Sports Leadership And Management (Slam) Charter Middle School

2014-15 School Improvement Plan

Sports Leadership And Management (Slam) Charter Middle School

604 NW 12 AVE, Miami, FL 33136

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	83%

Alternative/ESE Center	Charter School	Minority
No	Yes	95%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C			

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

The school philosophy is the mechanism through which the mission will be achieved. In order to produce college bound and career-oriented graduates, the school believes it must provide Rigor, Relevance, and Relationships in the educational program.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

SLAM establishes an environment which brings the cultures of the student and teachers together establishing a relationship, in turn, creating a family environment . SLAM offers students a high level of academic achievement while providing a safe and nurturing environment. Students go through a process of articulation with the counselor where they can choose their educational path, academy, accommodate their learning needs (ESE and ESOL) and attain all their educational aspirations. Parent academies, student orientations, community involvement sessions and student peers help with the process of team building within the school. Constant communication between the stakeholders is essential to the success of the student. Collaborated events between the school and home are established to support parental engagement with the school, EESAC, Back to School Night, Parent/Teacher Conferences, Academic Histories are discussed with the parents, financial aid workshop and SPA (Student Parent Association).

Describe how the school creates an environment where students feel safe and respected before, during and after school

An environment of safety and respect is created at SLAM by having the administrative team, teachers and security being visible and circulating throughout the school on a daily basis. A safe and respected learning environment which is conducive to learning is provided to all the students. The the administrative team, faculty and staff put a strong emphasis on respect to self and others which is evident when walking the halls of SLAM. Daily walk-throughs are done throughout the day by the administrative team. The principal makes every effort to walk the halls every morning to greet students and staff, visits the cafeteria and be visible at dismissal. Security is present throughout the day, having a set posted on all the floors and the cafeteria. The After School Care Program is structured for the students academically and socially. Furthermore, there is after school organized sports and tutoring classes.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Optimal instructional time is essential to student success. Teachers at SLAM implement bell-to-bell instruction on a daily basis in order to have high academic achievement. Daily walk-throughs by the administration team are conducted in order to ensure adequate use of instructional time. Instructional resources, teacher editions, computers, Promethean boards, science labs and supplemental resources enhance the structure of the classroom. There is an array of software technology throughout all grade levels and subjects in the school and a substantial amount of student-computer work stations in order for the students to receive the highest level of education with the needed resources. Teachers use a variety of teaching methods to target the individual needs of the students within the classroom. Differentiated instruction, small groups, peer teaching, high level learning is evident in all classrooms. The Multi-Tiered System of Supports (MTSS) /Response to Instruction/ Intervention (RtI) approach as a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

The SLAM Code of Excellence is a school-wide plan which clearly outlines student expectations. Appropriate behavior is recognized and consequences are given for breaking the code. SLAM uses the Code of Student Conduct published and distributed by the Miami- Dade County Public School Board, in order to ensure a safe and orderly learning environment. In order to provide the safest learning environment for our students, SLAM has established a Progressive Disciplinary Plan and establishes a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. The rigorous academics, structured discipline program and the organized athletic program provides all the students at SLAM with all the necessary tools to advance in their educational path.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

SLAM believes that engaging families and communities contributes to greater academic achievement and to the improvement of the school. The social-emotional issues of the students are met through different programs provided to the students. These programs help with providing knowledge and in-depth understanding of daily stresses, challenges, sudden tragedies, crisis intervention and transitional issues. Student services personnel helps provide individual and group counseling. Presentations and whole group discussions utilizing the comprehensive curriculum are provided to the students to inform them on bullying, Aids Awareness, sexting and youth-related dilemmas. Follow up between the school counselor and the parents are made to ensure the student's needs are being met. Outside agencies maybe recommended for continuing support and evaluation. The school's leadership team, the general education teacher, special education teacher and the school counselor monitor student achievement, collect data quarterly, conduct data chats and communicate with the stakeholders in order to be abreast of the student's progression and achievement. SLAM provides a wide variety of clubs, activities and sports in an effort to entice as many students as possible to participate in co-curricular and extra-curricular activities such as DECA, Student Government and Art Club. These provide students with an outlet for self expression and social-emotional development. SLAM, in order to ensure that all the social-emotional needs of the students are being met, provide activities that support student achievement, greater family involvement and increase the partnership with the community.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. Level 1 score on the statewide, standardized assessments (FCAT/FSA & Algebra 1 EOC)
5. Failed 2 or more course in any subject area

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	13	14	17	44
One or more suspensions	0	0	0	
Course failure in ELA or Math	11	23	10	44
Level 1 on statewide assessment	36	49	52	137
Failed 2 or more courses	10	27	18	55

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	10	27	18	55

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

SLAM has implemented several instructional techniques for students exhibiting two or more early warning indicators and needing academic assistance. All students which scored a Level 1 or 2 in the Florida Comprehensive Assessment Reading Test and/or End of Course Exams are enrolled in an intensive reading and/or math course respectively. In addition, these students are required to attend after school tutorial programs twice per week to target academic deficiencies. Pull-Out tutoring and push in tutoring is also offered to students who are on the cusp between two levels. The Guidance Counselor and an administrator meet with the students in an effort to determine the cause(s) behind the indicators as well as to discuss potential solutions that will benefit the student the most. The parent conferences are held to involve the parent in the student's academic improvement. Additionally, If the student is an athlete or participates in a club/activity, the coach or club sponsor is also involved in the intervention. Every effort is made to show the student that he/she has allies who are interested in seeing him/her succeed and achieve academically. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.
The RtI Leadership team will provide information regarding new school-wide initiatives to promote student achievement and monitor the fidelity of the delivery of interventions. The Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive

response? (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Data will be utilized to create, monitor, and adjust the school's academic goals through data gathering and analysis The team will assess, analyze and adjust plans as necessary to meet student needs and maintain fidelity with the School Improvement Plan. Individuals from the RtI Leadership team will consistently communicate efforts with ESSAC to develop, update and maintain the School Improvement Plan.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition

to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to

implement the SIP strategies are closely examined, planned, and monitored on Tier 1

worksheets completed three times per year.to The Problem-Solving process is used to first

carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

SLAM integrates national Common Core Standards and sports-related themes into a core curriculum of Mathematics, Language Arts, Science and Social Studies, SLAM prepares students for careers in Sports Medicine, Business, Marketing, Health, and Communications through electives coursework in the following career academies:?? Sports Medicine, Digital Television & Sports Media Production and Sports Marketing, Entertainment, & Management??. SLAM provides students with unique access to career mentors, athletes as role models, and executive internships through educational partnerships with local and national sports franchises. By fostering these and other long-term relationships, students at SLAM benefit from real world learning experiences within all facets of the sports industry. SLAM has formed partnerships with both private and government owned agencies. Sustaining the partnerships requires constant communication with the partners, updating contacts, inviting local and national speakers, opening all lines of communication. Through the Academies offered at SLAM, Sports Broadcasting, Sports Marketing, & Sports Medicine, SLAM has been able to establish key partnerships. The community is engaged in the school and the success of the student through the involvement of the stakeholders in the planning and implementation of the school's mission and vision. SLAM offers an extensive athletic program, academic program and social clubs in order to meet the diverse needs of the student body population. The schools has established partnerships with Major League Baseball, Professional Golfers' Association of America, NBA Cares, NASCAR and the Florida Marlins infusing academics with career orientation.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Tamargo, Alex	Principal
Breto, Rey	Assistant Principal
Tellechea, Patricia	Assistant Principal
Lozano, Ariana	Administrative Support
Delgado, Emily	Guidance Counselor
Greenberg, Irv	Guidance Counselor
Brown, Amie	Teacher, K-12
Montelongo, Danny	Teacher, K-12
Kraemer, Rachael	Teacher, K-12
Green, Deanna	Administrative Support

