

The School District of Palm Beach County

Sports Leadership And Management (Slam) Middle



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	27
VII. Budget to Support Areas of Focus	0

Sports Leadership And Management (Slam) Middle School Palm Beach

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School Board Approval

This plan was approved by the Palm Beach County School Board on 10/31/2023.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Duvo, Clint	Principal	<p>The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal’s responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Piedrahita, Maria	Assistant Principal	<p>As assistant Principal, Ms. Piedrahita supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school’s priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Chambers, Deanne	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (Rtl) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
Hennessey, Jennifer	Other	<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she</p>

Name	Position Title	Job Duties and Responsibilities
		<p>establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>
<p>Pena, Ursula</p>	<p>Other</p>	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>

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.

1. Identify Key Stakeholders: Begin by identifying the key stakeholders who should be involved in the SIP development process. These stakeholders may include the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools), families, and business or community leaders.
2. Conduct Initial Meetings and Surveys: Organize initial meetings or surveys to engage stakeholders and gather their input on the current state of the school, its strengths, weaknesses, opportunities, and threats. These sessions can be conducted in person, virtually, or a combination of both to accommodate different stakeholders' preferences.
3. Stakeholder Committees or Focus Groups: Form committees or focus groups representing different stakeholder groups, if necessary. These groups can work on specific aspects of the SIP, such as curriculum improvement, parent involvement, community engagement, or student support.
4. Share Data and Information: Provide stakeholders with relevant data and information about the school's performance, student outcomes, and other factors affecting the learning environment. This data can serve as a basis for their input and decision-making.
5. Brainstorming and Idea Generation: Facilitate brainstorming sessions where stakeholders can freely share their ideas and suggestions. Encourage open discussions to ensure all perspectives are heard and considered.
6. Prioritize Goals and Objectives: After gathering input from stakeholders, work together to prioritize the most critical goals and objectives for the SIP. This process may involve consensus-building or voting to determine which strategies are most important.
7. Develop Action Plans: Collaboratively develop action plans for each identified goal and objective. The action plans should outline specific steps, timelines, responsible parties, and resources needed to achieve the desired outcomes.
8. Review and Refine Draft SIP: Once the action plans are drafted, share the SIP document with stakeholders for review and feedback. Ensure there is ample time for stakeholders to provide input and

suggest revisions.

9. Finalize the SIP: Take the stakeholders' feedback into account and make necessary revisions to the SIP. Once everyone is satisfied with the final document, it can be officially approved and adopted.

10. Implement the SIP: As the SIP is implemented, continue to engage stakeholders in the process. Regularly update them on progress and seek feedback to address any challenges that may arise during implementation.

11. Monitoring and Evaluation: Establish a system for monitoring and evaluating the effectiveness of the SIP. Engage stakeholders in the evaluation process to assess whether the intended outcomes are being achieved and to identify areas for improvement.

12. Celebrate Achievements: Celebrate the successes and achievements resulting from the SIP implementation. Recognize the contributions of all stakeholders in the improvement process.

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))

1. Data Collection and Analysis: The first step in monitoring the SIP's effectiveness is to collect relevant data on student achievement. This data should be disaggregated to identify specific subgroups of students, including those with the greatest achievement gap (e.g., students from low-income families, English language learners, students with disabilities). Data can include standardized test scores, formative and summative assessments, attendance records, and behavior indicators.

2. Establishing Key Performance Indicators (KPIs): Based on the data collected, the school and its leadership team should identify key performance indicators that align with the State's academic standards and the objectives of the SIP. These KPIs will serve as benchmarks to measure progress and success.

3. Regular Progress Monitoring: The school should establish a regular schedule for monitoring progress toward achieving the established KPIs. This can be done through data review meetings, conducted monthly or quarterly, where stakeholders analyze the data and assess the effectiveness of the SIP's strategies and interventions.

4. Identifying Effective Strategies: During the progress monitoring meetings, the school should identify which strategies and interventions from the SIP are producing positive outcomes and helping students meet academic standards. These effective strategies should be highlighted and shared with the entire staff for broader implementation.

