
Title I Comprehensive Schoolwide Plan
SPORTS LEADERSHIP AND MANAGEMENT (SLAM) MIDDLE SCHOOL
PALM BEACH (4090)

ELA

1. List prioritized needs statements.

Based on FAST PM2 ELA Proficiency Data, our students currently have a proficiency rate of 37%, with a projected rate of 49% for FAST PM3. This would be an increase of 4% however our goal is to achieve 64% or higher.

2. List the root causes for the needs assessment statements you prioritized.

- Students lack foundational vocabulary and reading comprehension skills - Teacher need support in delivering standards-based engaging lessons - Students need more access to targeted small group instruction

3. Share possible solutions that address the root causes.

- Technology Platforms that support individualized reading instruction - Personnel to train teachers on standards based instruction, student engagement, data driven instruction - Supplemental Materials for Test Prep

4. How will school strengthen the PFEP to support ELA?

• Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• Parent Training

Promoting a Love of Reading: Discuss ways to make reading enjoyable and fun, such as visiting libraries, exploring different genres, or reading together as a family.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

provide classroom libraries

- Students

prepare for FAST ELA assessments

- Parents

attend parent trainings

- Staff Training

Parent Communication Strategies

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Math

1. List prioritized needs statements.

Based on the FAST PM2 Math Proficiency Data, our students currently have a proficiency rate of 26%, with a projected proficiency rate of 54% for FAST PM3 . This would be an increase of 2% from last year, however our goal is to achieve a 64% or higher.

2. List the root causes for the needs assessment statements you prioritized.

- Retention of certified teachers - More support needed to work with subgroups of students - Lacking foundational math skills - Lacking on-site technological support

3. Share possible solutions that address the root causes.

- More support for teachers - instructional coaches - Technology Platforms - Tutoring Personnel

4. How will school strengthen the PFEP to support Math?

• Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• Parent Training

Math Skills Family Night

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

• School

host family nights

• Students

stay motivated

- Parents

assist students with assignments

- Staff Training

Student Engagement conferences

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Science

1. List prioritized needs statements.

Science proficiency has fluctuated below 35% for the past 3 years with students scoring a proficiency rate of 31% in FY22, then 18% in FY23 with an increase to 23% in FY24.

2. List the root causes for the needs assessment statements you prioritized.

- Lack of updated science curriculum - Lack of technology for students and teachers - Need consumable materials for labs - Need support for ESE and ELL students (vocabulary)

3. Share possible solutions that address the root causes.

- Technology Platforms - Lab Materials

4. How will school strengthen the PFEP to support Science?

- **Communication**

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

- **Parent Training**

Science Labs at Home

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

provide resources for labs

- **Students**

complete classwork assignments

- **Parents**

check student grades

- **Staff Training**

Communicating information about science tests to parents

- **Accessibility**

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Social Studies

1. List prioritized needs statements.

Social Studies Proficiency has fluctuated below 65% for the past 3 years with students scoring a proficiency rate of 63% in FY22, then 45% in FY23 and an increase to 50% in FY24

2. List the root causes for the needs assessment statements you prioritized.

- Lack of certified teacher retention - technology needed - struggling students need additional support

3. Share possible solutions that address the root causes.

- Retention bonus for teachers - tablets and laptops - pull out group personnel - after school tutoring - technology platforms

4. How will school strengthen the PFEP to support Social Studies?

• Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• Parent Training

how to do current affairs at home

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

• School

provide support for the teachers

- Students

complete assignments

- Parents

collaborate with teachers and staff

- Staff Training

How to provide Social Studies resources to teachers in multiple languages

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Acceleration Success

1. List prioritized needs statements.

Acceleration has fluctuated below 60% for the past 3 years

2. List the root causes for the needs assessment statements you prioritized.

- Teachers need support with preparing for CTE exams - Tutoring for Biology and Algebra 1 - Lab Supplies for science courses

3. Share possible solutions that address the root causes.

- Instructional coach for CTE - Tutoring - Support for teachers

4. How will school strengthen the PFEP to support Acceleration Success?

- Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

- Parent Training

Curriculum Night

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- School

hire certified teachers

- Students

attend tutoring

- Parents

come to all meetings

- Staff Training

How to communicate course offerings

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Action Step: Classroom Instruction

Ensure students and teachers have access to standards-aligned curricular resources and the materials and supplies necessary to ensure student engagement and promote effective small group and whole group instruction.