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators: Alex Tamargo, Principal, Patricia Tellechea, Assistant Principal, Rey Breto, Assistant Principal will provide support and have a come vision. They will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide and facilitate for professional development opportunities, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.
Instructional Coach: Ariana Lozano, Reading Coach, Daniel Montelongo, Math Department Chair, Amie Brown, Reading/ELA Department Chair, Rachael Kraemer, Science Department Chair, will

provides guidance on 6-12 reading, math, science plans; facilitates and supports data collection activities; FAIR; Reading Plus; Mathletics; assists in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning. In addition, the coaches will develop, lead and evaluate school Reading standards/ programs; identifies and analyzes existing literature on scientifically based curriculum for all students' achievement levels. Oversee and coordinate all the intervention programs.

School Counselors: Irv Greenberg, Guidance Counselor and Emily Delgado, CAP Advisor, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social Success.

SPED Program Specialist: Deanna Green, Staffing Specialist, will anticipate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations. Insure IEPs, EPs and 504s are created and implemented.

ESOL Chairperson: Ariana Lozano, ESOL Coordinator, articulates the vision for a developmentally appropriate program that builds from basic literacy skills to high school-level. Addresses communication and cultural issues with international students and their parents. Responsible for ensuring that teachers within the department are given access to tools and resources that enable each student to be optimally challenged, thoroughly engaged, and appropriately supported in the process of learning.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. RtI leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• Member of advisory group

3. Community stakeholders RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and
interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in addition to
and in alignment with effective core instruction and behavioral supports to groups of targeted students who
need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

• What will all students learn? (curriculum based on standards)

• What progress is expected in each core area?

• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)

• How will we respond when grades, subject areas, or class of, or individual students have not learned?

(Response to Intervention problem solving process and monitoring progress of interventions)

• How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or

behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Title I, Part A:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. SLAM provides services to ensure all students requiring additional remediation are assisted through before school and after school tutoring and pull out intervention. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered "at risk;" assist in

the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs students.

Title I, Part C:

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs to conduct a comprehensive needs assessment of migrant students and ensure that the unique needs of migrant students

are met.

Title I, Part D:

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II:

The District uses supplemental funds for improving basic information as follows:

1. Training for add-on endorsement programs, such as Reading, Gifted, ESOL Training and substitute release time for these training sessions.

2. Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.

Title III:

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

1. Parent outreach activities

2. Professional development on best practices for ESOL and content area teachers

3. Coaching and mentoring for ESOL and content are teachers Reading and supplementary instructional materials.

4. Achieve 3000, after-school tutoring and pull-out intervention sessions

Title X-Homeless:

All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Supplemental Academic Instruction:

Several extended learning opportunities exist for the SLAM students. These include but are not limited to:

1. Target tutoring delivered as a pull-out program for students needing assistance in the subject areas of reading and mathematics

2. Saturday tutoring offered for 6 weeks prior to testing month

3. EOC tutoring is provided for all students registered in a course which requires an End Of Year Course assessment.

4. After-school tutoring will also be offered to the students by the faculty for Level 1s & 2s..

These opportunities for improvement are available to students in all grades. Opportunities for enrichment are also available for all students at SLAM. The curriculum is developed to allow students opportunities to partake in Honors and Pre-Advanced Placement level courses and dual enrollment. Another essential component of the curriculum is the school's affiliation with the DECA Program and industry certification. This program offers the students an opportunity to engage in the school's challenging curriculum with electives in the areas of business, management and marketing. These courses are offered sequentially in grades 9-11 and lead towards a paid internship during the 12th grade year. Additionally, sports, clubs and activities have been set up to allow the students to develop

socially and engage in community awareness. This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs:
The school offers a non-violence and anti-drug program to students; which incorporates field trips, community service and counseling. The City of Miami Police Department has established a presence and rapport with the students at SLAM Charter High School in an effort to intervene and inform the students about violence prevention. The school also implements MDCPS's Policy Against Bullying and Harassment.
Nutrition Programs:
SLAM, in an effort to meet its stakeholders' needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provide nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely.
1) The school adheres to and implements the nutritional requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statue, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the Healthy Food and Beverages Guidelines as adopted in the District's Wellness Policy.
Housing Programs;
N/A
Head Start:
N/A
Career and Technical Education:
SLAM is affiliated with the DECA program and has been infused into its curriculum. The DECA Marketing curriculum at is one the largest in the state. The students compete in local, state and national competitions. Scholarships are offered to our students through the DECA affiliation. The three Academies, Sports Marketing, Spports Leadership and Sports Medicine not only prepare our students for higher education, but in conjunction with our internship and school to work program, it will expose our students to On The Job Training (OJT)/CDE while in high school. In addition to the DECA program, SLAM offers its students the opportunity to be industry certified in the following areas. In the Sports Marketing track the students are given the opportunity to be industry certified in Dream Weaver, Photoshop and MOS. In Informational Technology, the students are the given the opportunity to be certified in Dream Weaver and MOS. In Sports Broadcasting, the students are given the opportunity to be industry certified in ADOBE and Premier Pro. In the Health Track, the students are given the opportunity to be industry certified in Certified Medical Assistant (CMA).
Job Training:
Students will be able to participate in On-the-Job training program/CDE once they are in high school. Students are required to have a training plan, dress for success, opportunity to expand their resume, learn job skills, use an official time card and gather employability and leadership skills. These students will be supervised by a teacher who will provided feedback and evaluations.
Other:
• Involve parents in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
• Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact ; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
• Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
• Conduct informal parent surveys to determine specific needs of our parents, and schedule

workshops, Parent Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

• Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

• Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

• Additional academic and support services will be provided to students and families of the Migrant population as applicable.

• School Improve Grant Fund/School Improvement Grant Initiative: The school receives funding under the School Improve Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Alex Tamargo	Principal
Priscilla Perez	Parent
Emily Delgado	Education Support Employee
Millie Sanchez	Business/Community
Amie Brown	Teacher
Tara Balseca	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) met to review and analyze the 2013-2014 school data. The areas of strength and student growth for the year are discussed as well as the areas in need of improvement. The areas of improvement in Reading, Mathematics and Science are identified as well as strategies to increase achievement are also discussed. In addition, the EESAC discussed the necessary resources needed to increase student learning gains in all grade levels. The team identifies the lowest 25% in each grade level and discusses additional interventions needed for student achievement. The committee met on the following dates to develop, review and approve the 2013-2014 School Improvement Plan 05/22/2013, 10/15/2013, 10/30/2013 and 01/14/2014.

