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**Title I Comprehensive Schoolwide Plan**

**SPORTS LEADERSHIP AND MANAGEMENT (SLAM) MIDDLE SCHOOL  
PALM BEACH (4090)**

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# ELA

## 1. List prioritized needs statements.

FAST ELA data indicates that student proficiency at SLAM Palm Beach Middle remains below desired levels. While ELA proficiency increased from 45% in 2023–2024 to 51% in 2024–2025, current FAST PM2 results show a decline to 41%.

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

- Inconsistent implementation of standards-aligned Tier 1 instruction focused on grade-level benchmarks and complex text analysis. - Limited opportunities for students to engage in rigorous reading and writing tasks that require citing evidence and explaining thinking in constructed responses. - Need for more consistent use of data to identify student skill gaps and provide targeted small group instruction for students performing at Levels 1 and 2. - Inconsistent progress monitoring and intervention structures to ensure struggling students receive timely and effective support. - Need for increased alignment between classroom instruction, curriculum resources, and FAST item specifications to ensure students are exposed to the rigor and format of the assessment.

## 3. Share possible solutions that address the root causes.

- Utilize the school's instructional coach and academic leadership team to support teachers with standards-aligned planning, modeling of effective literacy strategies, and data-driven instructional practices. - Implement targeted small group intervention for students performing at Levels 1 and 2 through an interventionist and classroom teachers during designated intervention blocks. - Provide before-school, after-school, and Saturday tutoring opportunities focused on FAST-aligned ELA skills including reading comprehension, vocabulary, and evidence-based writing. - Utilize research-based technology programs such as iReady, Achieve3000, Progress Learning, and CommonLit to provide differentiated practice aligned to grade-level standards and FAST item specifications. - Provide students with supplemental instructional materials and resources including standards-aligned reading passages, FAST-style practice questions, and structured writing activities that require citing textual evidence. - Conduct regular data chats and progress monitoring cycles using FAST, classroom assessments, and digital platform data to identify skill gaps and adjust instruction. - Provide professional learning opportunities for teachers focused on effective literacy strategies, complex text analysis, and scaffolding techniques to support struggling readers.

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

- Communication

The school will strengthen communication with families to support student achievement in ELA by providing regular updates on student progress and available resources. Families will receive information through school newsletters, parent communication platforms, school websites, and parent-teacher conferences. Teachers will share FAST assessment data, classroom performance, and strategies parents can use at home to support reading comprehension and writing skills. The school will also communicate information about tutoring opportunities, intervention supports, and digital learning platforms that students use to practice literacy skills.

- Parent Training

The school will strengthen communication with families to support student achievement in ELA by providing regular updates on student progress and available resources. Families will receive information through school newsletters, parent communication platforms, school websites, and parent-teacher conferences. Teachers will share FAST assessment data, classroom performance, and strategies parents can use at home to support reading comprehension and writing skills. The school will also communicate information about tutoring opportunities, intervention supports, and digital learning platforms that students use to practice literacy skills.

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

- School

The school will provide high-quality, standards-aligned ELA instruction and targeted interventions to support student literacy development. Staff will communicate regularly with families about student progress, FAST data, and strategies parents can use at home to support reading and writing skills.

- Students

Students will actively participate in ELA instruction by completing assignments, engaging in reading and writing activities, and using digital learning platforms to strengthen their skills. Students will also set goals based on their FAST data and take responsibility for improving their academic performance.

- Parents

Parents will support their child's ELA growth by encouraging daily reading and helping students complete assignments and digital practice. Families will stay informed about their child's progress by communicating with teachers and participating in school meetings and conferences.

- **Staff Training**

Teachers and staff will participate in professional development focused on strengthening family engagement in support of ELA achievement. Training will focus on effective communication strategies with families, sharing student data in a clear and supportive way, and providing parents with practical tools to reinforce literacy skills at home. Staff will also collaborate with instructional coaches and leadership teams to ensure that communication with families is consistent and aligned with schoolwide ELA goals.

- **Accessibility**

The school will ensure that all parent and family engagement activities are accessible to families by providing communication and training opportunities in multiple formats, including in-person meetings, virtual sessions, and written materials. Information will be available in languages spoken by families when possible, and interpreters will be provided as needed. Meeting times will be scheduled to accommodate family availability, and materials will be shared electronically so families can access them at their convenience.

## **Math**

1. **List prioritized needs statements.**

FAST Math data indicates that student proficiency at SLAM Palm Beach Middle is currently below desired levels. While Math proficiency was 52% in 2023–2024 and 51% in 2024–2025, the current FAST PM2 results show a significant decline to 22%, indicating a substantial gap between current performance and grade-level expectations.

