Slam Academy High School
Palm Beach School

2023-24

Schoolwide Improvement Plan (SIP)

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Slam Academy High School Palm Beach

2845 SUMMIT BLVD, West Palm Beach, FL 33406

slampalmbeach.com

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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	1. Leadership and Administration: - Provide strategic direction and long-term planning for the institution. - Develop and implement policies and procedures to maintain a positive learning or working environment. - Lead and supervise staff members, including teachers, administrative staff, and support personnel. - Conduct performance evaluations and provide feedback to improve staff effectiveness. 2. Curriculum and Academic Programs: - Oversee curriculum development to ensure it aligns with educational standards and goals. - Monitor academic progress and student performance, implementing strategies to improve outcomes. - Evaluate and introduce new educational programs and initiatives. 3. Student Affairs and Discipline: - Address student disciplinary issues in a fair and consistent manner. - Promote a safe and respectful learning environment for students. - Collaborate with teachers and counselors to support student development and welfare. 4. Parent and Community Relations: - Foster positive relationships with parents and guardians to engage them in their child's education. - Organize and participate in community outreach programs and events. 5. Budget and Resource Management: - Manage the institution's budget, ensuring financial resources are utilized effectively. - Allocate funds to various programs and departments as needed. 6. School Improvement and Accreditation: - Work towards achieving educational and organizational goals. - Lead efforts to maintain or improve the institution's accreditation status. 7. Educational Policies and Compliance: - Ensure compliance with local, state, and federal regulations related to education and school operations. - Stay updated on educational trends and best practices. 8. Crisis Management and Safety: - Develop and implement emergency response protocols to ensure the safety of students and staff. - Respond effectively to crisis situations. 9. Professional Development: - Encourage and support professional development opportunities for staff to enhance their skills and knowledge.

Name	Position Title	Job Duties and Responsibilities
		10. Public Relations and Communication: - Represent the institution to the public, media, and stakeholders. - Communicate regularly with staff, students, parents, and the community to keep them informed about important events and updates.
Piedrahita, Maria	Assistant Principal	1. Discipline and Behavior Management: Assist in maintaining a positive school environment by enforcing school rules, handling disciplinary issues, and promoting positive behavior among students. 2. Curriculum Development and Implementation: Collaborate with teachers and the principal to develop and implement effective curriculum and instructional strategies that align with educational standards and promote student learning. 3. Teacher Supervision and Evaluation: Observe and evaluate teachers' performance, providing feedback and support to improve teaching practices and instructional methods. 4. Student Support and Counseling: Support students' academic and emotional well-being by addressing their concerns, providing counseling, and connecting them with appropriate resources. 5. School Safety and Security: Work with the principal and school staff to ensure a safe and secure learning environment, including emergency preparedness and response. 6. Parent and Community Engagement: Build positive relationships with parents and the community, communicating school policies, initiatives, and student progress effectively. 7. School Administration: Assist the principal in various administrative tasks, such as managing school budgets, scheduling, organizing events, and maintaining records. 8. Attendance and Truancy Monitoring: Monitor student attendance and work with families and staff to address chronic absenteeism and truancy issues. 9. Staff Professional Development: Collaborate with the principal to identify professional development needs among teachers and staff and facilitate training sessions accordingly. 10. Data Analysis and School Improvement: Analyze student performance data to identify trends and areas of improvement, and actively participate in the development and implementation of school improvement plans. 11. Special Education and Inclusion: Support the implementation of inclusive education practices and collaborate with special education staff to meet the