Development of this school improvement plan

In order to ensure that our vision and purpose remain current and aligned with the school's expectations for student learning and school effectiveness, we review our SIP at least four times a year with the school's Educational Excellence School Advisory Council (EESAC), with the Literacy Leadership Team, and with the faculty. The EESAC is comprised of students, parents, teachers,

community representatives and school administrators. The ESSAC assists the development, editing and implementation of the School Improvement Plan, their input is invaluable in the development, implementation and evaluation of the plan throughout the year. The various department chairpersons, instructional coaches and administrators sit on the school's Literacy Leadership Team. The EESAC reviews and approves the SIP at the beginning of the year, and at conclusion of each nine weeks the committee analyzes the effectiveness of the school improvement strategies and evaluates summative data to drive instruction. The preparation and development of the 2014-2015 School Improvement Plan was conducted during the EESAC meeting dated July 23, 2014.

Preparation of the school's annual budget and plan

The budget is presented and discussed with the EESAC members for approval during the meeting. Questions and suggestions are solicited. Agenda items and minutes are posted. The budget items are discussed and additional resources are used for incentives.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The funds were allocated to Reading and Math Programs, Textbooks and other research based text. The budget was $5 per student (456) totaling $2,280.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Tamargo, Alex	Principal
Tellechea, Patricia	Assistant Principal
Lozano, Ariana	Administrative Support
Brown, Amie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the LLT this year will be:
• Provide an array of literacy opportunities and resources for teachers to incorporate with students across all subject areas.
• Infuse Reading across the curriculum by ensuring that all teachers are supplementing their instruction with
reading strategies via differentiated instruction.
• Assist instructional staff in data collection ,analysis and appropriate use of FAIR and Interim data to guide instruction.
• Development of new Instructional Focus Calendars based on the Florida Standard Assessments (FSA)
• Monitor the fidelity of the delivery of instruction and intervention.
• Enhance the use of literacy best practices across all core subject areas including but not limited to

Reading , Language Arts, Writing, Social Studies and Mathematics.
• Implementation of writing across disciplines
• Implement Differentiated Instruction for all disciplines by utilizing data to drive instruction and group students according to data.
• Providing mentoring, lesson studies, and model classrooms for novice or struggling teachers
• Develop and implement instructional routines which use complex text and incorporate text dependent questions.
• Multi-disciplinary teams will develop lessons that provide students with opportunities for research and to incorporate writing throughout.
• Implement higher order thinking skills.
• Monthly Professional Development is offered to promote reading and writing across curriculum
• Ensuring that students are familiar with their data and their areas of strengths and those areas in need of further development.
• Provide levels of support and interventions to students based on data.
•All teachers will set up word walls in their room to enhance the print-rich environment for the students for each subject area.
•The monthly vocabulary calendar will be used with ten words per month that will be used school wide and each word will reflect a word used in the four core subject areas and one elective.
• Summer literacy plan/project, Access to the Virtual Library, Book Fair, College FAIR

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining
high-quality teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in
proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of
increased learning time and strategies to support literacy, preschool transition and college and career readiness. SLAM fosters positive working relationships between teachers by providing forums to participate in Professional Learning Communities, monthly department meetings, vertical planning, common planning and faculty meetings. These meetings create opportunities for teachers to share best practices and ideas.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school employs instructional staff that meets State and Federal requirements. All staff members are required to hold a bachelor's degree or higher in their field and have State Certification for the required position. Each teacher and administrator must be highly qualified and meet the rules and requirements of the Florida Department of Education. All teachers have Bachelor's degrees and many have advanced degrees including Master's degrees, Specialist degrees and Endorsements. SLAM establishes and implements processes to recruit, employ, retain, mentor and evaluate qualified professional and support staff to fulfill assigned roles and responsibilities:
RECRUITMENT PROCESS
•Employs teachers to match the criteria needed, offers comparable salaries to other local districts, and uses equivalent pay scales based on years of experience and degrees earned;
•Locates qualified candidates on sites such as Teachers-Teachers.com and Teachers.net;
•Advertises on local web-based newspapers;

•Partners with the Spanish Ministry of Education to assist with the hiring of highly qualified dual language educators;

•Recruits international teachers through Education Partner International LLC; and

EMPLOYMENT PROCESS

•Resumes are reviewed and applicants are prequalified according to job description, state certification, federal guidelines and other criteria;

•Candidates are contacted for an initial interview;

•The initial interview may consist of a panel made up of a designated administrator, subject department chair, and a support staff member (e.g. reading coach, math coach, etc.);

•On successful completion of an initial interview, select candidates meet with the principal for a second interview;

•Principals may not employ an individual who is not qualified for certification or does not meet highly qualified status if another applicant has applied who meets the requirement; and

•The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening.

RETAINMENT PROCESS

•Offers annual salaries in line with other local districts, a 401-K Plan which offers matching funds, tuition reimbursement, and a full medical package that includes medical, vision and dental benefits;

•Offers paid life insurance and disability plan;

•Provides teachers the ability to receive and accrue sick days;

•Offers educational assistance/tuition reimbursement which encourages personal development through formal education so employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs with the School.

•Boosts teach morale through positive feedback, staff gatherings and social events, and a "Teacher Appreciation Week";

•Encourages optional professional development opportunities.

•Conducts walk-throughs, Midyear Reviews, Yearly Observations, and Summative Evaluations, conducted to assist the teacher with their professional growth.

MENTORING PROCESS

•Beginning/New Teacher Orientation is held before the commencement of each school year; Mentors and Mentees are paired

•All faculty and staff, as part of the continuous improvement process, are offered professional growth opportunities to further enhance their individual professionalism.

DEVELOPMENT OF STAFF

•Faculty members will complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for person targeted professional growth, including the identification of strategies for obtaining specified goals, and a time frame in which it can occur.

•Staff will participate in school-initiated and other relevant and necessary workshops for professional development, and with the intent of consistent and continuous improvement to educators as professionals;

•Teachers will meet with administrators periodically to interpret data from district and/or state assessments. Quantitative and qualitative data will be used to help plan and improve classroom instructions by targeting students' weak areas;

•Faculty meetings will be held monthly by school administrators to discuss day-to-day school activities in order to facilitate support, and encourage communication;

•Department meetings will be held monthly to discuss any concerns within the department, and to keep abreast of current trends in the particular subject area;

EVALUATION OF FACULTY

•The administrative team will each conduct a walk-throughs daily to provide feedback on objective, setting, grade level appropriateness of lessons, use of higher-order questioning, appropriate use of resources; on-task behavior, as well as classroom management;

•Each teacher will be formally observed a minimum of once in the school year using the Instructional Performance Evaluation and Growth System (IPEGS) which focuses on 8 Standards: (1)Learner

Progress, (2)Knowledge of Learners, (3)Instructional Planning, (4)Instructional Delivery, (5)Assessment, (6)Communication, (7)Professionalism, and (8)Learning Environment. Number of observations will be based on number of years of teaching experience.