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

- Inconsistent implementation of standards-aligned Tier 1 instruction focused on grade-level mathematical reasoning and problem solving. - Limited opportunities for students to engage in rigorous multi-step problem solving and FAST-style assessment questions - Need for more consistent use of data to identify student skill gaps and provide targeted small group instruction for students performing at Levels 1 and 2. - Inconsistent progress monitoring and intervention structures to support students who are struggling with foundational math skills. - Need for increased alignment between classroom instruction, curriculum resources, and FAST item specifications.

### 3. Share possible solutions that address the root causes.

- Utilize instructional coaches and the academic leadership team to support teachers with standards-aligned planning and effective math instructional strategies.
- Implement targeted small group math interventions for students performing at Levels 1 and 2 through interventionists and classroom teachers.
- Provide before-school, after-school, and Saturday tutoring focused on key math benchmarks and FAST-style problem solving.
- Utilize research-based technology programs such as iReady and Progress Learning to provide differentiated math practice aligned to state standards.
- Provide supplemental instructional materials including standards-aligned problem sets, spiral review activities, and FAST-style practice assessments.
- Conduct regular data analysis and progress monitoring cycles to adjust instruction and address student skill gaps.

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

#### • Communication

The school will communicate regularly with families about student progress in mathematics through newsletters, parent conferences, and digital communication platforms. Families will receive information about FAST assessment results, tutoring opportunities, and strategies they can use at home to support math learning.

#### • Parent Training

The school will provide parent trainings to help families understand FAST Math assessment results and support their child's problem-solving skills at home. Workshops will include guidance on using digital programs such as iReady and Progress Learning to reinforce math skills.

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

#### • School

The school will provide high-quality, standards-aligned math instruction and targeted interventions to support student achievement. Staff will communicate regularly with families about student progress and provide resources to help reinforce math skills at home.

- **Students**

Students will actively participate in math instruction by completing assignments, practicing problem-solving strategies, and using digital learning platforms to strengthen their skills. Students will also set academic goals based on their FAST data and work to improve their performance.

- **Parents**

Parents will support their child’s math learning by encouraging consistent practice and helping students complete assignments and digital activities. Families will stay informed about their child’s progress by communicating with teachers and attending school meetings or conferences.

- **Staff Training**

Teachers will participate in professional development focused on strengthening family engagement and communicating math expectations to parents. Staff will also collaborate with instructional coaches to ensure families receive consistent information about strategies to support math learning at home.

- **Accessibility**

Parent engagement activities will be accessible through multiple formats including in-person meetings, virtual sessions, and electronic communication. Materials will be provided in languages spoken by families when possible to ensure all families can support student learning.

## **Science**

### **1. List prioritized needs statements.**

SLAM Palm Beach Middle remains below desired levels. While Science proficiency increased from 23% in 2023–2024 to 33% in 2024–2025 we have a goal of 50% minimum.

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

- Inconsistent implementation of standards-aligned Tier 1 instruction focused on scientific reasoning, data analysis, and application of scientific concepts. - Limited opportunities for students to engage in rigorous hands-on investigations and analysis of scientific data aligned to assessment expectations. - Need for more consistent use of data to identify student skill gaps and provide targeted small group support for students performing below proficiency. - Inconsistent progress monitoring to ensure students are mastering key science benchmarks prior to state assessments. - Need for increased alignment between classroom instruction, curriculum resources, and state science assessment item specifications.

## 3. Share possible solutions that address the root causes.

- Utilize instructional coaches and academic leadership teams to support teachers with standards-aligned planning and effective science instructional strategies. - Implement targeted small group instruction and intervention to address gaps in scientific concepts and data analysis skills. - Provide before-school and after-school tutoring opportunities focused on key science benchmarks and assessment-aligned questions. - Utilize research-based digital platforms and supplemental science resources to reinforce science content and scientific reasoning skills. - Provide supplemental instructional materials including standards-aligned lab activities, science passages, and assessment-style practice questions. - Conduct regular data analysis and progress monitoring to adjust instruction and ensure students are mastering science benchmarks.

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

### • Communication

The school will communicate regularly with families about student progress in science through newsletters, parent conferences, and digital communication platforms. Families will receive updates about assessment results, tutoring opportunities, and ways they can support scientific learning at home.

### • Parent Training

The school will provide parent trainings to help families understand science assessment expectations and ways to support their child's scientific thinking and problem-solving skills. Workshops will provide strategies and resources families can use to reinforce science learning at home.

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

- **School**

The school will provide high-quality, standards-aligned science instruction and targeted interventions to support student learning. Staff will communicate regularly with families about student progress and provide resources to reinforce science concepts at home.

- **Students**

Students will actively participate in science instruction by completing assignments, engaging in scientific investigations, and using digital learning tools to strengthen their understanding of science concepts. Students will also set academic goals and work to improve their performance.

- **Parents**

Parents will support their child's science learning by encouraging curiosity, helping students complete assignments, and supporting practice with school-provided resources. Families will stay informed about their child's progress by communicating with teachers and attending school meetings or conferences.