Name	Position Title	Job Duties and Responsibilities
		needs of students with disabilities. 12. Crisis Management: Assist in handling crisis situations that may arise within the school community, such as conflicts, emergencies, or disasters. 13. School Policy Development: Help in developing and updating school policies and procedures, ensuring they align with state and district regulations. 14. Substitute Teacher Coordination: Oversee the coordination of substitute teachers and manage teacher absences effectively. 15. Professional Development: Stay current with educational trends, research, and best practices through ongoing professional development.
Chambers, Deanne	Other	1. **Developing and Implementing School Culture Programs**: Design and implement initiatives, programs, and activities that promote a positive school culture, character development, and social-emotional learning. These could include anti-bullying campaigns, peer mentoring programs, character education workshops, etc. 2. **Promoting Diversity and Inclusion**: Work to ensure that the school environment is welcoming and inclusive to all students, regardless of their background, culture, race, or abilities. Develop strategies to celebrate diversity and combat discrimination or bias. 3. **Student Behavior Management**: Collaborate with teachers and administrators to address student behavior issues, develop behavior intervention plans, and promote a positive behavior support system. 4. **Conflict Resolution and Mediation**: Provide conflict resolution strategies and mediate disputes between students or staff, fostering a peaceful and respectful school community. 5. **Staff Training and Professional Development**: Conduct training sessions for staff on topics such as classroom management, positive discipline techniques, and creating a positive school culture. 6. **School-wide Events and Celebrations**: Organize events and celebrations that strengthen the sense of community within the school, such as cultural fairs, spirit weeks, and community service projects. 7. **Parent and Community Engagement**: Collaborate with parents, community organizations, and local businesses to build partnerships that support the school culture initiatives and involve the community in school activities. 8. **Data Collection and Analysis**: Collect and analyze data related to school climate, behavior, and culture to identify areas for improvement and assess

Name	Position Title	Job Duties and Responsibilities
		the effectiveness of implemented programs. 9. **Crisis Intervention**: Be prepared to respond to crises or emergencies that impact the school culture, such as incidents of violence, harassment, or other traumatic events. 10. **Student Support and Counseling**: Offer guidance and counseling services to students who may be experiencing difficulties related to behavior, emotional challenges, or social interactions. 11. **School Policy Development**: Work with school leadership to develop and update policies that promote a positive school culture and address issues related to behavior, discipline, and student well-being. 12. **Collaboration with External Agencies**: Collaborate with external agencies or organizations that offer resources or support for promoting a positive school culture. 13. **Professional Development**: Stay up-to-date with the latest research and best practices related to school culture, character education, and student behavior management through ongoing professional development.
Pena, Ursula	Other	1. Program Development: Design, develop, and implement effective ESOL programs that align with the needs of English language learners and comply with relevant educational standards and guidelines. 2. Curriculum and Instruction: Collaborate with teachers and instructional staff to develop appropriate curricula, teaching materials, and instructional strategies that support the language development of ELLs across different proficiency levels. 3. Assessment and Placement: Oversee the assessment and placement of English language learners, ensuring they are appropriately placed in ESOL classes that match their language proficiency levels and learning needs. 4. Professional Development: Plan and conduct professional development workshops and training sessions for ESOL teachers to enhance their instructional skills and stay up-to-date with the latest language acquisition research and methodologies. 5. Student Progress Monitoring: Establish a system for tracking and monitoring the progress of ELLs, providing regular feedback to teachers, students, and parents/guardians regarding language proficiency growth and academic achievements. 6. Advocacy and Support: Advocate for the needs of ELLs and their families within the institution and community, ensuring that they receive the necessary support to access education and other resources.

Name	Position Title	Job Duties and Responsibilities
		7. Parent and Community Engagement: Foster positive relationships with parents/guardians of ELLs and involve them in their children's language learning journey. Collaborate with community organizations to create additional language learning opportunities outside the classroom. 8. Data Analysis: Analyze data related to ESOL program effectiveness, student outcomes, and demographic trends to inform program improvements and decision-making. 9. Compliance and Reporting: Ensure compliance with state and federal regulations related to English language learner education. Prepare and submit required reports to educational authorities and stakeholders. 10. Resource Management: Manage the allocation of resources, including instructional materials, technology, and staff, to ensure the efficient functioning of the ESOL program. 11. Collaborative Initiatives: Collaborate with other school or district administrators, teachers, and support staff to create a cohesive and inclusive learning environment for all students. 12. Cultural Competence: Demonstrate cultural competence and sensitivity in working with diverse populations and promote an inclusive environment that values linguistic and cultural diversity. 13. Stay Informed: Keep abreast of developments in the field of ESOL education, language acquisition, and relevant educational policies to continuously improve the ESOL program.
Sanchez, Mirtha	School Counselor	1. Individual Counseling: Conduct one-on-one counseling sessions with students to address personal, social, emotional, and academic issues. These sessions may involve discussing problems, setting goals, and developing coping strategies. 2. Group Counseling: Organize and facilitate counseling groups to address common issues such as stress, peer pressure, study skills, bullying, and more. Group counseling can provide a supportive environment for students to share their experiences and learn from one another. 3. Crisis Intervention: Respond to critical situations, such as emergencies, student conflicts, or traumatic events, to provide immediate support and intervention. 4. Academic Guidance: Assist students in developing academic plans, selecting appropriate courses, and exploring post-secondary education options, including college and career counseling.