Staffing responsibilities lie with administration

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Mentoring Program at SLAM was created to improve the quality of teachers in their educational profession. Strengthening the leadership skills of veteran teachers can in turn build the effectiveness of the new teachers; most importantly, improving the overall learning experience for the students.Mentors and mentees will meet together, in a confidential setting, to explore new ideas, collaborate together and Team Build. The job of a mentor is to provide support, feedback and advice. The mentor will make the transition into SLAM as smooth as possible for the mentee. Bi-weeking meetings and classroom observations are scheduled. Mentees will keep a communications log and meet with Lead mentor on a quarterly basis. Our comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement. Administrators provide teachers with the resources and time necessary for mentoring teams to meet and observe each other's techniques, model best practices and discuss improvements to classroom instructional practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

SLAM uses state and district approved texts and materials for classroom instruction. To ensure fidelity of these instructional programs, the school utilizes grade/subject level pacing guides and instructional focus calendars all aligned to the Florida Standards. Additionally, professional development is constantly occurring through the professional learning communities and CPALMS, teachers are prepared and supported as they align their assessments and lessons with Florida State Standards and develop ongoing focus calendars. Furthermore, new instructional materials and resources have been bought this year to align with the new Florida Standard Assessments. The departments meet to plan and share best practices. Lesson plans are then created and submitted to assistance principals for review. A common board configuration is required of each teacher outlining the Florida Standards objectives, agenda,essential questions, and vocabulary for each class. The leadership team members observe and verify the fidelity of curriculum implementation through co-teaching, modeling and mentoring. To ensure teachers are on task and effective, various processes are implemented such as IPEGS conducted at least once a year, classroom walk-throughs conducted daily, student performance data and Individualized Professional Development Plan (IPDP). The plan assists individuals in targeting their professional growth to the school's improvement plan goals such as reading, math, writing, STEM, student performance, individual learning goals, professional development activities or performance outcomes.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is collected and disaggregated throughout the school based on Baselines, Interims, School-generated Benchmarks, state-wide and end-of-year assessments in reading, writing, Algebra I, Geometry, Biology and US History assessments. The school also utilizes score reports from the Advanced Placement exams, PERT results, ACT and SAT results. The school also uses an electronic data base which is stored on the network share drive allowing teachers access on an individual student basis. The student progress is closely monitored. Learning gains by each benchmark are analyzed and strategies are put in place to meet the needs of the students. Teachers are then able to gauge student performance and weakness by individual data, classroom data, and grade level data utilizing an in-house data program. This data is compiled, analyzed, and shared with the teachers in order to give them a better picture of their students' needs and deficiencies. Subject area and grade level data chats are conducted with each individual teacher which allows them to focus and plan a prescribed intervention strategy for targeted students and class needs. In addition, the school's reading coach and math interventionist intervene with pull out groups and small groups by areas of weakness and deficiency. Teachers will gather their data and then meet with their individual students to conduct data chats as well. It is essential that each student understands and knows their data performance on a quarterly basis and view their mastered benchmarks for each interim and mini assessment. Teachers keep copies of all the data in their classroom Tools for Success Binder. Pairing up a high achieving student with a low achieving student for a specific activity is an example of a strategy a teacher may employ using the data. Instructional planning, pacing guides and the unpacking of the Florida Standards, much efforts is placed on the needs of the individual students with effective strategies and.or enrichment focus. The interventionist, push-in tutoring after-school tutoring and Saturday school the specific needs of the students are met and allow for differentiated instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 37,800

After school tutoring begins in October and ends in April. This program is offered as a remediation tutoring in Reading, Math and Science on Monday through Thursday for 60 minutes per day.

Strategy Rationale

All students will benefit from the before and tutoring programs offered at SLAM. The after school tutoring program remediates all students not meeting high standards in Math, Reading and Science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Montelongo, Danny, dmontelongo@slammiami.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected from interim assessments in the fall and winter and FCAT and EOC results in the spring of each school year. During faculty and EESAC meetings the data is analyzed and strategies are discussed as to their effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

A New Student Orientation is held prior to the beginning of the school year to inform students and parents about policies and procedures. In addition, counselors familiarize students with academic requirements and expectations for grade level advancement/graduation.Grade level meetings are held toward the beginning of each school year to discuss the FCAT data, Baseline Data and Interim Data with students so that they understand where they are as a class. Graduation requirements for their cohort are discussed and they are aware of what they are working to achieve. Students also complete Choices, where they can complete their High School Plan. In addition, the Guidance Counselor hosts another grade level meeting just before subject selection cards are distributed to all students. During this meeting, he goes over the graduation requirements again and discusses what they should be focusing on for next year. Students then meet with the Guidance Counselor on an individual basis if they are unclear about their path for the following school year or have any other questions regarding their academic plan. Another tool which provides students an easy transition to the high school is our school website. It has also served as a powerful recruitment tool in that both perspective students and teachers can attain insight on the school, its teachers and its educational philosophy. For outgoing students, before they leave, they are given a copy of their student history by subject area . They are advised on their graduation status, informed on the correct number of courses they need to complete, credits and substantial college and career readiness information to transition into college and universities.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Not Applicable

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not Applicable

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Not Applicable

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Not Applicable

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   The goal is to increase student achievement to improve core instruction in writing across the curriculum.

G2.   The goal is to monitor Early Warning Systems for attendance, suspension and course failure in order to provide them with support and interventions that will increase their academic achievement.

G3.   The goal is to prepare students to be college and career ready through STEM/CTE initiatives, Dual Enrollment courses and the Pre-Advanced Placement Programs.

G4.   SLAM Charter Middle School is a designated Title I school and will adhere to the Title I PIP on file.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The goal is to increase student achievement to improve core instruction in writing across the curriculum. `1a`

🔍 G046444

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	71.0
Math Gains	51.0
FCAT 2.0 Science Proficiency	34.0
Algebra I EOC Pass Rate	78.0
Math Lowest 25% Gains	58.0
ELA/Reading Lowest 25% Gains	83.0
FSA - English Language Arts - Proficiency Rate	59.0
Middle School Participation in EOC and Industry Certifications	78.0
FSA - Mathematics - Proficiency Rate	30.0
Bio I EOC Pass	64.0
AMO Reading - All Students	
AMO Math - All Students	
FAA Writing Proficiency	42.0
FCAT 2.0 Science Proficiency	27.0

Resources Available to Support the Goal `2`

- Highly qualified personnel, professional development opportunities, research-based materials, flexible master schedules, curriculum, instruction, funding, instructional coaches, school wide leadership initiative, community partners, environment, and school culture.

Targeted Barriers to Achieving the Goal `3`

- Students are not adequately prepared to write argumentative and informative essays in preparation for the new Florida Standards Writing Assessment Exam.

- Students experience difficultly with real world situations with Mathematical functions & equations using multiple representations (graphical, tabular, algebraic, and verbal) and finding ways to combine those perspectives to reach deeper conclusions and connections.

- Students need additional assistance in citing textual evidence and using multiple sources while reading historical documents in Social Studies.

- Students have difficulty drawing conclusions and making inferences during in class Science lab activities.

Plan to Monitor Progress Toward G1. 8

Collection of data on student performance to assess their growth across all content areas.

> **Person Responsible**
> Patricia Tellechea
>
> **Schedule**
> Monthly, from 8/18/2014 to 6/4/2015
>
> ***Evidence of Completion***
> Administrators will monitor student growth on benchmark assessments across the curriculum and provide teachers will additional resources and instructional strategies to target student weaknesses.

G2. The goal is to monitor Early Warning Systems for attendance, suspension and course failure in order to provide them with support and interventions that will increase their academic achievement. 1a

🔍 G046445

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0
Level 1 - All Grades	24.0
2+ Course Failures - Middle Grades	17.0
Students exhibiting two or more EWS indicators (Total)	12.0

Resources Available to Support the Goal 2

- Parent Contact and Communication Logs-Staff maintains logs of all contact made with parents regarding their child or other school matters. Teachers will meet with parents to discuss academic success and behaviors in the classrooms.