- **Staff Training**

Teachers and staff will participate in professional development focused on strengthening communication with families and sharing strategies to support science learning. Staff will collaborate with instructional coaches to ensure families receive clear guidance on supporting student achievement.

- **Accessibility**

Parent engagement activities will be offered through multiple formats including in-person meetings, virtual sessions, and electronic communication. Materials will be shared in languages spoken by families when possible to ensure accessibility for all families.

## **Social Studies**

**1. List prioritized needs statements.**

Social Studies assessment data indicates that student proficiency at SLAM Palm Beach Middle has declined from previous years. While proficiency was historically strong at 71% in 2016–2017 and 87% in 2018–2019, more recent results show a decrease to 50% in 2023–2024 and 46% in both 2024–2025.

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

Inconsistent implementation of standards-aligned Tier 1 instruction focused on analysis of primary and secondary sources. Limited opportunities for students to engage in rigorous civics and social studies tasks that require critical thinking and written responses. Need for increased use of formative assessments to identify student gaps in key civics benchmarks. Inconsistent progress monitoring to ensure students are mastering standards prior to the state civics assessment. Need for greater alignment between instructional materials and state assessment item specifications.

**3. Share possible solutions that address the root causes.**

Utilize instructional coaches and academic leadership teams to support teachers with standards-aligned planning and effective civics instructional strategies. Implement targeted small group instruction to address gaps in civics content knowledge and analysis skills. Provide tutoring opportunities focused on civics benchmarks and assessment-aligned practice questions. Utilize research-based digital programs and supplemental civics resources to strengthen student understanding of social studies concepts. Provide supplemental instructional materials including primary source documents, civics practice questions, and standards-aligned review activities. Conduct regular data analysis and progress monitoring to adjust instruction and support student mastery of civics standards.

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

**• Communication**

The school will communicate regularly with families about student progress in social studies through newsletters, parent conferences, and digital communication platforms. Families will receive updates about assessment results and strategies they can use at home to support civic literacy and historical understanding.

- **Parent Training**

The school will provide parent trainings that help families understand civics and social studies expectations and ways they can support their child's learning at home. Workshops will provide resources and strategies for reinforcing reading and analysis of informational texts related to social studies.

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

- **School**

The school will provide high-quality, standards-aligned social studies instruction and targeted support to ensure students develop strong civic knowledge and analytical skills. Staff will communicate regularly with families about student progress and provide resources to reinforce learning at home.

- **Students**

Students will actively participate in social studies instruction by completing assignments, engaging in discussions and analysis of historical sources, and practicing civics skills. Students will set academic goals and work to improve their understanding of social studies concepts.

- **Parents**

Parents will support their child's social studies learning by encouraging reading of informational texts and discussions about historical and civic topics. Families will stay informed about their child's progress by communicating with teachers and attending school meetings or conferences.

- **Staff Training**

Teachers and staff will participate in professional development focused on strengthening communication with families and sharing strategies to support social studies learning. Staff will collaborate with instructional coaches to ensure families receive clear guidance on supporting student achievement.

- Accessibility

Parent engagement activities will be accessible through multiple formats including in-person meetings, virtual sessions, and electronic communication. Materials will be provided in languages spoken by families when possible to ensure all families have access to important information.

## Acceleration Success

### 1. List prioritized needs statements.

Acceleration data indicates that while SLAM Palm Beach Middle has increased the percentage of students participating in high school level coursework, continued efforts are needed to expand and sustain access to rigorous academic opportunities. Acceleration participation increased from 48% in 2023–2024 to 66% in 2024–2025

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

Limited awareness among some students and families about available acceleration opportunities such as high school credit courses. Need for continued academic support systems to ensure students are prepared to successfully complete accelerated coursework. Inconsistent monitoring of student progress in accelerated courses to ensure students remain on track for success. Need for continued collaboration between middle school and high school staff to align expectations for accelerated coursework. Limited access to targeted supports for students enrolled in rigorous courses.

### 3. Share possible solutions that address the root causes.

Increase awareness of acceleration opportunities through student and parent information sessions about high school credit courses. Provide academic support structures such as tutoring and intervention for students enrolled in accelerated courses. Utilize school counselors and academic leadership teams to identify students who are prepared for accelerated coursework. Monitor student progress in accelerated courses through regular data reviews and academic check-ins. Provide supplemental instructional resources and academic supports to help students succeed in rigorous coursework. Collaborate with high school programs to ensure alignment of expectations and support for students enrolled in high school credit courses.

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

- **Communication**

The school will communicate regularly with families about acceleration opportunities such as high school credit courses and advanced academic pathways. Information will be shared through parent meetings, newsletters, the school website, and direct communication from counselors and teachers.

- **Parent Training**

The school will provide parent workshops to help families understand acceleration options, course requirements, and the benefits of students participating in advanced coursework. These sessions will also provide strategies for supporting students in managing rigorous academic expectations.

