	95		
ELP Progress	57	49	45	74			47		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	98

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	777
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	99

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	58			
AMI				
ASN				
BLK	53			
HSP	68			
MUL				
PAC				
WHT	64			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	71			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	65			
AMI				
ASN				
BLK	66			
HSP	71			
MUL				
PAC				
WHT	61			
FRL	71			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			50			63	52		98	96	57
SWD	44			41			50				3	
ELL	33			44			44	37		100	7	57
AMI												
ASN												
BLK	57			50			64	41			4	
HSP	60			50			63	52		96	7	56
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	67			60							2	
FRL	62			50			66	54		96	7	70

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	62	56	69	70	80	66	63		99	87	74
SWD	21	47	45									
ELL	29	56	58	64	62	77	61	47		100	82	74
AMI												
ASN												
BLK	56	60	33	60			75			100	79	
HSP	51	62	58	69	69	78	64	65		99	87	74
MUL												
PAC												
WHT	58	64										
FRL	52	62	54	69	69	85	67	62		99	86	75

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	43	45	37	27	29	31	45	48		99	95	47
SWD	17	22		17	19							
ELL	23	37	33	22	30	32	29	32		100	94	47
AMI												
ASN												
BLK	47	43		30	23		33			92	91	
HSP	42	46	38	26	29	31	45	48		99	96	47
MUL												
PAC												
WHT	55											
FRL	43	46	37	27	29	32	46	48		99	95	50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	61%	54%	7%	50%	11%
09	2023 - Spring	56%	51%	5%	48%	8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	56%	-6%	50%	0%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	52%	4%	48%	8%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	65%	-3%	63%	-1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	66%	-15%	63%	-12%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the 2022 and 2023 School Data Map Results, Algebra 1 and Geometry trended in the downward direction.

Algebra:

According to the 2022 and 2023 School Data Map Results, the school's Algebra 1 EOC Mathematics achievement in proficiency declined, revealing a decrease of 10 percentage points. In 2022 the school achieved a 64% in proficiency, and in 2023 a 54%.

Geometry:

According to the 2022 and 2023 School Data Map Results, the school's Geometry EOC Mathematics achievement in proficiency declined, revealing a decrease of 18 percentage points. In 2022 the school achieved a 73% in proficiency, and in 2023 a 56%.

Contributing factors:

- Significant Increase in Enrollment of English Language Learners
- Increase in enrollment in Student With Disabilities (SWD)
- Newly adopted Florida Reading Standards (Florida B.E.S.T)
- Early Warning Systems demonstrated an Increase in students by current grade level who had two or more early warning indicators.

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

Geometry:

According to the 2022 and 2023 School Data Map Results, the school's Geometry EOC Mathematics achievement in proficiency declined, revealing a decrease of 18 percentage points. In 2022 the school achieved a 73% in proficiency, and in 2023 a 56%.

Contributing factors:

- Significant Increase in Enrollment of English Language Learners
- Newly adopted Florida Reading Standards (Florida B.E.S.T.)
- Early Warning Systems demonstrated an Increase in students by current grade level who had two or more early warning indicators.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the 2023 School Data Map Results, the school's United States EOC demonstrated the largest gap in achievement levels when compared to the state average. The state held a 63% in proficiency while SLAM held a 51%. This data also reveals a decline in proficiency levels when analyzing the school's data results from 2022 and 2023; a difference of 10%.

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

According to the 2022 and 2023 School Data Map Results, the school's ELA's achievement levels in proficiency demonstrated its highest in historical data. According to the 2022 and 2023 school data maps, achievement proficiency levels surpassed the state average.

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

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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 Student with Disabilities (SWD) subgroup population and the Florida Assessment of Student Thinking (F.A.S.T.) Assessment.

Although the school has surpassed district and state ratings on the ELA F.A.S.T Assessments ,the gap still remains within the SWD subgroup Achievement Levels 3 or above.

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

SLAM High School continues to progress toward closing the achievement gaps across all subgroups. 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.