- Reading Plus continuously monitors each student's performance, generating a recommendation of action lessons for the child to complete. Teachers are immediately alerted when students are struggling, have earned performance awards or have submitted incorrect assignments.

- Counselor reviews Credit History Reports, GPA, EOC scores, AP Scores and meets with the students individually.

- After School Tutoring, Interventions and Saturday Tutoring

Targeted Barriers to Achieving the Goal 3

- Behavior management strategies have not been utilized consistently in order to decrease referrals and suspensions.

- Students that have excessive unexcused absences.

- Lack of parental awareness about district and school attendance policies as well as the effect attendance has on academic success.

Plan to Monitor Progress Toward G2. 8

The data that will be collected is attendance records, behavioral logs, meeting logs, counseling logs referrals, tutorial attendance and assessment scores.

Person Responsible
Rey Breto

Schedule
Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion
The evidence that will be collected to show progress towards meeting our goal is attendance records, behavioral logs, meeting logs, counseling logs referrals, tutorial attendance and assessment scores.

G3. The goal is to prepare students to be college and career ready through STEM/CTE initiatives, Dual Enrollment courses and the Pre-Advanced Placement Programs. 1a

Targets Supported 1b

G046449

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	78.0
Algebra I EOC Pass Rate	78.0
Bio I EOC Pass	64.0
FCAT 2.0 Science Proficiency	34.0
FSA - Mathematics - Proficiency Rate	30.0

Resources Available to Support the Goal 2

- SECME, Science Fair, Field Trips, Fairchild Gardens Challenges, Gizmos, Science Club, Science Honor Society, Everglades field trip, Education Portal, Brain Pop, Study Jams

Targeted Barriers to Achieving the Goal 3

- Teachers lack adequate knowledge and training in the area of engineering and technology which limits the amount of student exposure to this aspect of STEM.

- In order for the students to be academically successful, students which are struggling need to be identified and an individual plan needs to be set up for them to succeed in the content of the subject.

Plan to Monitor Progress Toward G3. 8

Data collected from competitions and Industry Certification exams will be evaluated. Review of Master Schedule to see the Pre-AP and CTE enrollment numbers, Data on successful student achievement, passing scores of Advance Placement and Dual Enrollment courses will all monitor the progress of our goal to prepare students for college and career readiness.

Person Responsible
Patricia Tellechea

Schedule
Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Master schedule; Review AP and CTE course enrollment numbers, Data

G4. SLAM Charter Middle School is a designated Title I school and will adhere to the Title I PIP on file. 1a

Targets Supported 1b

G050749

Indicator	Annual Target

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. The goal is to increase student achievement to improve core instruction in writing across the curriculum. 1

🔍 G046444

G1.B1 Students are not adequately prepared to write argumentative and informative essays in preparation for the new Florida Standards Writing Assessment Exam. 2

🔍 B117647

G1.B1.S1 Provide Professional development on the effective implementation of the new Florida Standards in writing. 4

🔍 S139246

Strategy Rationale

Teachers need assistance with strategies to teach argumentative and informational/explanatory essays.

Action Step 1 5

Three school-wide CPALMS training sessions will be provided.

Person Responsible

Patricia Tellechea

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Evidence of Completion

Agenda, Sign-in Sheet, PD Follow-Up Activity

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations and district mandated interim assessments to determine effectiveness of the strategy

Person Responsible

Alex Tamargo

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Agenda and meeting minutes from the RtI and MTSS Curriculum Council meetings; email correspondence with teachers referencing findings; and initials / notes on lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district mandated interim assessments to determine effectiveness of the strategy.

Person Responsible

Alex Tamargo

Schedule

Monthly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Results of classroom-based formative and summative assessments; IPEGS Teacher Observations; results of district mandated interim assessments; and RtI / MTSS Curriculum Council Agenda and Meeting Minutes.

G1.B1.S2 Supplemental Materials/Resources such Reading Plus, Flocabulary, Triump Online, Achieve 3000 and Wordly Wise workbooks will be utilized as differentiated instruction activities to increase academic achievement in writing for the English Language Arts course. 4

S145084

Strategy Rationale

To provide additional support for teachers and students in order to increase performance on the English Language Arts portion of the Florida Standards Assessment.

Action Step 1 5

Supplemental Resources and Materials will be utilized as a differentiated instruction activity to increase academic achievement in all students.

Person Responsible

Patricia Tellechea

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student progress will be assessed by using data aggregated from benchmark assessments on a monthly basis in order to ensure that adequate progress is being made.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom walkthroughs, student performance, evidence of Differentiated Instruction in lesson plans and evidence of student progress on benchmark assessments will be utilized to monitor the increase in student achievement across the curriculum.

Person Responsible

Patricia Tellechea

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student progress will be assessed by using data aggregated from benchmark assessments on a monthly basis in order to ensure that adequate progress is being made.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Student performance will be analyzed on a monthly basis.

Person Responsible

Patricia Tellechea

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance from benchmark assessments as well as data aggregated from programs such as Reading Plus and Wordly Wise books will be utilized to monitor the effectiveness of Differentiated Instruction in all content areas.

G1.B2 Students experience difficultly with real world situations with Mathematical functions & equations using multiple representations (graphical, tabular, algebraic, and verbal) and finding ways to combine those perspectives to reach deeper conclusions and connections. `2`

🔑 B118606

G1.B2.S1 Instruction using The Florida Math series and bi-weekly assessments will be utilized to support instruction in mathematical expressions, equations, and statistical graph representations. Additionally, instruction should also include the use of weekly school wide research based programs such as Mathelitics, Triumph OnLine and Gizmo's. `4`

🔑 S145086

Strategy Rationale

To support mastery of standards through the core curriculum and intervention program in order to increase academic achievement.

Action Step 1 `5`

Monitor students progress in number fractions, ratios/proportional relationships, statistics, expressions, statistics and geometry and measurement.

Person Responsible

Patricia Tellechea

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Informal and Formative Assessments, DI groups, Data gathered from bi-weekly assessments.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Bi-weekly assessments will be administered to monitor progress along with daily progress monitoring.

Person Responsible

Patricia Tellechea

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Bi-weekly Benchmark Assessments, Interim Assessments, Classroom Walkthroughs, Matheltics Reports and FSA Math Assessment

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Bi-weekly assessments will be administered to monitor progress, along with daily progress monitoring.

Person Responsible

Patricia Tellechea

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Bi-weekly Benchmark Assessments, Interim Assessments, Classroom Walkthroughs, Matheltics Reports and FSA Math Assessment

G1.B3 Students need additional assistance in citing textual evidence and using multiple sources while reading historical documents in Social Studies. 2

🔍 B118815

G1.B3.S1 Students will site sources after reading informational texts through the social studies core curriculum and additional newspaper articles. 4

🔍 S145088

Strategy Rationale

Strategy rationale is to support mastery of standards through the core curriculum instruction and programs such as iCivics.

Action Step 1 5

Review and analyze student performance on weekly assessments of sited sources gathered from informational articles.

Person Responsible

Patricia Tellechea

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Formative: Weekly Assessments in core instruction, Discovery Education assessments

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor student performance of sited sources gathered from informational articles through instructional lessons, classroom walkthroughs and implementation of differentiated instruction activities in small group setting.