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

- **School**

The school will provide access to rigorous coursework and academic guidance to help students succeed in accelerated classes. Staff will monitor student progress and communicate with families to ensure students receive the support needed to be successful.

- **Students**

Students will take responsibility for their learning by completing assignments, managing their time effectively, and seeking help when needed. Students will work toward academic goals and actively participate in accelerated learning opportunities.

- **Parents**

Parents will support their child's success by encouraging strong study habits and maintaining communication with teachers and school staff. Families will also stay informed about course expectations and support their child in meeting the demands of accelerated coursework.

• Staff Training

Teachers and staff will participate in professional development focused on strengthening parent engagement and effective communication with families. Training will include strategies for sharing information about acceleration opportunities, discussing student progress, and partnering with parents to support student success in advanced coursework.

• Accessibility

Information about acceleration opportunities will be provided through multiple formats including in-person meetings, virtual sessions, and written communication. Materials will be shared in languages spoken by families when possible to ensure all families have access to information about advanced academic opportunities.

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: \$48,433.00

| Acct Description    | Description                                                                                                                                                                                                                   |          |            |          |            |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|----------|------------|
| Resource Teacher    | The Certified Math Interventionist will work with students in grades 6-8 who are in the lowest 30%, in small group settings through push-in and pull-out, providing RTI interventions and remediation in core academic areas. |          |            |          |            |
| Online subscription | Item                                                                                                                                                                                                                          | Quantity | Rate       | Type     | Total      |
|                     | Common Lit for classroom and home use for extra practice and remediation in reading for grades 6-8.                                                                                                                           | 1        | \$6,850.00 | Original | \$6,850.00 |

| Acct Description | Description                                                                                                                                                                         |          |            |          |             |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|----------|-------------|
|                  | Item                                                                                                                                                                                | Quantity | Rate       | Type     | Total       |
|                  | Reflex Math will be used both in class and at home for extra practice for math students in grades 6-8.                                                                              | 1        | \$4,364.00 | Original | \$4,364.00  |
|                  | Progress Learning will be used for students in grades 6-8 for extra practice and reinforcement of Reading, Math, Science & Social Studies skills both in the classroom and at home. | 1        | \$6,000.00 | Original | \$6,000.00  |
|                  | REMOVED: Reflex Math will be used both in class and at home for extra practice for math students in grades 6-8.                                                                     | -1       | \$4,364.00 | Other    | -\$4,364.00 |
|                  | NEW: IXL Math will be used both in class and at home for extra practice for math students in grades 6-8.                                                                            | 1        | \$4,364.00 | Other    | \$4,364.00  |

## 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: **\$101,192.00**

| Acct Description          | Description                                                                                                                                                                                                |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tch Res Staff Development | The .5 Reading/Social Studies PL Staff Dev Teacher will assist and coach teachers through PLC's, co-teaching model, observations, and feedback for all Reading and Social Studies teachers for Grades 6-8. |
| Tch Res Staff Development | The .5 Math/Science PL Coach/Staff developer will assist and coach teachers through PLC's, co-teaching model, observations, and feedback for all Math and Science teachers for Grades 6-8.                 |

| Acct Description                  | Description                                                                                                                                                                                                                                                            |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Single School Culture Coordinator | The .5 Single School Culture Coordinator will work with teachers to ensure instruction is grounded in data analysis, and will work through common planning, do professional development with staff, and model lessons in all subject areas for teachers in grades 6-8. |

## 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: \$2,205.00

| Acct Description                         | Description                                                                                          |          |         |                  |       |          |           |          |          |
|------------------------------------------|------------------------------------------------------------------------------------------------------|----------|---------|------------------|-------|----------|-----------|----------|----------|
| Certified Parent Support by School Staff | Item                                                                                                 | Quantity | Rate    | Days             | Hours | Weeks    | Certified | Type     | Total    |
|                                          | Parent Meeting Facilitators - Teachers will support parents during the trainings listed in the PFEP. | 3        | \$25.00 | 1                | 4     | 1        | Certified | Original | \$300.00 |
| Supplies                                 | Item                                                                                                 | Quantity | Rate    | Supply Type      |       | Type     | Total     |          |          |
|                                          | Ink (Black and colored) for parent information and PFEP training resources                           | 8        | \$54.00 | Technology       |       | Original | \$432.00  |          |          |
|                                          | Folders                                                                                              | 10       | \$40.00 | General Supplies |       | Original | \$400.00  |          |          |
|                                          | Reams of colored paper                                                                               | 20       | \$22.50 | General Supplies |       | Original | \$450.00  |          |          |

| Acct Description | Description    |          |         |                  |          |          |
|------------------|----------------|----------|---------|------------------|----------|----------|
|                  | Item           | Quantity | Rate    | Supply Type      | Type     | Total    |
|                  | Cases of paper | 20       | \$30.00 | General Supplies | Original | \$600.00 |

## Mission Statement

### 1. Mission Statement

Parents play a vital role in supporting their child’s education. SLAM’s faculty and staff will encourage active parent involvement by providing opportunities to participate in school advisory committees and decision-making processes, inviting families to attend parent meetings, events, and workshops, and offering opportunities to volunteer. Parents will also be provided with resources and strategies to support learning at home while the school continues to collaborate with families, community partners, and stakeholders to promote student success.