Specific Areas of Focus:

- Science of Reading
- Explicit Instruction
- Intentional Professional Learning Communities
- Student Centered Learning
- Student Engagement and Student Attendance

Area of Focus

(Identified key Area of Focus that addresses the school’s highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SLAM High School is diligently working to make consistent progress in its mission to narrow the achievement gaps that exist among our students. As we continue to enhance academic performance on a comprehensive scale, it's important to acknowledge that we have faced certain obstacles in addressing our ESSA Students with Disabilities (SDW) subgroup, particularly in relation to their performance on the 2023 Spring Assessment. Despite the overall positive trajectory in academic improvements, these challenges underscore the need for focused attention on ensuring that all students, including those with disabilities, are provided with equitable opportunities to excel academically.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school's specific measurable outcome is to increase the overall proficiency of the Students with Disabilities (SDW) subgroup on the Spring 2024 Assessment by at least 5% in the next academic year. This objective outcome will be determined by comparing the percentage of SDW students scoring at Achievement Levels 3 or above on the Spring 2024 Assessment from the current academic year with the corresponding percentage in the following academic year. This data-based approach will provide a clear and quantifiable indication of the progress made in addressing the educational discrepancies within this subgroup.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

To ensure that the desired outcome of increasing the proficiency of the Students with Disabilities (SDW) subgroup on the overall 2024 Spring Assessment by at least 5% is achieved, the school will implement a comprehensive monitoring framework. This framework will involve regular data collection, analysis, and intervention strategies.

Data Collection: The school will gather data on the performance of the SDW subgroup in each administration of the FAST Assessments (PM1 and PM2) throughout the academic year.

Analysis: The collected data will be analyzed to track the progress of the SDW subgroup's performance. This analysis will involve comparing the percentage of SDW students achieving Achievement Levels 3 or above on the FAST Assessments across different assessment periods.

Intervention Strategies: Based on the analysis, the school will identify any emerging trends, challenges, or gaps in achievement. If progress falls short of the overall targeted 5% increase, the school will promptly implement tailored intervention strategies. These may include targeted instructional support, specialized learning resources, individualized education plans (IEPs), and collaboration with the special education teachers.

Regular Updates: Progress updates will be communicated regularly to relevant stakeholders, including teachers, administrators, parents, and the SDW students themselves. Transparency in sharing progress will help create a sense of accountability and collective responsibility.

Adjustments and Adaptations: If necessary, the school will make adjustments to the intervention strategies based on ongoing monitoring results. Flexibility will be key to ensuring that the approach remains responsive to the evolving needs of the SDW subgroup.

Person responsible for monitoring outcome:

Rey Breto (rbreto@slammiami.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In pursuit of the targeted outcome to increase the proficiency of the Students with Disabilities (SDW) subgroup on the overall 2024 Spring Assessments by at least 5%, SLAM High School will implement a well-structured evidence-based intervention known as "Differentiated Instruction (DI).

Differentiated Instruction DI:

Description:

Differentiated Instruction is an evidence-based teaching approach that recognizes the diverse learning needs and abilities of students within a classroom. DI involves tailoring instructional strategies, content, and resources to meet the unique strengths and challenges of each student, ensuring that all learners have meaningful access to the curriculum.

Varied Content and Materials: DI incorporates a range of instructional materials and resources that accommodate diverse learning styles and abilities. These materials may include visual aids, manipulatives, digital tools, and etc.

Flexible Grouping: Students will be grouped flexibly based on their readiness, interests, and learning profiles.

Formative Assessment: Continuous formative assessment will be employed to gauge students' progress and adapt instruction accordingly. This real-time feedback loop ensures that interventions are responsive and effective.

Assistive Technology: Utilization of assistive technology tools, such as speech-to-text software, screen readers, and adaptive apps, will further support students with disabilities in accessing and engaging with the curriculum.

Implementation Strategy:

The school's special education team, in collaboration with general education teachers, will lead the implementation of DI. Professional development workshops and ongoing support will be provided to educators to ensure they are equipped to effectively design and deliver differentiated instruction.

By embracing the evidence-based Differentiated Instruction approach, SLAM High School aims to not only close the academic gaps within the SDW subgroup but also create an inclusive and supportive learning environment that caters to the diverse needs of all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The decision to implement the "Differentiated Instruction" is grounded in a clear understanding of the unique challenges and learning needs of the Students with Disabilities (SDW) subgroup at SLAM High School. Several compelling reasons support the selection of this evidence-based intervention:

Tailored Learning: Differentiated Instruction recognizes that students with disabilities have diverse strengths, learning styles, and abilities. By customizing instruction to meet individual needs, the strategy maximizes the potential for meaningful engagement and learning progress.

Inclusion and Equity: DI aligns with the school's commitment to inclusion and equity. By providing targeted support and accommodations, it ensures that every student, including those with disabilities, has equitable access to a high-quality education.

Addressing Achievement Gaps: One of the primary objectives of Differentiated Instruction is to address achievement gaps. By tailoring instruction to the needs of the SDW subgroup, the strategy directly targets the identified academic discrepancies and aims to bridge those gaps.