5. Addressing Challenges and Barriers: In the monitoring process, the school should also identify any challenges and barriers that are impeding the success of the SIP. This could include resource constraints, staff capacity issues, or external factors affecting students' learning. Strategies to overcome these challenges should be developed and integrated into the SIP.

6. Engaging Stakeholders: Regular communication and collaboration with teachers, parents, students, and the broader community are essential. Stakeholders' feedback and perspectives can provide valuable insights into the effectiveness of the SIP and help identify areas for improvement.

7. Professional Development: Continuous improvement requires ongoing professional development for teachers and staff. Based on the data analysis and identified challenges, targeted training sessions should be provided to equip educators with the necessary skills and knowledge to address the needs of all students effectively.

8. Revising the SIP: As part of the continuous improvement process, the school should revise the SIP periodically. This revision should be data-driven, focusing on the strategies that have proven to be successful and addressing the areas where improvement is needed. The revised plan should set new targets and incorporate innovative approaches to tackle persistent achievement gaps.

9. Monitoring Implementation Fidelity: Along with monitoring progress toward achieving the goals, it is equally important to monitor the fidelity of implementation of the SIP's strategies. Ensuring that the interventions are being implemented as planned is essential for their effectiveness.

10. Celebrating Successes: Recognizing and celebrating achievements, no matter how small, can boost morale and motivation among staff, students, and parents. Acknowledging successes can also reinforce the importance of the SIP and its impact on student achievement.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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: C 2019-20: B 2018-19: B 2017-18: C
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	35	48	39	122
One or more suspensions	0	0	0	0	0	0	3	1	7	11
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	11	4	20
Course failure in Math	0	0	0	0	0	0	17	2	6	25
Level 1 on statewide ELA assessment	0	0	0	0	0	0	48	45	45	138
Level 1 on statewide Math assessment	0	0	0	0	0	0	32	38	29	99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	78	73	65	216
	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	29	33	26	88

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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

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 school 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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA 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*	39	51	49	37	53	50	47		
ELA Learning Gains				35			51		
ELA Lowest 25th Percentile				33			44		
Math Achievement*	43	59	56	42	35	36	34		
Math Learning Gains				61			33		
Math Lowest 25th Percentile				62			41		
Science Achievement*	18	50	49	31	56	53	21		
Social Studies Achievement*	45	68	68	63	64	58	59		
Middle School Acceleration	56	76	73	52	52	49	42		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	41	37	40	33	85	76	30		

* 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	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	242
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

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	21	Yes	2	2
ELL	27	Yes	1	1
AMI				
ASN				
BLK	30	Yes	2	1
HSP	42			
MUL				
PAC				
WHT	27	Yes	2	1
FRL	40	Yes	1	

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	31	Yes	1	1
ELL	44			
AMI				
ASN				
BLK	40	Yes	1	
HSP	47			

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%
MUL				
PAC				
WHT	40	Yes	1	
FRL	46			

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	39			43			18	45	56			41
SWD	21			25			14	24			4	
ELL	28			28			12	25			5	41
AMI												
ASN												
BLK	34			34			8	43			4	
HSP	40			43			21	47	58		6	44
MUL												
PAC												
WHT	28			36				18			3	
FRL	39			41			19	42	52		6	44

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	37	35	33	42	61	62	31	63	52			33
SWD	11	24	36	26	58	61	8	35				21
ELL	27	34	44	38	60	62	27	67	45			33
AMI												
ASN												

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
BLK	29	15	9	33	65	71		58				
HSP	39	39	40	44	60	62	32	63	54			33
MUL												
PAC												
WHT	32	36	30	46	68	50	18					
FRL	36	35	34	42	61	63	31	62	55			36