Budget Total: \$130,001.00

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	IXL will be used for ELA, Math, Social Studies and Science both in the classroom and at home for reinforcement and remediation for grades 6-8 for approximately 300 students.	1	\$5,000.00	Original	\$5,000.00
	Progress Learning - ELA, Math, Science, SS	1	\$5,713.70	Amendment	\$5,713.70
	iReady - Reading and Math	1	\$15,468.00	Amendment	\$15,468.00
	Achieve 3000 - Reading	1	\$12,461.75	Amendment	\$12,461.75
	Increase of IXL	1	\$2,393.75	Amendment	\$2,393.75
	Common Lit - Reading	1	\$5,100.00	Amendment	\$5,100.00

Acct Description	Description									
Supplies	Item		Quantity	Rate	Supply Type			Type	Total	
	50 pack of notebooks		6	\$80.00	General Supplies			Original	\$480.00	
	workbooks for Spire for Reading A54		1	\$6,394.38	Instructional Materials			Amendment	\$6,394.38	
	Performance coach workbooks ELA Math and Science A54		1	\$5,057.42	Instructional Materials			Amendment	\$5,057.42	
Resource Teacher	This resource teacher/certified interventionist will provide Reading Support in Grades 6-8: They will work with lowest 30% in small group settings through push-in and pull-out, providing RTI interventions and remediation									
Tutorial	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Tutoring for grades 6-8 targeting lowest 40% in ELA and Math starting in November		4	\$35.00	2	1	14	Certified	Amendment	\$3,920.00

Action Step: Professional Learning

Ongoing professional learning opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.

Budget Total: \$35,345.00

Acct Description	Description																	
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="445 170 1008 243">Item</th> <th data-bbox="1018 170 1165 243">Quantity</th> <th data-bbox="1165 170 1285 243">Rate</th> <th data-bbox="1285 170 1390 243">Days</th> <th data-bbox="1390 170 1501 243">Hours</th> <th data-bbox="1501 170 1621 243">Weeks</th> <th data-bbox="1621 170 1768 243">Certified</th> <th data-bbox="1768 170 1900 243">Type</th> <th data-bbox="1900 170 2020 243">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Preschool PLCs to collaborate on lesson plans, instructional focus calendars, small group templates, etc for the new school year using end-of-year data.	5	\$35.00	2	8	1	Certified	Original	\$2,833.00										
Single School Culture Coordinator	Single School Culture Coordinator will work with teachers to ensure that instruction will occur through data analysis. They will work through common planning and do professional learning with staff and families. They will model lessons, analyze data and monitor instruction.																	
Tch Res Staff Development	This .5 PD staff developer will focus on Math/Science and will assist and coach teachers through PLCs, co-teaching models, observations, and feedback for all Math and Science teachers for Grades 6-8.																	
Tch Res Staff Development	This .5 resource staff developer will work with teachers to ensure that instruction will occur through data analysis. They will work focus on ELA/Reading/Writing grades 6-8 through PLCs and do professional learning with staff and families. They will model lessons, co-teach and provide feedback to teachers.																	

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$2,319.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper (copy and colored) for parent engagement events and materials approximate quantity of 20 total	1	\$879.50	General Supplies	Original	\$879.50
	Ink (black and colored) to Print Family Engagement Event Deliverables	9	\$85.00	Technology	Original	\$765.00
	Chart Paper for Family Engagement Event Activities (10 pack)	5	\$135.00	General Supplies	Original	\$675.00

Mission Statement

1. Mission Statement

Parents play an integral role in assisting their child's learning. Therefore, Slam's faculty and staff will encourage parents to be actively involved in their child's education through the following: - Participation in decision making on advisory committees - Timely invitations to parent meetings, events and workshops - Opportunities for volunteering - Opportunities to learn how to support their child's learning at home - Collaboration with the community and all stakeholders