Name	Position Title	Job Duties and Responsibilities
		5. Career Counseling: Help students explore career interests, aptitudes, and skills, providing information about potential career paths and the job market.

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6. Parent Collaboration: Collaborate with parents and guardians to discuss students' progress, address concerns, and provide resources and strategies to support their child's development.

7. Teacher Consultation: Work closely with teachers and other school staff to address academic and behavioral concerns, providing insights and recommendations for supporting individual students.

8. Assessments and Testing: Administer and interpret assessments, such as aptitude tests, personality assessments, and academic evaluations, to identify students' strengths and areas for improvement.

9. Referrals: Refer students and their families to external resources and agencies when additional support is needed, such as mental health professionals, community services, or special education programs.

10. Preventive Programs: Develop and implement preventive programs and workshops on topics like bullying, substance abuse, conflict resolution, and stress management.

11. School-wide Initiatives: Participate in school-wide initiatives aimed at creating a positive and supportive learning environment, fostering student well-being and academic success.

12. Record-Keeping: Maintain accurate and confidential records of counseling sessions, assessments, and other interactions with students.

13. Professional Development: Engage in ongoing professional development to stay up-to-date with the latest counseling techniques, research, and educational trends.

14. Advocacy: Advocate for students' needs and rights within the school community and participate in discussions regarding policies that impact student well-being and academic success.

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)	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	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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: D
School Improvement Rating History	
DJJ Accountability Rating History	

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*	37	52	50	40	55	51	43		
ELA Learning Gains				39			44		
ELA Lowest 25th Percentile				31			41		
Math Achievement*	36	38	38	32	42	38	43		
Math Learning Gains				32			51		
Math Lowest 25th Percentile				41			46		
Science Achievement*	42	68	64	37	43	40	57		
Social Studies Achievement*	63	67	66	47	53	48	48		
Middle School Acceleration				46	44				

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Graduation Rate	53	90	89		65	61			
College and Career Acceleration	39	71	65		69	67			
ELP Progress	44	40	45	29			43		

* 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)	CSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	7
Percent Tested	94
Graduation Rate	53

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	9
Percent Tested	92
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	22	Yes	2	2
ELL	27	Yes	2	2
AMI				
ASN				
BLK	29	Yes	2	1
HSP	46			
MUL				
PAC				
WHT	60			
FRL	42			

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	20	Yes	1	1
ELL	26	Yes	1	1
AMI				
ASN				
BLK	34	Yes	1	
HSP	37	Yes	1	
MUL				
PAC				
WHT	46			
FRL	37	Yes	1	

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	37			36			42	63		53	39	44
SWD	24			21			7	36			4	
ELL	19			26			36				5	44
AMI												
ASN												
BLK	30			18				40			3	
HSP	36			39			41	59		47	7	47
MUL												
PAC												
WHT	50			38				91			3	
FRL	37			34			37	56		41	7	40

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	40	39	31	32	32	41	37	47				29
SWD	17	37	23	10			15					
ELL	23	32	33	20	15		30					29
AMI												
ASN												
BLK	42	33		30			31					
HSP	37	39	36	36	31	33	40	48				33
MUL												
PAC												
WHT	55	37										
FRL	39	38	30	30	30	44	38	48				33

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	44	41	43	51	46	57	48				43
SWD	11	21		29	64		40					
ELL	19	37		31	50		36					43

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
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
AMI												
ASN												
BLK	20	36										
HSP	45	41	38	39	54		54	42				38
MUL												
PAC												
WHT	60											
FRL	40	38	35	45	54	42	55	42				46

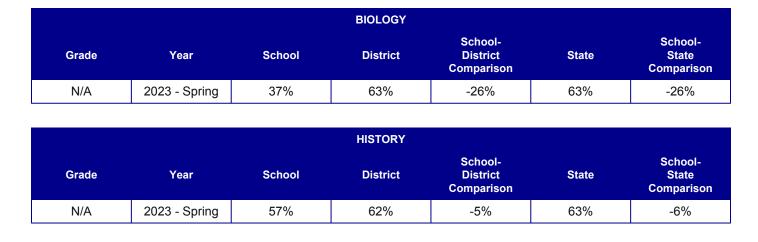**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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	22%	50%	-28%	50%	-28%
09	2023 - Spring	44%	48%	-4%	48%	-4%

				ALGEBRA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	48%	-8%	50%	-10%

				GEOMETRY			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	50%	-9%	48%	-7%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	63%	-26%	63%	-26%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	62%	-5%	63%	-6%

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.