Person Responsible

Patricia Tellechea

Schedule

Weekly, from 8/18/2014 to 8/18/2014

Evidence of Completion

Classroom Walkthroughs, Small group targeted instruction, Student engagement in lessons being implemented.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

daily classroom walkthroughs to ensure that the core content is being taught with fidelity and that differentiated instruction activities include the writing and citing of sources in the Social Studies curriculum.

Person Responsible

Patricia Tellechea

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student engagement, differentiated instruction group activities and classroom walkthrough logs.

G1.B4 Students have difficulty drawing conclusions and making inferences during in class Science lab activities. `2`

🔑 B118993

G1.B4.S1 Schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide support for students. `4`

🔑 S130791

Strategy Rationale

This strategy will eliminate the difficulty students face when drawing conclusions and making inferences during Science labs.

Action Step 1 `5`

Science teachers will offer after school and Saturday workshops to allow extra time for students to complete laboratory investigations.

Person Responsible

Rachael Kraemer

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work and site generated assessment; technology and lab reports

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district mandated interim assessments to determine effectiveness of the strategy

Person Responsible

Patricia Tellechea

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agenda and meeting minutes from the RtI and MTSS Curriculum Council meetings; email correspondence with teachers referencing findings; and initials / notes on lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The Leadership Team will review the lesson plans, including formative and summative assessments.

Person Responsible

Patricia Tellechea

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Results of classroom-based formative and summative assessments; IPEGS Teacher Observations; results of district mandated interim assessments; and RtI / MTSS Curriculum Council Agenda and Meeting Minutes.

G2. The goal is to monitor Early Warning Systems for attendance, suspension and course failure in order to provide them with support and interventions that will increase their academic achievement. 1

🔑 G046445

G2.B1 Behavior management strategies have not been utilized consistently in order to decrease referrals and suspensions. 2

🔑 B119008

G2.B1.S1 Educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team. 4

🔑 S137678

Strategy Rationale

Once the parents and students are informed and educated on our behavior policies and procedures students will not be absent.

Action Step 1 5

The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person Responsible

Irv Greenberg

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Counseling logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Peer Mediation teams will be developed as means of assisting with conflict resolution and monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person Responsible

Rey Breto

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Counseling logs and sign in sheets.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 [7]

The Leadership Team will conduct Monthly meetings with the MTSS/ RTI teams to discuss the progress of these students.

Person Responsible

Rey Breto

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Counseling logs and sign in sheets.

G2.B2 Students that have excessive unexcused absences. [2]

🔍 B125788

G2.B2.S1 Administration and Student Services will identify students who may be developing a pattern of non-attendance on a weekly basis. [4]

🔍 S137682

Strategy Rationale

Targeting students early will help to eliminate a possible increase in student absences.

Action Step 1 [5]

Administrator and Counselor will contact the student and parent to address excessive absences and discuss a plan to reduce absences. Initiate celebrations with incentives for students who have perfect attendance each quarter.

Person Responsible

Rey Breto

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Reports will be monitored weekly.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Homeroom teachers will take attendance every morning in the Pinnacle grade book.

Person Responsible

Rey Breto

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance report will be generated daily by the registrar.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Attendance committee will review student weekly attendance and tardies to identify high-risk students.

Person Responsible

Rey Breto

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The attendance and tardy reports will be collected and reviewed weekly.

G2.B3 Lack of parental awareness about district and school attendance policies as well as the effect attendance has on academic success. 2

B127958

G2.B3.S1 Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored. Students will be enrolled into course recovery classes. 4

S140086

Strategy Rationale

We must identify the students areas of need and set up an individual plan for them to succeed in the content of the subject. Addressing students needs will achieve success.

Action Step 1 5

Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person Responsible

Danny Montelongo

Schedule

On 6/4/2015

Evidence of Completion

Monitoring of student progress.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Observations, Classroom walk-throughs will monitor the participation in the tutorials.

Person Responsible

Danny Montelongo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Walk-throughs rubrics will be utilized to monitor fidelity as well.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitoring student progress, observations and classroom walk-throughs will monitor effectiveness of the tutorials.

Person Responsible

Rey Breto

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student attendance in the tutorial programs and scores on the assessments will ensure effectiveness.

G3. The goal is to prepare students to be college and career ready through STEM/CTE initiatives, Dual Enrollment courses and the Pre-Advanced Placement Programs. 1

G046449

G3.B1 Teachers lack adequate knowledge and training in the area of engineering and technology which limits the amount of student exposure to this aspect of STEM. 2

B125802

G3.B1.S1 Increased participation in district provided STEM (SECME) professional development opportunities. 4

S137849

Strategy Rationale

Exposure to engineering and technology related content and activities will increase teachers' knowledge base and comfort with the material, therefore promoting a more rigorous and effective component to our STEM related program.

Action Step 1 5

Attend district related STEM professional development opportunities.

Person Responsible

Rachael Kraemer

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Dissemination of all professional development related documentation to administration and STEM related staff.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Classroom walkthroughs

Person Responsible

Patricia Tellechea

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher lesson plans; administrator will look for confirmation of teacher directed planning and activities.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

SECME Club sponsored activities walkthroughs

Person Responsible

Rachael Kraemer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The Science Department Chairperson will monitor the implementation of strategies during club sponsored meetings and activities.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

At department level meetings, science faculty and administration will disaggregate data from labs to determine effectiveness of the professional development.

Person Responsible

Patricia Tellechea

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lab data, review of SECME Club activities

G3.B1.S2 Establish a plan and timeline for the development of student projects and increase participation in STEM competitions and CTE initiatives. 4

S139299

Strategy Rationale

Students will be able to have exposure and an understanding of STEM and CTE before entering high school.

Action Step 1 5

Science teachers will offer science fair workshops and CTE teachers will promote FBLA memberships.

Person Responsible

Rachael Kraemer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work generated; number of participants in FBLA

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

The leadership team will look for increased participation in school site STEM and CTE initiatives.

Person Responsible

Rachael Kraemer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

STEM and FBLA competitions

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

The leadership team will monitor the STEM and CTE programs to ensure fidelity of the projects.

Person Responsible

Patricia Tellechea

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Curriculum Council Minutes; Applications for STEM and CTE acitivites

G3.B2 In order for the students to be academically successful, students which are struggling need to be identified and an individual plan needs to be set up for them to succeed in the content of the subject. `2`

🔑 B127974

G3.B2.S1 A successful method to correct this barrier is cross curriculum instruction and data driven instruction. Providing Pre-AP classes, tutoring and industry ceritification to accommodate the instruction to the students individual needs `4`

🔑 S140109

Strategy Rationale

The rationale for this method is that each student is given individualized instruction based on their strengths and weaknesses. It has shown to be very effective while meeting all the objectives in career planning and career readiness.

Action Step 1 `5`

Course/Program Articulation performed by the Guidance Counselor and done by grade level.

Person Responsible

Irv Greenberg

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Based on the data, the individual teacher will develop a plan to accommodate the needs of their students and focus on the successes of the students.

Action Step 2 `5`

The school will identify students in need of remediation and will implement a push-out tutoring model during school as well as offer after-school tutoring. Students attending tutoring and or making achievement will receive incentives.