Involvement of Stakeholders

Name	Title
Maria Piedrahita	Principal
Deanne Chambers	Single School Culture Coordinator
Angie Calvacca	Assistant Principal
Lavinia Ionet	Parent
Efrain Gonzalez	Parent
Curtis Daley	Parent
Kim Reneau	Teacher
Carlo Gutierrez	Teacher
Joseph Zuniga	Teacher
Vanessa Smith	Teacher
Amber Counasse	Instructional Coach
Veronica Rodriguez	Teacher
Rizpah Williams	Substitute Teacher
Anna Pierre	Substitute Teacher
Setridge Crawford	Teacher
Rosemila Augustin	Teacher
Jarious Smith	Teacher

Name	Title
Amy Oloughlin	Teacher
Angela Daniels	Teacher
Rose Phanord	Teacher
Valerie Zamarippa	Teacher
Joshua Jean Baptiste	Teacher
Isreal Gosier	Teacher
Stacey Ann Samuels	Teacher

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Members are chosen through invitation to a range of gatherings, including but not restricted to Comprehensive Needs Assessment Meetings, School Advisory Council Meetings, and community outreach sessions. Participation is open to all stakeholders, irrespective of demographic considerations. Members reflect the school community and are nominated and selected based on active participation in schoolwide initiatives.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders are involved in developing the SWP through various meetings throughout the school year. Feedback is continuous through quarterly SAC meetings , CNA meeting, Title 1 Annual Meetings in the Fall, parent meetings, and parent feedback evaluation forms collected during Parent University Nights beginning in October. Meetings are varied (morning, after school, evening), in person, via zoom or individually to accommodate all families.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders are able to provide input for Title 1 funding and engagement through Title 1 Annual Meeting, Spring Stakeholder Meeting, SAC Committee Meetings, and through Parent University Feedback Forms/Evaluations. The outcome is increased student achievement and an increase in parental involvement.

Name	Title
Maria Piedrahita	Principal
Deanne Chambers	Single School Culture Coordinator
Angie Calvacca	Assistant Principal

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

Date: October 15th, 2025 Location: Room 111 Time: 5:30pm

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Remind101 Messages, School Newsletter, Email Distribution, Flyers passed out in carline, Social Media Posts

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

PowerPoint Presentation, parent compacts, schoolwide data, agenda, parent evaluation forms

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Building Culturally Responsive and Inclusive Practices

- What specific strategy, skill or program will staff learn to implement with families?

Foster an understanding of how cultural backgrounds, socio-economic status, and family dynamics affect communication and relationships.

- What is the expected impact of this training on family engagement?

Teachers and support personnel will be equipped with tools to build stronger relationships with diverse families and ensure equitable access to school resources and support.

- What will teachers submit as evidence of implementation?

Parent Communication Logs

- Month of Training

September

- Responsible Person(s)

Deanne Chambers

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Using Technology to Strengthen Family-School Connections

- What specific strategy, skill or program will staff learn to implement with families?

Teach staff how to leverage technology to enhance communication and engagement with families.

- What is the expected impact of this training on family engagement?

Teachers and support staff will be comfortable using technology to facilitate regular communication and create more flexible opportunities for family involvement.

- What will teachers submit as evidence of implementation?

Samples of Parent Communication through Technology Methods

- Month of Training

February

- Responsible Person(s)

Deanne Chambers

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

How to Monitor and Track Your Child's Academic Progress

- What specific strategy, skill or program will parents learn to implement with their children at home?

Equip parents with the skills to track their child's academic progress and communicate with teachers about concerns or successes.

- Describe the interactive hands-on component of the training.

Parents will log into their child's academic progress tools and create a progress report and academic goal worksheet

- What is the expected impact of this training on student achievement?

Parents will have the knowledge to monitor their child's academic progress and take proactive steps when intervention is needed.

- Date of Training

September

- Responsible Person(s)

Deanne Chambers

- Resources and Materials

Invitation, Agenda, Sign In Sheet, PowerPoint, Deliverables from Hands On Component, Evaluations

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- **Name of Training**

How to Support Homework and Study Skills

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Teach parents effective strategies to support their child's homework and study habits.