Flexible Adaptations: Differentiated Instruction allows for flexibility in adapting to the changing needs of individual students. This adaptability is crucial for effectively addressing the diverse challenges that

students with disabilities may encounter.

Collaborative Approach: The collaborative nature of DI, involving special education and general education teachers, fosters a supportive and cohesive learning environment. This approach enhances communication, promotes effective sharing of insights, and contributes to a more comprehensive understanding of each student's needs.

In summary, the rationale for selecting the "Differentiated Instruction" is firmly rooted in its research-backed effectiveness, its capacity to address the unique needs of students with disabilities, and its alignment with the school's commitment to inclusive and equitable education. This evidence-based intervention holds the promise of fostering improved academic performance, greater engagement, and a more inclusive educational experience for all students, including those within the SDW subgroup.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Following a comprehensive review of our school's data, we have devised a strategic plan that centers around implementing the B.E.S.T. Standards – an approach rooted in evidence-based practices – across our core content areas such as Algebra and Geometry. This plan includes the integration of high-yield instructional strategies such as higher-order and explicit instruction, as well as the application of Effective Questioning/Response Techniques. Furthermore, we recognize the importance of offering both remediation and enrichment programs to ensure that all students experience accelerated learning.

The decision to prioritize interventions in the areas of Algebra and Geometry within our Mathematics curriculum is deeply rooted in the meticulous review of pertinent data. Analysis of the 2022 and 2023 School Data Map Results revealed concerning trends that address these specific needs.

Algebra:

The evidence from the 2022 and 2023 School Data Map Results highlights a notable decline in proficiency achievement within Algebra 1 EOC Mathematics. The proficiency rates plummeted by 10 percentage points over the two-year span. Specifically, the proficiency rate stood at 64% in 2022, only to further decrease to 54% in 2023.

Geometry:

Similar trends were revealed through the 2022 and 2023 School Data Map Results within the Geometry EOC Mathematics proficiency. The proficiency rates witnessed a drop of 18 percentage points over the same two-year period. In 2022, the school recorded a 73% proficiency rate, which dropped to a 55% proficiency rate in 2023.

In essence, the data underscores a need for targeted interventions in both Algebra and Geometry. Additionally, the school will continue its commitment to the success of our students with disabilities, which demands that we respond proactively and effectively to these data-driven challenges.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our measurable outcome centers on improving proficiency achievements in both Algebra and Geometry within our Mathematics curriculum. This objective is firmly grounded in a thorough analysis of the 2022 and 2023 School Data Map Results, which have illuminated concerning trends that necessitate our focused attention.

Algebra:

The evidence extracted from the 2022 and 2023 School Data Map Results underscores a decrease in proficiency achievement for Algebra 1 EOC Mathematics. Over the course of two years, there has been a decline of 10 percentage points in proficiency rates. Specifically, the proficiency rate was 64% in 2022 and further decreased to 54% in 2023.

Geometry:

Similar trends were unveiled in the 2022 and 2023 School Data Map Results pertaining to Geometry EOC Mathematics proficiency. The proficiency rates witnessed a drop of 18 percentage points during this year duration. In 2022, the school achieved a commendable proficiency rate of 73%, which experienced a marked decline to 55% in 2023.

As a response to these patterns, our measurable outcome is to reverse the downward trajectory in proficiency rates for both Algebra and Geometry. Through targeted interventions and a proactive approach, we aim to achieve a substantial improvement in our students' proficiency achievements in these subjects. This data-driven objective aligns with our commitment to enhancing the overall academic performance of our students.

By 2024, Alg. 1 will have increased their proficiency rate by 10% and Geometry will be increased by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring the progress and effectiveness of the strategies implemented in this area will be a dynamic and ongoing process, primarily facilitated through administrative walkthroughs. These walkthroughs are designed to provide real-time insights into the classroom practices and the integration of the B.E.S.T. Standards, differentiated instruction, and Effective Questioning/Response Techniques.

Administrative walkthroughs involve administrators or instructional leaders visiting classrooms to observe instructional practices, student engagement, and the implementation of targeted strategies. During these walkthroughs, several key components will be the focus of attention:

Teacher Common Language and Planning: A critical aspect of successful implementation is ensuring that teachers share a common understanding of the strategies being utilized. Administrative walkthroughs will assess whether educators are using consistent academic terms and approaches related to the B.E.S.T. Standards, differentiated instruction, and Effective Questioning/Response Techniques. This common language ensures that the strategies are effectively communicated and understood across the school.