Person Responsible

Danny Montelongo

Schedule

Weekly, from 10/20/2014 to 4/3/2015

Evidence of Completion

Student Rosters, Levels 1&2s, Student tutoring sign-in logs, Science Baseline

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Student Individual Instructional Plan, Credit History for semester courses, GPA, grades are monitored for student achievement and completion. Pull-out and after-school tutoring; monitor progress of at-risk students; communication with parents.

Person Responsible

Irv Greenberg

Schedule

Semiannually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students' subject selection cards, Report Card, Certifications, Student Data, Student Rosters, Levels 1&2s, Student tutoring sign-in logs, Connect-Ed Message reports, academic referrals from teachers, parent meeting sign-in sheets; informational documentation provided to students and parents

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Student Individual Instructional Plan, Credit History for semester courses, GPA, grades are monitored for student achievement and completion. Course/Program Articulation performed by the Guidance Counselor and done by grade level, Review of data from tutoring sessions; debriefing and feedback during teacher and administrative planning meetings; student progress and reports cards; analysis of data.

Person Responsible

Irv Greenberg

Schedule

On 2/27/2015

Evidence of Completion

Students' subject selection cards, Report Card, Certifications, Student Data, Student tutoring logs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Science teachers will offer after school and Saturday workshops to allow extra time for students to complete laboratory investigations.	Kraemer, Rachael	8/18/2014	Student work and site generated assessment; technology and lab reports	6/4/2015 biweekly
G2.B1.S1.A1	The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.	Greenberg, Irv	8/18/2014	Counseling logs	6/4/2015 daily
G2.B2.S1.A1	Administrator and Counselor will contact the student and parent to address excessive absences and discuss a plan to reduce absences. Initiate celebrations with incentives for students who have perfect attendance each quarter.	Breto, Rey	8/18/2014	Attendance Reports will be monitored weekly.	6/4/2015 weekly
G3.B1.S1.A1	Attend district related STEM professional development opportunities.	Kraemer, Rachael	8/18/2014	Dissemination of all professional development related documentation to administration and STEM related staff.	6/4/2015 quarterly
G3.B1.S2.A1	Science teachers will offer science fair workshops and CTE teachers will promote FBLA memberships.	Kraemer, Rachael	8/18/2014	Student work generated; number of participants in FBLA	6/4/2015 monthly
G1.B1.S1.A1	Three school-wide CPALMS training sessions will be provided.	Tellechea, Patricia	9/8/2014	Agenda, Sign-in Sheet, PD Follow-Up Activity	3/31/2015 monthly
G2.B3.S1.A1	Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored.	Montelongo, Danny	8/18/2014	Monitoring of student progress.	6/4/2015 one-time
G3.B2.S1.A1	Course/Program Articulation performed by the Guidance Counselor and done by grade level.	Greenberg, Irv	8/18/2014	Based on the data, the individual teacher will develop a plan to accommodate the needs of their	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				students and focus on the successes of the students.	
G1.B1.S2.A1	Supplemental Resources and Materials will be utilized as a differentiated instruction activity to increase academic achievement in all students.	Tellechea, Patricia	8/18/2014	Student progress will be assessed by using data aggregated from benchmark assessments on a monthly basis in order to ensure that adequate progress is being made.	6/4/2015 daily
G1.B2.S1.A1	Monitor students progress in number fractions, ratios/proportional relationships, statistics, expressions, statistics and geometry and measurement.	Tellechea, Patricia	8/18/2014	Informal and Formative Assessments, DI groups, Data gathered from bi-weekly assessments.	6/4/2015 monthly
G1.B3.S1.A1	Review and analyze student performance on weekly assessments of sited sources gathered from informational articles.	Tellechea, Patricia	8/18/2014	Formative: Weekly Assessments in core instruction, Discovery Education assessments	6/4/2015 weekly
G3.B2.S1.A2	The school will identify students in need of remediation and will implement a push-out tutoring model during school as well as offer after-school tutoring. Students attending tutoring and or making achievement will receive incentives.	Montelongo, Danny	10/20/2014	Student Rosters, Levels 1&2s, Student tutoring sign-in logs, Science Baseline	4/3/2015 weekly
G1.MA1	Collection of data on student performance to assess their growth across all content areas.	Tellechea, Patricia	8/18/2014	Administrators will monitor student growth on benchmark assessments across the curriculum and provide teachers will additional resources and instructional strategies to target student weaknesses.	6/4/2015 monthly
G1.B4.S1.MA1	The Leadership Team will review the lesson plans, including formative and summative assessments.	Tellechea, Patricia	8/18/2014	Results of classroom-based formative and summative assessments; IPEGS Teacher Observations; results of district mandated interim assessments; and RtI / MTSS Curriculum Council Agenda and Meeting Minutes.	6/4/2015 monthly
G1.B4.S1.MA1	Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district mandated interim assessments to determine effectiveness of the strategy	Tellechea, Patricia	8/18/2014	Agenda and meeting minutes from the RtI and MTSS Curriculum Council meetings; email correspondence with teachers referencing findings; and initials / notes on lesson plans.	6/4/2015 monthly
G1.B1.S1.MA1	Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district mandated interim assessments to determine effectiveness of the strategy.	Tamargo, Alex	9/8/2014	Results of classroom-based formative and summative assessments; IPEGS Teacher Observations; results of district mandated interim assessments; and RtI / MTSS Curriculum Council Agenda and Meeting Minutes.	6/4/2015 monthly
G1.B1.S1.MA1	Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations and district mandated interim assessments to determine effectiveness of the strategy	Tamargo, Alex	9/8/2014	Agenda and meeting minutes from the RtI and MTSS Curriculum Council meetings; email correspondence with teachers referencing findings; and initials / notes on lesson plans.	6/4/2015 weekly
G1.B2.S1.MA1	Bi-weekly assessments will be administered to monitor progress, along with daily progress monitoring.	Tellechea, Patricia	8/18/2014	Bi-weekly Benchmark Assessments, Interim Assessments, Classroom Walkthroughs, Mathletics Reports and FSA Math Assessment	6/4/2015 biweekly
G1.B2.S1.MA1	Bi-weekly assessments will be administered to monitor progress along with daily progress monitoring.	Tellechea, Patricia	8/18/2014	Bi-weekly Benchmark Assessments, Interim Assessments, Classroom Walkthroughs, Mathletics Reports and FSA Math Assessment	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	daily classroom walkthroughs to ensure that the core content is being taught with fidelity and that differentiated instruction activities include the writing and citing of sources in the Social Studies curriculum.	Tellechea, Patricia	8/18/2014	Student engagement, differentiated instruction group activities and classroom walkthrough logs.	6/4/2015 daily
G1.B3.S1.MA1	Monitor student performance of sited sources gathered from informational articles through instructional lessons, classroom walkthroughs and implementation of differentiated instruction activities in small group setting.	Tellechea, Patricia	8/18/2014	Classroom Walkthroughs, Small group targeted instruction, Student engagement in lessons being implemented.	8/18/2014 weekly
G1.B1.S2.MA1	Student performance will be analyzed on a monthly basis.	Tellechea, Patricia	8/18/2014	Student performance from benchmark assessments as well as data aggregated from programs such as Reading Plus and Wordly Wise books will be utilized to monitor the effectiveness of Differentiated Instruction in all content areas.	6/4/2015 daily
G1.B1.S2.MA1	Classroom walkthroughs, student performance, evidence of Differentiated Instruction in lesson plans and evidence of student progress on benchmark assessments will be utilized to monitor the increase in student achievement across the curriculum.	Tellechea, Patricia	8/18/2014	Student progress will be assessed by using data aggregated from benchmark assessments on a monthly basis in order to ensure that adequate progress is being made.	6/4/2015 daily
G2.MA1	The data that will be collected is attendance records, behavioral logs, meeting logs, counseling logs referrals, tutorial attendance and assessment scores.	Breto, Rey	8/18/2014	The evidence that will be collected to show progress towards meeting our goal is attendance records, behavioral logs, meeting logs, counseling logs referrals, tutorial attendance and assessment scores.	6/4/2015 quarterly
G2.B1.S1.MA1	The Leadership Team will conduct Monthly meetings with the MTSS/ RTI teams to discuss the progress of these students.	Breto, Rey	8/18/2014	Counseling logs and sign in sheets.	6/4/2015 monthly
G2.B1.S1.MA1	Peer Mediation teams will be developed as means of assisting with conflict resolution and monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.	Breto, Rey	8/18/2014	Counseling logs and sign in sheets.	6/4/2015 daily
G2.B2.S1.MA1	Attendance committee will review student weekly attendance and tardies to identify high-risk students.	Breto, Rey	8/18/2014	The attendance and tardy reports will be collected and reviewed weekly.	6/4/2015 monthly
G2.B2.S1.MA1	Homeroom teachers will take attendance every morning in the Pinnacle grade book.	Breto, Rey	8/18/2014	Attendance report will be generated daily by the registrar.	6/4/2015 monthly
G2.B3.S1.MA1	Monitoring student progress, observations and classroom walk-throughs will monitor effectiveness of the tutorials.	Breto, Rey	8/18/2014	Student attendance in the tutorial programs and scores on the assessments will ensure effectiveness.	6/4/2015 quarterly
G2.B3.S1.MA1	Observations, Classroom walk-throughs will monitor the participation in the tutorials.	Montelongo, Danny	8/18/2014	Classroom Walk-throughs rubrics will be utilized to monitor fidelity as well.	6/4/2015 monthly
G3.MA1	Data collected from competitions and Industry Certification exams will be evaluated. Review of Master Schedule to see the Pre-AP and CTE enrollment numbers, Data on successful student achievement, passing scores of Advance Placement and Dual	Tellechea, Patricia	8/18/2014	Master schedule; Review AP and CTE course enrollment numbers, Data	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Enrollment courses will all monitor the progress of our goal to prepare students for college and career readiness.				
G3.B1.S1.MA1	At department level meetings, science faculty and administration will disaggregate data from labs to determine effectiveness of the professional development.	Tellechea, Patricia	8/18/2014	Lab data, review of SECME Club activities	6/4/2015 monthly
G3.B1.S1.MA1	Classroom walkthroughs	Tellechea, Patricia	8/18/2014	Teacher lesson plans; administrator will look for confirmation of teacher directed planning and activities.	6/4/2015 weekly
G3.B1.S1.MA3	SECME Club sponsored activities walkthroughs	Kraemer, Rachael	8/18/2014	The Science Department Chairperson will monitor the implementation of strategies during club sponsored meetings and activities.	6/4/2015 monthly
G3.B2.S1.MA1	Student Individual Instructional Plan, Credit History for semester courses, GPA, grades are monitored for student achievement and completion. Course/ Program Articulation performed by the Guidance Counselor and done by grade level, Review of data from tutoring sessions; debriefing and feedback during teacher and administrative planning meetings; student progress and reports cards; analysis of data.	Greenberg, Irv	2/2/2015	Students' subject selection cards, Report Card, Certifications, Student Data, Student tutoring logs	2/27/2015 one-time
G3.B2.S1.MA1	Student Individual Instructional Plan, Credit History for semester courses, GPA, grades are monitored for student achievement and completion. Pull-out and after-school tutoring; monitor progress of at-risk students; communication with parents.	Greenberg, Irv	8/18/2014	Students' subject selection cards, Report Card, Certifications, Student Data, Student Rosters, Levels 1&2s, Student tutoring sign-in logs, Connect-Ed Message reports, academic referrals from teachers, parent meeting sign-in sheets; informational documentation provided to students and parents	6/4/2015 semiannually
G3.B1.S2.MA1	The leadership team will monitor the STEM and CTE programs to ensure fidelity of the projects.	Tellechea, Patricia	8/18/2014	Curriculum Council Minutes; Applications for STEM and CTE acitivtes	6/4/2015 quarterly
G3.B1.S2.MA1	The leadership team will look for increased participation in school site STEM and CTE initiatives.	Kraemer, Rachael	8/18/2014	STEM and FBLA competitions	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The goal is to increase student achievement to improve core instruction in writing across the curriculum.