- **Describe the interactive hands-on component of the training.**

Parents will create a homework/ study schedule and strategies list for their child.

- **What is the expected impact of this training on student achievement?**

Parents will feel confident in guiding their children through homework and developing strong study habits, improving academic performance.

- **Date of Training**

February

- **Responsible Person(s)**

Deanne Chambers

- **Resources and Materials**

Invitation, Agenda, Sign In Sheet, PowerPoint, Deliverables from Hands On Component, Evaluations

- **Amount (e.g. \$10.00)**

0

5. Parent and Family Capacity Building Training #3

- **Name of Training**

This school has chosen to be exempt from this area.

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

This school has chosen to be exempt from this area.

- **Describe the interactive hands-on component of the training.**

This school has chosen to be exempt from this area.

- **What is the expected impact of this training on student achievement?**

This school has chosen to be exempt from this area.

- **Date of Training**

This school has chosen to be exempt from this area.

- **Responsible Person(s)**

This school has chosen to be exempt from this area.

- **Resources and Materials**

This school has chosen to be exempt from this area.

- Amount (e.g. \$10.00)

This school has chosen to be exempt from this area.

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney-Vento Program

- Describe how agency/organization supports families.

The McKinney-Vento Program assists families who are experiencing homelessness and are enrolled in public schools. The program assists by providing resources that otherwise would not be available to these families. They assist with referrals to agencies and necessities as needed.

- Based on the description list the documentation you will provide to showcase this partnership.

Home surveys, program promotion through flyers, slides from Title I Annual Meeting

- Frequency

Quarterly and/or as needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

The Safe Schools Office monitors the implementation of the Fortify FL app which allows the immediate reporting of suspicious activity in addition to other provisions of the Marjory Stoneman Douglas High School Public Safety Act. This allows for families to monitor safety from home and engage in communication when they feel that there may be a threat to the safety of their loved one.

- Based on the description list the documentation you will provide to showcase this partnership.

SLAM School Website Announcements, Push Notifications/emails, parent cheat-sheets and how to download/use applications

- Frequency

Quarterly/ and or as needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

IDEA

- Describe how agency/organization supports families.

Support program for families with students with disabilities that provides appropriate strategies to families to meet the needs of these students at home to ensure success.

- Based on the description list the documentation you will provide to showcase this partnership.

Parent communication logs, support facilitation logs, and student goal reports.

- Frequency

Quarterly/ and or as needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

SLAM Palm Beach Middle will provide information regarding Title I programs in quarterly using diverse methods of communication including the school's newsletter, website announcements, emails, text messages and take home flyers. Title I teachers and administration will explain Title I programs and opportunities at the Title I Annual Meeting. Parents will be given the opportunity to ask questions to help in their understanding of all items discussed at the Title I Annual meeting. All meetings will include translation and all documents provided in two languages.

- List evidence that you will upload based on your description.

Push notifications/emails in multiple languages, Invites/flyers, school's newsletter

- Description

Information regarding academic programs, Florida BEST Standards, Grade Level Expectations, and forms of academic assessment will be shared with parents during Open House, parent/teacher conferences, parent universities, and any other time a parent requests such information. Progress Monitoring data and other types of assessment data that used to measure student progress during parent quarterly meetings, parent/teacher conferences, and parent data chats. Review student progression plan and requirements for progression.

- List evidence that you will upload based on your description.

Parent Conference Notes, Push Notifications, Progress Reports

- Description

School will inform parents regarding the different forms of academic assessments that are used to measure student progress through Parent University Meetings and teacher/parent conferences. Classroom teachers will explain and discuss the school's curriculum/technology platforms that measure the progress of Florida Standards in parent meetings and student/parent data chat meetings. Information regarding FAST/FCAT/EOC Achievement Levels and proficiency percentages, and types of assessments used to measure student progress are discussed in Parent University Nights.

- List evidence that you will upload based on your description.

Testing Calendar, Parent University Presentations, Parent University Invitations

- Description

Information regarding parents about opportunities to participate in decision-making process during regular meetings and Title 1 meetings (Parent University, Title 1 Annual Meeting, Parent- Input Meeting) and SAC meetings to formulate suggestions and to participate in decisions relating the education of their children.