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	47	51	44	34	33	41	21	59	42			30
SWD	23	44	44	14	17	25	0	20				
ELL	46	57	57	31	27	33	0	55				30
AMI												
ASN												
BLK	26	48		20	24	20		67				
HSP	50	54	49	37	34	44	23	56	43			29
MUL												
PAC												
WHT	39	32		33	30			64				
FRL	45	51	43	34	33	38	22	58	42			33

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
07	2023 - Spring	36%	48%	-12%	47%	-11%
08	2023 - Spring	35%	47%	-12%	47%	-12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	39%	45%	-6%	47%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	54%	-12%	54%	-12%
07	2023 - Spring	42%	36%	6%	48%	-6%
08	2023 - Spring	55%	65%	-10%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	17%	46%	-29%	44%	-27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	48%	11%	50%	9%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	50%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	65%	-23%	66%	-24%

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 FY23, FAST data ELA proficiency showed the overall lowest performance with 36% of students scoring at or above grade level with a level 3 or higher. The SWD subgroup had an overall proficiency level of 20%, our Black subgroup had an overall proficiency level of 11%, and the White subgroup had an overall proficiency level of 26%. 8th Grade science also had a very low performance score with only 17% of students with a passing score.

We attribute these declines to the lack of an ESE teacher in the 6th and 7th grades. Unfortunately, we had vacancies, and this affected us. Another concern was that we had many new teachers in these grades. We need to implement a stronger coaching and mentoring program to help develop and support new teachers to the profession. Our goal is to work closely with our ESE department to further ensure our teachers are receiving all the support they need to ensure student growth and achievement. Lastly, we will ensure Professional Learning Communities are focused and aligned on the review of data and best practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC's we can ensure that all students receive rigorous instruction and small group support to meet their needs. ELA teachers will engage in standards-based instruction cycle during the collaborative planning (1) What do students need to know and understand. (Plan); (2) How do we teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect); (4) What do we do when students are not learning or reaching mastery before expectation (Revise). Teachers will analyze standards and test item specification during the planning process.

Based on this data trend our focus will be to diminish course failure as well as increase learning gains and achievement. Our data trends show additional support is needed in all content areas. Math, ELA, reading, science, and civics classrooms will focus on remediation of standards, foundational skills, and scaffolding instruction using research-based strategies. We will specifically focus on our ESSA identified subgroups- ELL, SWD, and Native American students- who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

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

One area of concern that we found in comparison to the previous years showed a decline within our Black subgroup in ELA decreased proficiency by -18% from FY22 at 29% to 11% in FY 23.

The contributing factors were that while we were focused on our SWD students we needed to address their specific needs sooner than we did. Instead of waiting until the end of fall to begin closing gaps we needed to start right after returning to school. In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk. In previous years we dedicated instructional time for accountable talk thus allowing students to build on prior knowledge from each other and talking through their learning. This past year we did not set time for that with fidelity. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

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.

When looking at the FAST Progress Monitoring data for Window 3 we see the following data.

School State

ELA Achievement

6th Grade 36% 47%

7th Grade 35% 47%

8th Grade 39% 47%

Math Achievement

6th Grade 42% 54%

7th Grade 42% 48%

8th Grade 55% 55%

Algebra 59% 50%

Civics 42% 66%

8th Science 17% 44%

ELA achievement was under the state average in all grade levels. 6th grade was 11% lower than the state average, 7th grade ELA was 12% lower, an 8th grade ELA 8% lower than the state average. Math achievement shows we are 12% under the state average for 6th grade, 6% under for 7th grade, and 8th grade was at the same percentage for performance. We were above the state average in Algebra by 9%. Civics was under the state average by 24% and 8th grade science was also under the state average by 27%. This would align with the issues we have seen with our ESSA identified subgroups our SWDs, Black and White. Contributing factors were there were many new teachers to the grade levels, and they were inexperienced with the rigor of the standards. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also, data shows they were unclear of the use of best practices and the proper accommodations for the subgroups.