## 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                           |
| Anna Pierre       | Substitute Teacher                |
| Setridge Crawford | Teacher                           |
| Rosemila Augustin | Teacher                           |
| Jarious Smith     | Teacher                           |
| Amy Oloughlin     | Teacher                           |
| Angela Daniels    | Teacher                           |
| Rose Phanord      | Teacher                           |
| Valerie Zamarippa | Teacher                           |

| Name                 | Title   |
|----------------------|---------|
| Joshua Jean Baptiste | Teacher |
| Isreal Gosier        | Teacher |

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

Members representing all stakeholder groups are selected through invitations to participate in schoolwide meetings such as the Comprehensive Needs Assessment (CNA) meetings, School Advisory Council (SAC) meetings, and community outreach events. Participation is open to all stakeholders, and members are nominated or selected based on their interest, involvement in school initiatives, and willingness to represent the perspectives of the school community.

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 the development of the Schoolwide Plan through multiple meetings held throughout the school year. Input is gathered during quarterly SAC meetings, CNA meetings, the Title I Annual Meeting in the fall, parent meetings, and through feedback forms collected during Parent University Nights beginning in October. Meetings are scheduled at varying times—including mornings, afternoons, and evenings—and offered both in person and virtually to ensure all families have opportunities to participate.

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

Stakeholders provide input on the use of Title I funding through the Title I Annual Meeting, Spring Stakeholder Meetings, SAC committee meetings, and Parent University feedback forms and evaluations. The feedback gathered from these opportunities helps guide decisions on programs, resources, and activities designed to strengthen parent engagement and support improved student achievement.

| Name             | Title               |
|------------------|---------------------|
| Maria Piedrahita | Principal           |
| Deanne Chambers  | Assistant Principal |

# Annual Parent Meeting

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

Date: October 7th, 2026 Location: Cafeteria 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.).

ALMA Notifications, 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

Effective Family Communication and Engagement Strategies

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

Staff will learn strategies for building strong partnerships with families through consistent communication, sharing student progress data, and providing families with practical ways to support learning at home. Teachers will also learn how to effectively communicate academic expectations, discuss FAST assessment results, and provide guidance on how families can support their child's success.

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

This training will strengthen communication between teachers and families and help parents feel more informed and involved in their child's education. As a result, families will have a clearer understanding of academic expectations and will be better equipped to support student learning at home.

- What will teachers submit as evidence of implementation?

Teachers will submit documentation of parent communication such as newsletters, parent contact logs, conference notes, or examples of resources shared with families that support student learning.

- Month of Training

September

- Responsible Person(s)

Deanne Chambers

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Supporting Families in Understanding Student Data and Academic Progress

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

Staff will learn how to effectively share and explain student academic data with families, including FAST assessment results and classroom progress monitoring data. Teachers will develop strategies for guiding families on how to support goal setting, monitor progress, and reinforce learning at home.

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

This training will help families better understand student performance and academic expectations, leading to stronger collaboration between parents and teachers. Increased understanding of student data will empower families to actively support their child's academic growth.

- What will teachers submit as evidence of implementation?

Teachers will submit examples of student data discussions with families, such as parent conference notes, shared progress reports, or documentation of goal-setting conversations with students and parents.

- Month of Training

January

- Responsible Person(s)

Deanne Chambers

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Understanding FAST and Supporting Student Success

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

Parents will learn how to understand FAST assessment reports, monitor their child's academic progress, and support reading and math skills at home. Families will also learn how to use school-supported digital platforms such as iReady and Progress Learning to reinforce grade-level skills.

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

Parents will review sample FAST score reports and practice identifying their child's strengths and areas for improvement. Staff will guide families through logging into student learning platforms and practicing how to monitor assignments and progress.

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

Parents will gain a better understanding of their child's academic performance and how to support learning at home. Increased parent awareness and monitoring of progress will support improved student achievement and readiness for state assessments.

- Date of Training

October

- Responsible Person(s)

Deanne Chambers

- Resources and Materials

Presentation slides, FAST sample reports, login guides for digital learning platforms, handouts with strategies for supporting learning at home, and parent feedback forms.

- Amount (e.g. \$10.00)

\$150.00

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Helping Your Child Strengthen Reading and Writing Skills

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

Parents will learn strategies to support reading comprehension, vocabulary development, and evidence-based writing at home. Families will also learn how to encourage daily reading and ask questions that strengthen critical thinking.