- List evidence that you will upload based on your description.

Parent meeting flyers, Annual Title 1 Meeting minutes

- Description

SLAM Palm Beach Middle School will offer flexible meeting times before school, during school hours, or evening hours on weekdays and weekends. The school website, flyers, school calendar, and invitations will display flexible times to increase attendance along with special accommodations provided, such as free child care, large print, special needs accommodations, translations, and transportation.

- List evidence that you will upload based on your description.

Parent meeting invitations with flexible times, hybrid meetings-zoom parent logins, parent-teacher conference notes

Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

All school communication such as letters, agendas, and flyers will be made available in multiple languages. Translators will be present at all school events and meetings. In addition, holding separate sessions for families with limited English proficiency. Messages and all communication are sent in multiple languages with the option of language in the school's website. School personnel will assist families with any online websites that are in English, such as FAST portal, college websites, etc in the parent resource center and parent meetings.

- List evidence that you will upload based on your description.

Test messages and emails in English & Spanish, school meeting invites/flyers in Spanish/English, conference notes from our ELL support contact.

- **Description**

Families are surveyed in the beginning of the year and before every parent meeting to determine accommodations needed for families with disabilities. Our school is equipped with ramps, an elevator, large screens for presentations, and a speaker system to accommodate hearing impairments. Hard copies of the presentations and activities are provided in large print per request to further reduce barriers. All parent flyers have a list of accommodations accessible in the school for parent meetings. Families are given to option to attend virtual meedtings, in person, or individual meetings based on need.

- **List evidence that you will upload based on your description.**

Flyers will list special accomodations , parent support emails, parent meeting agendas

- **Description**

Multi-lingual communication is provided in our push notifications and parent letters, website, and school calendars provide timely announcements of meetings and programs. Flexible meeting times will be provided as needed and requested. Meetings are announced in a tiumely manner. Parents and families are given the option to attend virtually, in person, or individual meetings based on need.

- **List evidence that you will upload based on your description.**

Invites, flyers, text messages and emails depicting flexible times

- **Description**

Transportation for families experiencing homelessness will be provided if needed. We will also provide free child care and food/refreshments. We provide families experiencing homelessness with free uniforms, supplies, access to all activities and any other expense students may pay for extracurricular activities. The school will provide assistance in connecting families with the McKinney-Vento Program.

- **List evidence that you will upload based on your description.**

MVP programs flyers, home surveys, parent invites with assistance provided

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

In order to meet the needs of our students outside of academic subjects areas SLAM Palm Beach Middle strives to provide students with counseling support whenever needed through our in house mental health counselors. Our school is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses CHAMPS for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. We also implement a PBIS system using Liveschool. School-wide positive behavior universal guidelines "3R's Responsible, Respectful, and Ready to Learn" are evident throughout the school. Positive praise and classroom incentives are used to reinforce behavior. WIN (What I Need) periods are used to implement the monthly social emotional lesson that helps students in building character and fostering strong study habits. Our Mental Health counselor provides Tier 1, 2, and 3 assistance for students to promote healthy habits, anger management, and coping skills.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem-Solving Model to conduct all meetings. Based on data analysis and collaboration, the team identifies students who need additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM and Fast Bridge. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via letter sent home and parent conference. Administration and teachers practice shared decision-making in an effort to meet the needs of all students during PLCs, grade-level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Teachers participate in data chats where the analysis of academic data and behavioral concerns are discussed. Students are tiered according to data concerns. Tier 1 Implementation: First best instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through HMH Study Sync, students participate in the Achieve 3000 Literacy program for reading as well as IReady Reading and Math Instruction as well as IXL Skills Practice for math. In order to ensure a positive learning environment students are expected to adhere to the "3 R's" expectations (Responsible, Respectful, and Ready to Learn). Tier 2 Implementation: Identified students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention 3 times a week. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. Tier 3 Implementation: Tier 3 services are designed to address the needs of students who are experiencing significant problems and/or are unresponsive to Tier 1 and Tier 2 efforts. They receive services 30 minutes daily, 5 days a week in a targeted area identified by the SBT.