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

In 8th Grade Math our proficiency level increased from 1% during PM1 to 55% in PM3. We also saw an increase when comparing the three FAST Windows for FY23 for our ESSA identified subgroups: Blacks and FRLs and for the school. As shown below:

ELA

PM1 PM2 PM3

SWD 6% 4% 20%

Black 15% 11% 33%

White 19% 21% 25%

MATH

PM1 PM2 PM3

SWD 2% 9% 27%

Black 3% 20% 41%

White 12% 19% 36%

This is contributed to the teachers being more aggressive in their daily monitoring of the student's achievement of the ELA and Math standards.

In addition, across all grade levels as measured during the FAST progress monitoring windows, we did have more proficient students within our SWD, Black, and White subgroups.

Addressing improvement

Students had access to grade-level or above grade level texts. We provided opportunities to collaborate with students about the text and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs.

Increase ELA achievement

With the rollout of the Read 180, students receive a balanced literacy to address the reading foundation and the learning loss students faced during the FY21 school year. The Read 180 system offers explicit instruction in the whole group, phonics, decodable readers, vocabulary and shared reading. Students will learn to explore and explain their thinking using text-based evidence to support their thinking and answers.

Increase mathematics achievement

Students need opportunities to experience mathematics to learn mathematics by building, drawing, writing, talking, and thinking mathematically. Teachers received PD opportunities to learn best practices of teaching mathematics conceptually with our Math Coach. The Math Coach also provided PD sessions as needed.

In order to close the gaps for our SWD students we implemented a 12-week action plan in ELA to drive our instruction based on the needs of our students using the iReady teacher directed lessons. Additionally, we instructed all of our students within their small groups within the reading block based on their needs as outlined through iReady, FAST, USAs, and FSQs. We determine the students' progression of mastery through the use of teacher progress monitoring. Lastly, we have created language blocks within our daily instruction to enhance and support the language structure of our students. We also use this information to meet the needs of our ELLs for mathematics instruction. Using the information gathered through assessments during PLC teachers disaggregate the data and determine the students' needs to formulate specific data to drive small groups. Through NGSQ, spiral review data, and USAs we monitor the needs of all our students and close their gaps through science small groups and hands on experiments.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

- 10% or more Absence
- Level 1 State Assessments ELA & Math

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Continue double down model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups.

Continue push in model for ELA and Math block for SWDs and ELLs

ELA Achievement Growth for SWD, Black, and White subgroups- Ensuring learning gains & progress for ESSA subgroups: we will analyze student data to identify which students fall under various subgroup

categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.

Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on:

- Work together to develop trust, build common understanding and language, to support an appropriate level of transparency
- Learn from one another and give constructive feedback through a safe protocol that can move the work forward
- Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice
- Communicate with and gather input from students, parents, and community partners about reform efforts

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

We also saw an increase when comparing the three FAST Windows for FY23 for our ESSA identified subgroups: Blacks and FRLs and for the school. As shown below:

ELA
 PM1 PM2 PM3
 SWD 6% 4% 20%
 Black 15% 11% 33%
 White 19% 21% 25%

MATH
 PM1 PM2 PM3
 SWD 2% 9% 27%
 Black 3% 20% 41%
 White 12% 19% 36%

If we focus on standards-based instruction to increase learning gains and proficiency in ELA and Math, then we will increase student achievement within our subgroups. Our first instructional priority is to deliver, content, concept, or skill-based instruction that is aligned to the benchmark and intended learning.

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher’s ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. Ensuring teachers receive the adequate training and supports towards great instruction will lead towards positive learning gains & improvements school wide.

Measurable Outcome:

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

By May 2024, SLAM Palm Beach Middle School will attempt to increase proficiency in our SWD, Black, and White subgroups.

We will increase the percentage of students making proficiency in ELA and Math by 5% in SY24, in all subgroups.

Teacher Practice Outcomes:

By February of 2024, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the “you do” of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

By May 2024, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the “you do” of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At SLAM Palm Beach Middle School we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/ participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team: Assistant Principals support content and grade levels.