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

Parents will participate in guided reading activities using short passages and practice asking comprehension questions. Families will also practice helping students identify evidence in text and summarize key ideas.

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

Students will benefit from increased reading practice and support at home, leading to improved comprehension, stronger writing responses, and better performance on ELA assessments

- Date of Training

January

- Responsible Person(s)

Deanne Chambers

- Resources and Materials

Reading passages, question stems for parents, writing graphic organizers, presentation slides, and parent resource guides.

- Amount (e.g. \$10.00)

\$150.00

## 5. Parent and Family Capacity Building Training #3

- **Name of Training**

Supporting Math Problem Solving at Home

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

Parents will learn strategies to help students approach multi-step math problems, practice math facts, and build confidence in problem solving. Families will also learn how to support their child's use of school digital programs such as iReady and Progress Learning.

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

Parents will work through sample math problems with teachers and practice using strategies such as breaking down problems, checking work, and discussing mathematical reasoning with their child.

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

Students will develop stronger problem-solving skills and confidence in math through increased support and practice at home, leading to improved performance on classroom assessments and state tests.

- **Date of Training**

February

- **Responsible Person(s)**

Deanne Chambers

- **Resources and Materials**

Math practice packets, problem-solving strategy guides, presentation slides, digital platform login instructions, and parent feedback forms.

- Amount (e.g. \$10.00)

\$150.00

## 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 supports students and families experiencing homelessness by ensuring they have access to educational resources and support services. The program assists families by connecting them with community resources, providing referrals for essential services, and helping ensure students maintain stability and access to school.

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

Student housing questionnaires, program informational flyers, and documentation shared during the 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 works with schools and families to promote a safe learning environment. Through tools such as the FortifyFL reporting system and safety awareness initiatives, families are encouraged to report concerns and stay informed about school safety procedures and resources.

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

School website announcements, parent communication through emails or notifications, informational materials explaining how to access and use safety reporting tools.

- Frequency

Quarterly/ and or as needed

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

- Name of Agency

IDEA

- Describe how agency/organization supports families.

IDEA programs support students with disabilities by ensuring families receive guidance, resources, and strategies to help meet their child's educational needs. Families collaborate with school staff to develop and monitor Individualized Education Programs (IEPs) that support student success both at school and at home.

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

Parent communication logs, IEP meeting documentation, support facilitation records, and student progress 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 families with timely information about Title I programs, meetings, and activities through multiple communication methods including the school newsletter, website announcements, emails, text messages, and take-home flyers. Information about Title I services such as tutoring, parent trainings, and academic support programs will be shared during the Title I Annual Meeting and other parent events. All communications and meetings will be provided in a language and format that parents can understand, including translation services and bilingual documents when needed.

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

Push notifications and emails in multiple languages, parent invitations and flyers, and school newsletters.

- **Description**

The school will provide parents with information about the curriculum, Florida B.E.S.T. Standards, grade-level expectations, and academic programs through events such as Open House, parent-teacher conferences, Parent University sessions, and other school meetings. Teachers will review student progress monitoring data and discuss academic expectations with families during conferences and data chats. Information about the student progression plan and requirements for academic success will also be shared with parents.

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

Parent conference notes, progress reports, school communications, and push notifications.

- **Description**

The school will inform families about the assessments used to measure student progress and achievement of state academic standards. Information about FAST, progress monitoring assessments, and classroom assessments will be shared during Parent University meetings, parent-teacher conferences, and school data chats. Teachers will explain how assessment data is used to monitor student growth and guide instruction.

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

Testing calendars, Parent University presentations, and parent meeting invitations.

- **Description**

Parents will be informed about opportunities to participate in school decision-making through meetings such as the Title I Annual Meeting, Parent Input Meetings, Parent University sessions, and School Advisory Council (SAC) meetings. These meetings provide families with opportunities to share feedback, ask questions, and contribute to discussions about programs and initiatives that support student learning.

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

Parent meeting flyers, Title I Annual Meeting agendas and minutes, and SAC meeting documentation.

- Description

SLAM Palm Beach Middle will offer meetings, trainings, and parent engagement events at flexible times to increase family participation. Meetings may be scheduled before school, during school hours, after school, or in the evening, and may be offered in person or virtually. The school will also provide accommodations such as translation services, accessibility supports, and other resources to reduce barriers and ensure families can participate.

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

Parent meeting invitations showing varied meeting times, virtual meeting attendance logs, and parent-teacher conference documentation.

## 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

SLAM Palm Beach Middle will ensure that families with limited English proficiency receive information in a language they can understand. School communications such as letters, agendas, flyers, and website announcements will be provided in multiple languages whenever possible. Translation services will be available during school meetings and events, and bilingual staff will assist families with accessing important online resources such as the FAST portal and other academic platforms. Additional support will be provided through the Parent Resource Center and during parent meetings to ensure families fully understand school programs and student progress.