English Language Arts has shown the lowest performance with 36% of students meeting grade level expectation of a level 3 or higher. Factors that may have impacted performance is teacher quality of instruction and teacher retention. Low student engagement in the learning process can hinder their progress. Factors such as lack of interest in the subject matter, a disconnection between classroom content and real-life applications, or insufficient attention to individual learning styles can lead to reduced motivation to perform at grade level. Other factors that may have contributed to the low performance could include changes in educational policies, shifts in teaching methodologies, or external factors such as the COVID-19 pandemic, which significantly disrupted education worldwide and impacted student learning outcomes.

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

Science has shown the greatest decline from 57% proficiency to 37% proficiency. Factors that may have impacted performance is teacher quality of instruction and teacher retention. Low student engagement in the learning process can hinder their progress. Factors such as lack of interest in the subject matter, a disconnection between classroom content and real-life applications, or insufficient attention to individual learning styles can lead to reduced motivation to perform at grade level. Other factors that may have contributed to the low performance could include changes in educational policies, shifts in teaching methodologies, or external factors such as the COVID-19 pandemic, which significantly disrupted education worldwide and impacted student learning outcomes.

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 41% 50%
Math Achievement 43% 58%
Science Achievement 37%. 64%

The data shows we have underperformed the state in ELA, Math, and Science Achievement which indicates we need to continue to support teachers and address these areas. ELA achievement is closest to the state with a difference of 9%. While Math achievement shows we are 15% under the state. Our lowest 25th percentile is where we find the biggest gap. This would definitely align with the issues we have seen with our ESSA identified subgroups our ELLs and SWDs. 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 9th grade ELA our proficiency level increased to 11% when comparing FY22 to FY23. In Algebra our proficiency level increased to 10% when comparing FY22 to FY23. In geometry our proficiency level increased to 10% when comparing FY22 to FY23.In Social Studies our proficiency level increased to 9% when comparing FY22 to FY23. We also saw an increase when comparing comparing subgroups from FY22 to FY23. Increases were evidenced in the following ESSA identified subgroups; Blacks and FRLs and for the school. AS shown below:

FY22 FY23
Total - 9th Grade ELA 33% 44%
Total - 10th Grade ELA 42% 22%
Total Algebra 31% 41%
Total Geometry 32%. 42%
Total Biology 35%. 37%
Total Social Studies 48%. 57%

ESSA Subgroups FY22. FY23
9th Grade ELA SWD 10%. 39%
9th Grade Math SWD 46% 53%

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 Grade 9 and 10 ELA Achievement

With the rollout of the Achieve 3000, students receive a balanced literacy approach to address the reading foundation and the learning loss students faced during the FY21 school year. Achieve 3000 offers explicit instruction in the whole group, comprehension, and individualized instructional plan for each student. Students will learn to explore and explain their thinking using text-based evidence to support their thinking and answers.

In order to close the gaps for our ELL students we implemented a 12-week action plan in ELA to drive our instruction based on the needs of our students using the Achieve 3000 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 Achieve, FAST, and Progress Learning. 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 bi-weekly standard testing we monitor the needs of all our students and close their gaps through science small groups and hands on experiments.

Increase Algebra and Geometry 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 and not just procedurally through the Math Cadres provided by the district. The Math Coach also provided PD sessions as needed.

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:

1. 10% or more Absence
2.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 & Blacks- Ensuring learning gains & progress for ESSA sub groups: 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.

We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 9-10, ongoing professional development with Achieve 3000, using Progress Learning Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

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. 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.

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

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

With implementation of Live School staff will be able to track student academic engagement and track social/behavioral trends for individual students to determine if EWS of academic and social/behavioral barriers are present.

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.

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: [no one identified]

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

#2. 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.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Science, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

The results of our ELA proficiency was our lowest performing categories when comparing the scores from one year to the next. The ELA school-wide proficiency decreased four percentage points. Our ESSA identified subgroup of SWDs have demonstrated a 6% increase in ELA but a 35% decrease in science in the past two years. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.