Integration of B.E.S.T. Standards: Walkthroughs will seek evidence of the integration of B.E.S.T. Standards within instructional plans and classroom activities. Administrators will look for alignment between curriculum objectives and the standards, as well as the incorporation of strategies that promote differentiated instruction and active student engagement.

Differentiated Instruction Implementation: The walkthroughs will aim to capture how teachers are adapting instruction to accommodate diverse learning needs and styles. This could involve observing the use of varied materials, flexible groupings, and individualized learning plans. Evidence of instructional differentiation will be sought to ensure that all students are appropriately challenged and supported.

Effective Questioning/Response Techniques: The walkthroughs will also focus on whether teachers are employing Effective Questioning/Response Techniques. This could include observing teachers asking thought-provoking questions, promoting discussion, encouraging critical thinking, and addressing student responses in a way that extends learning.

Student Engagement: Observations will assess the level of student engagement during instructional time. This includes observing whether students are actively participating, collaborating, and demonstrating enthusiasm for learning.

Planning and Preparation: Walkthroughs will also consider the extent to which teachers have planned and prepared for effective implementation. This could involve examining lesson plans, instructional materials, and the alignment of objectives with targeted strategies.

By conducting administrative walkthroughs with a focus on these key elements, the school will have a clear and actionable view of the extent to which the strategies are being effectively integrated into classroom practices. These observations will guide ongoing professional development, support, and adjustments to ensure that the selected strategies lead to the desired improvements.

Person responsible for monitoring outcome:

Rey Breto (rbreto@slammiami.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Leadership Team will perform daily classroom walkthroughs to verify the presence of high-quality instruction, facilitate quarterly discussions centered around data analysis, and engage in weekly reviews of lesson plans to identify signs of academic rigor. Furthermore, administrators will closely examine lesson plans to ascertain whether differentiation strategies are in place for the lowest 25% (L25) of students, particularly within our Student with Disabilities (SWD) subgroup.

In addition, on a monthly basis, there will be a thorough examination of the data derived from formative assessments for the L25 students. This evaluation aims to track their progress over time. The findings from this analysis will then be assessed during the School Leadership Team meetings, ensuring that students are indeed displaying advancements in the areas of standards that have undergone remediation.

For students who are not exhibiting the expected growth based on the bi-weekly formative assessments, a proactive approach will be adopted. These students will be offered extended learning opportunities aimed at addressing their specific needs and fostering the growth required to meet the desired learning outcomes.

In summary, the Leadership Team's involvement will encompass a spectrum of activities that include walkthroughs, data chats, lesson plan reviews, and continuous data analysis. These efforts will collectively steer the instructional process towards greater effectiveness, equitable progress, and student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The data collected from these assessment sources will be systematically analyzed and reviewed by our Leadership Team and instructional staff. This collaborative approach ensures that insights from various assessment tools inform our ongoing decision-making process. Adjustments and refinements to our plan will be made based on the evidence gathered from these assessments, leading to a dynamic and responsive approach to achieving our goals.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An examination of the 2023 PM3 student attendance data revealed that 20% of students with 10 or more unexcused absences are falling short of expectations for both learning gains and proficiency. Within this subset, 80% of students also belong to our lowest 25% (L25) group. As a response, our school will initiate the Targeted Element of Student Attendance. Our aim is to customize our efforts to address attendance issues and enhance connections with families and the community through our parent engagement program. This endeavor is geared towards enhancing attendance within this specific group, which requires special attention.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Upon the successful implementation of the Targeted Element of Student Attendance, our students will benefit from high-quality instruction, leading to enhanced student outcomes across the board.

Through our persistent academic tracking of students who are less engaged using Early Warning Systems Indicators, combined with the application of MTSS/RtI strategies aimed at addressing learning gaps and offering additional instruction/remediation in core subjects, we anticipate to meet an ambitious goal of 2 percentage point rise in attendance by Spring of 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will oversee students with ongoing truancy concerns and maintain bi-weekly communication to recognize and applaud their efforts in attending school regularly. Additionally, the Leadership Team will arrange field trips and provide regular incentives for students, aimed at fostering consistent attendance.

Teachers will actively monitor daily attendance and share this information with the Leadership Team and Counselors every week, with a focus on identifying attendance patterns. For students facing absences due to illness or quarantine, the Leadership Team will explore options to facilitate virtual participation in class sessions or provide access to lessons through Microsoft Teams.

To ensure the effectiveness of our attendance strategies, this data will be reviewed during data discussions with teachers and students. If necessary, parents will also be contacted to maintain strong collaboration and support in our commitment to improving attendance.