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

Text messages and emails in multiple languages, bilingual parent meeting invitations and flyers, and documentation of support provided through ELL staff or translators.

- Description

The school will work to ensure that parent engagement opportunities are accessible to families with disabilities. Families will be surveyed to determine any accommodations needed for meetings or events. The school campus is equipped with accessibility features such as ramps, elevators, presentation screens, and sound systems to support families with mobility or hearing needs. Meetings may be offered in person, virtually, or individually when necessary, and materials can be provided in alternative formats such as large print upon request.

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

Parent meeting flyers indicating available accommodations, parent communication emails, and meeting agendas or sign-in sheets.

- Description

The school will ensure that families engaged in migratory work receive timely information about school programs and events through multilingual communication methods including text messages, emails, school newsletters, and website updates. Flexible meeting options, including virtual and in-person meetings, will be offered to accommodate family schedules. Families will also have the option to schedule individual meetings with school staff when needed.

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

Parent invitations, flyers, emails, and text message communications showing flexible meeting options and schedules.

- Description

SLAM Palm Beach Middle will provide additional support to families experiencing homelessness by connecting them with resources through the McKinney-Vento Program. Families may receive assistance such as school supplies, uniforms, and support for participation in school activities. The school will also help connect families with community services and provide information about available supports to help reduce barriers to student participation and family engagement.

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

McKinney-Vento program flyers, student housing questionnaires, and documentation of parent communication regarding available supports.

## 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 beyond academic subject 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, providing a structure that helps students be responsible, motivated, and engaged in instructional tasks. We also implement a PBIS system using Agavex to communicate with parents. Our school-wide positive behavior universal guidelines, the "3 R's"—Responsible, Respectful, and Ready to Learn—are evident throughout the school. Positive praise and classroom incentives are used to reinforce positive behavior. WIN (What I Need) periods are used to implement monthly social-emotional lessons that help students build character and foster strong study habits. Our mental health counselors provide Tier 1, Tier 2, and Tier 3 support for students to promote healthy habits, anger management, and effective coping skills.

# SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem-Solving Model to conduct all meetings. Through the utilization of data analysis, formative and summative assessments, and collaboration, the team identifies students who need additional academic and/or behavioral support at the supplemental or intensive level. An intervention plan is developed using PBCSD Form 2284, which identifies the student's specific areas of deficiency and appropriate research-based interventions to address those needs. The team works diligently to ensure that the necessary resources are available and that interventions are implemented with fidelity for Tier 2 and Tier 3 students. All students receiving interventions are progress monitored using EasyCBM and FastBridge. Each case is assigned a case liaison to support the interventionist and ensure that interventions are implemented appropriately. Parents are informed of their child's response to intervention through letters sent home and parent conferences. Administration and teachers practice shared decision-making to ensure the needs of all students are addressed through 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 academic data and behavioral concerns are analyzed and discussed. Students are tiered according to identified academic and behavioral needs. Tier 1 Implementation Tier 1 instruction is provided within the classroom and focuses on explicit and systematic instruction. Instruction is aligned to grade-level, subject-area, and behavioral standards and incorporates effective whole-group and small-group instruction aligned with the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons utilizing HMH StudySync, students participate in the Achieve3000 Literacy program, i-Ready Reading and Math instruction, and IXL Skills Practice for mathematics. To support a positive and productive learning environment, students are expected to adhere to the school's "3 R's" expectations: Responsible, Respectful, and Ready to Learn. Tier 2 Implementation In addition to Tier 1 core instruction, identified students receive an additional 30 minutes of targeted intervention three times per week. Interventions are focused on specific academic and/or behavioral skills that may pose a barrier to student learning and academic acceleration. Student-centered data are used to identify groups of students who share similar academic and/or behavioral needs. Progress monitoring data are reviewed regularly to determine the effectiveness of the intervention and whether adjustments are needed. Tier 3 Implementation Tier 3 services are designed to address the needs of students who are experiencing significant academic and/or behavioral difficulties and who have demonstrated limited response to Tier 1 and Tier 2 interventions. These students receive targeted intervention for 30 minutes daily, five days per week, in the specific area of need identified by the SBT. Progress monitoring is conducted consistently to evaluate student response and determine the next appropriate level of support.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