The gap between 2023 ELA Achievement (41%) and the District average (48%) is 7 percentage points. The gap between 2023 Mathematics Achievement (43%) and the District average (29%) shows we outperformed the district by 14 percentage points. Science Achievement declined from 57 percentage points to 37 percentage points in FY23, reflecting a gap with the District of 26 percentage points.

ESSA data shows SWD (16%), Black/African American (20%), and ELLs (19%) do not meet the required federal threshold of 41 percentage points in ELA. During FY22 state assessment, results show an increase for our subgroups SWDs + 6% and ELLs +13% Science scores went down 25% for our SWD subgroup (from 40% to 15%). and our ELL subgroup went down 5% (from 35% to 30%). In FY23, we saw an increase of 8% in ELA, but a decrease in Science by 6%.

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

By February 2024, we will increase the overall percentage of students reaching proficiency on the ELA Progress Monitoring by 5% bringing us to 45%.
By May 2024, SLAM Academy High School Palm Beach will attempt to make up the decline of three points in ELA overall proficiency.
SWDs and ELLs will increase in proficiency by 10%. This would be an increase the SWD subgroup from 16% to 26% and the ELL subgroup from 23% to 33%.
We will increase the percentage of students reaching proficiency in Science and ELA by 5% in FY24, in ELA an increase of 5% for all subgroups.

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 Academy High School Palm Beach 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

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. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Science teachers will incorporate the use of technology-based programs including Progress Learning, Nearpod, and Gizmos. Language Arts teachers will use Achieve 3000, 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. Progress Learning havs proven successful in preparing students for the FSA.
2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Both Progress Learning and Gizmos have aided in significantly increasing student achievement when the programs used with fidelity. The Achieve 3000 program, Progress Learning, 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?

Yes

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: Ongoing

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).

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 Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.

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

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: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$143,046.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	4111 - Slam Academy High School Palm Beach	UniSIG	1.0	$58,000.00
			Notes: PD Resource Teacher/Staff Development teacher will focus on grades 9-12 Literacy strategies across science and math and literacy skills in reading, writing, speaking, and listening. 1.0 FTE x $58,000 = $58,000. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	4111 - Slam Academy High School Palm Beach	UniSIG	0.5	$24,672.00
			Notes: ELA/ELL Resource teacher for push-in or pull-out for grades 9-12 to provide remediation and differentiated instruction for students below grade level. 0.5 FTE x $49,344 = $24,672. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	4111 - Slam Academy High School Palm Beach	UniSIG	0.5	$24,672.00
			Notes: ELA/Math Resource teacher for push-in or pull-out for grades 9-12 to provide remediation and differentiated instruction for students below grade level. 0.5 FTE x $49,344 = $24,672. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	4111 - Slam Academy High School Palm Beach	UniSIG		$4,437.00
			Notes: Benefits for PD Resource Teacher: $58,000 * 7.65% benefits = $4,437. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	4111 - Slam Academy High School Palm Beach	UniSIG		$1,887.00
			Notes: Benefits for ELA/ELL Resource Teacher: $24,672 * 7.65% benefits = $1,887. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	4111 - Slam Academy High School Palm Beach	UniSIG		$1,887.00
			Notes: Benefits for ELA/Math Resource Teacher: $24,672 * 7.65% benefits = $1,887. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	4111 - Slam Academy High School Palm Beach	UniSIG		$51.19
			Notes: Instructional supplies: Paper, pens, notebooks, pencils. $51.19. SDPBC Code 397 - Charter School Reimbursement.			

	5100	390	4111 - Slam Academy High School Palm Beach	UniSIG		$12,435.00
			Notes: Online subscriptions: Gizmos to supplement math instruction ($4,140), Actively Learning McGraw Hill for ELA, Science and Social Studies ($8,295). Total: $12,435. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	4111 - Slam Academy High School Palm Beach	UniSIG		$15,005.06
			Notes: Student Lenovo Laptops - Thinkpad E14 Gen 4 - Used for one on one instruction with Google Classroom and all textbooks and instructional material. 19 x $789.74 = $15,005.06. SDPBC Code 397 - Charter School Reimbursement.			
					Total:	**$143,046.25**

Budget Approval

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

No