Person responsible for monitoring outcome:

Rey Breto (rbreto@slammiami.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As part of the specific approach to Student Attendance, our school will center its efforts on the evidence-based strategy known as Attendance Initiatives. These initiatives are designed to close the gap among our students. Our Leadership Team, counselors, and teachers will jointly oversee student absences on a weekly basis, aiming to prevent prolonged patterns of excessive absences. This targeted approach will effectively enhance student engagement and boost academic proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of Attendance Initiatives will help reduce the occurrence of excessive student absences. These initiatives will offer students chances to engage in various activities such as field trips, club participation, sports involvement, tutoring, and small group peer mediation. Through these opportunities, students can make academic, behavioral, physical, and social improvements.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process of reviewing and allocating school improvement funding is designed to ensure that resources are distributed according to the specific needs identified in our school improvement plan. This process is particularly crucial for schools that have been designated as ATSI (Additional Targeted Support and Improvement), as outlined in the ESSA regulations.

Here's how SLAM Charter High School manages this process:

Data Analysis: We begin by thoroughly analyzing relevant data, including assessment results, attendance records, graduation rates, and other key indicators. This comprehensive review helps us identify the areas in which our students are facing challenges and need additional support.

Identification of Needs: Based on the data analysis, we identify specific needs within our student body. This includes pinpointing academic subjects or skill areas where students are struggling, as well as identifying factors such as attendance patterns or graduation rates that need improvement.

Prioritization of Interventions: Once the needs are identified, we prioritize interventions and activities within our School Improvement Plan (SIP) that directly address these needs. These interventions include targeted instructional strategies, professional development for teachers, student support services, parent engagement programs, etc.

Resource Allocation: Allocate resources to support the selected interventions. We ensure that funding is directed to initiatives that align with the goals outlined in our SIP. This could involve reallocating existing resources, or accessing funds designated for school improvement purposes.

Transparency and Collaboration: Throughout this process, transparency is key. We involve key stakeholders, including teachers, parents, administrators, and community members, in the decision-making process. Their insights and perspectives help us ensure that the allocated resources are aligned with the actual needs of our

school community.

Regular Review: We continuously monitor and evaluate the effectiveness of the allocated resources and the implemented interventions. Regular reviews of data, progress reports, and feedback from stakeholders help us make informed adjustments as needed.

Adaptation and Flexibility: Based on ongoing evaluation, we remain flexible in adapting our resource allocation strategies. If certain interventions are proving more successful than anticipated, we may allocate additional resources to expand those efforts.

Overall, the process to review school improvement funding allocations revolves around a data-driven, collaborative, and adaptable approach. Our primary goal is to ensure that resources are strategically allocated to support interventions that directly address the identified needs of our students, leading to sustained improvements in academic achievement, school climate, and overall student success.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 related 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 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 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

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 impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

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. §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:

Explain the rationale for selecting 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 evidence-based 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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

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 educationally 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. SLAM EESAC's committee meets on a quarterly basis to discuss instruction, academic needs and support, academic progress monitoring for all ESSA subgroups, Title 1

funding, and the use of all instructional delivery of programs.

SLAM's EESAC Committee is responsible for final decision making at the school relating to the implementation of all the above mentioned components and to bring together all stakeholders and involve them in an authentic process.

Website: www.slammiami.com

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At SLAM we strive to build positive relationships through school culture, physical and emotional safety and support, and connections as well as inclusivity. Our school creates experiences throughout the year to engage with parents and families and ensures they have the necessary information to support their children. Students are supported through mentorship programs, extra-curricular clubs and sports. Staff are provided opportunities to take part in team building activities and are empowered through school-based committees. Opportunities for staff and students are provided to share ongoing feedback and suggestions to school leaders. Informal conferences with staff and students are utilized to garner information about their education/professional experiences. We also ensure information is provided to all stakeholders through our school website and social media platforms, such as Twitter, Facebook and Instagram as well as through our EESAC committees. We continue to build our skillset to ensure our classrooms foster the highest level of engagement and learning.

Website: www.slammiami.com

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

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.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by having focused collaborative planning sessions that focus on how to maximize the instructional time and addresses the diverse needs of the learners. Additionally, intervention and tutorial programs will be developed and offered to students needing remediation or enrichment.

SLAM's school improvement plan is developed in coordination and integration with state FTE

guidelines, Miami-Dade County & State adopted supported materials and instructional guides and assessments in alignment with benchmarks outlined in the BEST standards.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No