Single School Culture Coordinator
Reading Coach
Math Coach

Person responsible for monitoring outcome:

Maria Piedrahita (ppiedrahita@slampalmbeach.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.)

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including IReady, Progress Learning, and IXL. Language Arts teachers will use Achieve 3000, IReady, Progress Learning novel study, and writing strategies to enhance students' ability to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing Progress Learning data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in the FAST tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Both IXL and Progress Learning have aided in significantly increasing student achievement when the programs used with fidelity. The Achieve 3000 program, Iready, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.

4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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.

1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research based strategies.

Person Responsible: Deanne Chambers (dchambers@slampalmbeach.com)

By When: From August through May

#2. 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.

The focus on creating a positive culture and environment in your school is essential for addressing the identified Early Warning Sign Indicators, particularly for the Black, SWD (Students with Disabilities), and White subgroups.

1. Addressing Attendance Issues:

- Chronic absenteeism (10% or more days missed) is a significant concern because it can lead to a lack of engagement and a decline in academic performance.

2. Improving Academic Performance:

- The low performance on ELA and math statewide assessments is a concern, particularly for our identified subgroups Black, White, and SWD students.

3. Addressing Subgroup Disparities:

- Focusing on the specific needs of the Black, SWD, and White subgroups is vital to address disparities in attendance and academic achievement.

- A positive culture can be sensitive to the unique challenges and strengths of each subgroup and provide tailored support.

- It can also foster a sense of equity and fairness, ensuring that all students are treated with respect and given opportunities to succeed.

4. Implementation of CHAMPS:

- CHAMPS, as a structured approach, can provide consistency in behavior management and classroom expectations, which contributes to a positive learning environment.

- It helps create a shared language and understanding of behavior, reducing conflicts and disruptions, and promoting a focused and respectful atmosphere in the classroom.

5. Attendance Monitoring and Incentivization:

- Regular attendance reports and incentives can complement the positive culture and environment.

- By keeping a close eye on attendance and providing rewards or recognition for improved attendance, you can encourage students to attend school more regularly.

Measurable Outcome:

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

By the end of the current academic year, we will reduce the percentage of students missing 10% or more of school from 35% to 25% or lower by implementing attendance improvement programs and effective communication strategies.

Monitoring:

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

Bi-weekly reports will be pulled to allow students to cash in their earned points for a positive reward and to look for negative trends to provide teacher support or tier 2/tier 3 intervention for targeted students. Bi-weekly reports will also be pulled from ALMA our grade book and attendance database to monitor and incentivize attendance.

Person responsible for monitoring outcome:

Deanne Chambers (dchambers@slampalmbeach.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.)

CHAMPS - All teachers want their students to be orderly, responsive, engaged, and motivated. According to the most current research on teacher effectiveness, putting a successful behavior management system in place is a sure way of achieving these goals. We will use the CHAMPS trainings to achieve this and that all teachers within each school are trained on this classroom management approach.

SWPBS program using LiveSchool - LiveSchool is designed to provide schools with a real-time platform to track student behavior, share information between teachers, communicate regularly with parents, and manage a school-wide token economy in alignment with a Positive Behavior Intervention & Supports (PBIS) implementation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations

SWPBS - LiveSchool: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.

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.

Provide teachers with professional development to understand CHAMPS/SWPBS

Ensure all expectations are clearly explained and understood

Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching

Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms

Monitor executions and implementation with fidelity.

Person Responsible: Maria Piedrahita (ppiedrahita@slampalmbeach.com)

By When: September 6, 2023 and ongoing monitoring and support

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).

Schools identified as Additional Targeted Support & Improvement (ATSI) are required to complete a School-wide Improvement Plan (SIP) and complete the SIP in Continuous Improvement Management System (CIMS) portal. Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is

mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Charter Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the school ensures that the SIP, the School-wide Title I Plan, and other grant funded plans or allocations are in alignment with the School's Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Charter Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coach will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between contract services and school leadership team to determine individual school needs and provide additional training and support.
7. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
8. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

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.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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))

NA

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)

NA

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))

NA