Provision of a Well-Rounded Education

1. Well-Rounded Education

It is our priority to have high expectations and a well-rounded education is provided to all students. We provide a full academic discourse where students are exposed to a variety of courses during school such as the Fine Arts (music and visual arts), Physical Education, Health, Social Studies, and a variety of Sports, Leadership, and Management courses. Our SLAM course tracks offer courses in sports medicine, sports management, and sports leadership. Within the sports medicine track, we offer science courses in anatomy and physiology. During the day students also participate in ongoing novel studies, hands-on project based learning, and social skills events that help students not only develop the academic skills necessary to succeed in the 21st century, but also the social skills to excel. After school we provide students with opportunities to participate in sports teams, clubs, and music ensembles. Some of these activities are but not limited to fashion club, student government association, football, basketball, baseball, concert band, chorus, gaming club, cheer team, and student government. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, RTI, and AMP(Advanced Math Placement) which begins in 7th grade with Algebra. Our AMP classes provide acceleration and enrichment in math for students who demonstrate the need and desire to be challenged. Students in our accelerated educational track participate in Honors and Advanced courses in Reading, Math, Social Science, and/or Science. Specific data is also reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FAST, RRR, IXL, and Achieve 3000. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like enrichment courses. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 35% for reading and mathematics. Students that scored a level 1 or 2 in FSA Mathematics and Reading are enrolled in an intensive math and/or reading course to bridge learning gaps and focus on specific skills.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Our curriculum is based on the preparing students for careers in the workforce specifically, but not limited to Sports, Leadership, and Management. Curriculum has been developed by teachers that incorporates the hands-on skills for students to be ready for post-secondary opportunities and the workforce. We offer accelerated courses for our students. We also have guest speakers come to our campus to educate and offer our students about their occupation and the pathway to accomplishing their goals. School-wide, we are committed to building college and career awareness through displays of the staff's Alma Maters posted through the school. Additionally, college and career awareness events through our guidance programs include: career day/week, speakers, potential campus visits and collaboration of volunteers on campus who speak to students at lunch about various programs and opportunities, such as their majors, sports teams, etc. The school's curriculum embeds career planning and research to further prepare our students for college and careers. Students are participate in project-based learning activities with a focus on global-local skills. SLAM! Palm Beach is also dedicated to advanced placement by offering Dual Enrollment and the Cambridge Program for students that qualify. Qualified middle school students may begin to participate in Dual Enrollment with Palm Beach State College and Doral College. In addition, qualified students are able to take online courses to accelerate their high school credits through Somerset Virtual Academy. This aids in college preparedness and gives an opportunity to take technical courses beyond the school's course offerings.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Learning

1. Professional Learning

Professional development is an ongoing goal on our campus. We survey all teachers at the beginning of the year to identify their personal needs and wants in professional development. Through numerous ongoing walk-throughs and classroom observations we further identify areas for growth and improvement. We have allocated one hour daily in the employee schedule where PLC meetings and Professional Development can take place. A full-time instructional curriculum coach will aid individual teachers to provide professional growth feedback according to individual formal and informal observations utilizing the coaching cycle. Teachers are supported and provided with professional development with a variety of coaching techniques, such as lesson modeling, co-teaching, and coplanning. Coplanning is available for all departments. We have also implemented a mentor program for our new teachers, peer observation classroom walk-throughs, collaborative planning, and an open door policy of support. We also participate in Title IX courses provided through the district. We provide individualized professional development to meet the needs of all our teachers.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

To recruit highly effective educators we attend and host career fairs throughout the area at colleges and other venues. We also place ads on websites such as Teachers-Teachers and Indeed. We have banners and signs at our school site and have openings posted on our website. To retain effective educators we use a variety of techniques such as compensation equivalent to the district, supplements, teacher recognition incentives, professional development, ongoing feedback and evaluation through our evaluation tool. We also have team building workshops and an open door policy of support and teamwork, thus increasing the retention rate of our staff. In addition, novice teachers are supported through our new teacher mentor program according to individual needs and observations. The new teacher mentor program provides targeted professional development in classroom management, instructional delivery, and lesson planning. They are guided and assigned a mentor teacher which serves as an instructional coach and professional development liaison.