G1.B1 Students are not adequately prepared to write argumentative and informative essays in preparation for the new Florida Standards Writing Assessment Exam.

G1.B1.S1 Provide Professional development on the effective implementation of the new Florida Standards in writing.

PD Opportunity 1

Three school-wide CPALMS training sessions will be provided.

Facilitator

Patricia Tellechea

Participants

Teachers and Administrators

Schedule

Monthly, from 9/8/2014 to 3/31/2015

G3. The goal is to prepare students to be college and career ready through STEM/CTE initiatives, Dual Enrollment courses and the Pre-Advanced Placement Programs.

G3.B1 Teachers lack adequate knowledge and training in the area of engineering and technology which limits the amount of student exposure to this aspect of STEM.

G3.B1.S1 Increased participation in district provided STEM (SECME) professional development opportunities.

PD Opportunity 1

Attend district related STEM professional development opportunities.

Facilitator

MDCPS

Participants

Science and Math Teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: The goal is to increase student achievement to improve core instruction in writing across the curriculum.	22,000
Goal 2: The goal is to monitor Early Warning Systems for attendance, suspension and course failure in order to provide them with support and interventions that will increase their academic achievement.	2,810
Goal 3: The goal is to prepare students to be college and career ready through STEM/CTE initiatives, Dual Enrollment courses and the Pre-Advanced Placement Programs.	6,500
Grand Total	**31,310**

Goal 1: The goal is to increase student achievement to improve core instruction in writing across the curriculum.		
Description	**Source**	**Total**
B1.S2.A1 - Reading Plus	Title I Part A	4,500
B1.S2.A1 - Wordly Wise	Title I Part A	10,000
B4.S1.A1 - Lab materials to conduct experiments	General Fund	5,000
B4.S1.A1 - Tutoring Payroll	Title I Part A	2,500
Total Goal 1		**22,000**

Goal 2: The goal is to monitor Early Warning Systems for attendance, suspension and course failure in order to provide them with support and interventions that will increase their academic achievement.		
Description	**Source**	**Total**
B2.S1.A1 - EESAC Funds: Student Incentives	School Improvement Funds	2,810
Total Goal 2		**2,810**

Goal 3: The goal is to prepare students to be college and career ready through STEM/CTE initiatives, Dual Enrollment courses and the Pre-Advanced Placement Programs.		
Description	**Source**	**Total**
B2.S1.A2 - Tutoring Payroll	Title I Part A	5,000
B2.S1.A2 - Tutoring Payroll	Title III	1,500
Total Goal 3		**6,500**