It is our priority to maintain high expectations while providing all students with a well-rounded education. We provide a comprehensive academic experience where students are exposed to a variety of courses throughout the school day, including 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 students opportunities to explore areas such as sports medicine, sports management, and sports leadership. Within the Sports Medicine track, students have the opportunity to take science courses such as Anatomy and Physiology. Throughout the school day, students also participate in ongoing novel studies, hands-on project-based learning, and social skills activities that help them develop not only the academic skills necessary to succeed in the 21st century, but also the social skills needed to excel. After school, we provide students with additional opportunities to participate in sports teams, clubs, and music ensembles. These activities include, but are not limited to, Fashion Club, Student Government Association, football, basketball, baseball, concert band, chorus, gaming club, cheerleading, and other student leadership opportunities. The master schedule is created after conducting a master board analysis, utilizing Agavex which focuses on the specific needs of students in general education, ESE, ELL, RTI, and AMP (Advanced Math Placement). AMP begins in 7th grade with Algebra and provides acceleration and enrichment in mathematics 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 student data is also reviewed when developing the master schedule and making course placements. This includes IEP and ELL plans, SBT referrals and intervention plans, as well as assessment data from FAST, RRR, IXL, and Achieve 3000. Teacher recommendations are also taken into consideration when placing students into homerooms and specific courses, including 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% in reading and mathematics. Students who scored a Level 1 or Level 2 on FSA Mathematics and Reading are enrolled in intensive math and/or reading courses designed to bridge learning gaps and provide targeted instruction focused on specific skills.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

The nucleus of our curriculum is focused on preparing students for careers in the workforce, specifically, but not limited to, Sports, Leadership, and Management. Our curriculum has been constructed by our teachers to include hands-on skills, real-world experiences, and opportunities that prepare students for post-secondary education and the workforce. Through our Sports, Leadership, and Management course tracks, students are exposed to areas such as sports medicine, sports management, sports leadership, and related career pathways. These experiences allow students to make connections between what they are learning in the classroom and how those skills can be applied in college, careers, and their communities. We also provide accelerated courses and advanced academic opportunities to ensure that students are appropriately challenged and have opportunities to reach their full potential. Our goal is to ensure that students are not only academically prepared for their next level of education but also develop the communication, collaboration, critical thinking, problem-solving, leadership, and other skills necessary to be successful in the workforce. Guest speakers are invited to our campus to educate students about various occupations, career pathways, and the steps necessary to accomplish their goals. These opportunities allow students to learn directly from professionals and gain a better understanding of the education, skills, and experiences needed to pursue different careers. School-wide, we are committed to building college and career awareness and creating a culture in which students see college and career preparation as an integral part of their educational experience. This includes displays throughout the school highlighting staff members' alma maters and educational pathways. Additionally, our guidance program provides college and career awareness opportunities through Career Day/Week, guest speakers, potential college campus visits, and collaboration with community volunteers who speak with students about various programs and opportunities. Students are exposed to information about college majors, sports teams, career pathways, technical programs, and other post-secondary opportunities. The school's curriculum also embeds career planning and research to further prepare students for college and careers. Students participate in project-based learning activities that provide opportunities to apply content knowledge to real-world situations while developing global and local skills. These experiences encourage students to collaborate, communicate effectively, think critically, solve problems, and take ownership of their learning. Through these opportunities, students are able to understand the connection between their academic success and their future goals. SLAM! Palm Beach is also dedicated to providing students with opportunities for advanced coursework and acceleration. We offer Dual Enrollment and the Cambridge Program for students who meet the qualifications. Qualified middle school students may begin participating in Dual Enrollment through Palm Beach State College and Doral College, providing them with an opportunity to earn college credit while still in middle or high school. In addition, qualified students have the opportunity to take online courses through Somerset Virtual Academy to accelerate their high school credits. These opportunities support college preparedness and allow students to explore technical and specialized courses beyond the school's current course offerings. Overall, our goal is to provide students with a well-rounded educational experience that prepares them for success beyond high school. Through rigorous academics, career-focused courses, hands-on learning, advanced coursework, project-based learning, and meaningful exposure to colleges and careers, we strive to ensure that students graduate with the knowledge, skills, confidence, and experiences necessary to successfully pursue their post-secondary goals.

## 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 a best practice that is intricately interwoven to support teacher pedagogy and effectiveness. Our professional development is based on teacher observations, classroom walk-throughs, student needs, and feedback from our teachers. We also ask teachers to identify areas in which they would like additional support or professional learning. This allows us to provide professional development that is meaningful, relevant, and responsive to the needs of our teachers and students. Through ongoing classroom walk-throughs and observations, we are also able to identify areas of strength as well as opportunities for growth and improvement. Our staff has dedicated time each week to meet with instructional coaches in the core content areas to review best practices, discuss instructional strategies, and reflect on classroom practices. We have also incorporated dedicated time within the employee schedule for PLC meetings, planning, and professional development. This time provides teachers with opportunities to analyze student data, plan instruction, review effective practices, and participate in professional learning that directly supports classroom instruction. Our instructional curriculum coaches for Mathematics and Science and English Language Arts support individual teachers by providing professional growth feedback based on formal and informal observations and through the implementation of the coaching cycle. Teachers receive support through a variety of coaching techniques, including lesson modeling, co-teaching, co-planning, classroom support, and reflective feedback. Co-planning is available across all departments to ensure that instruction is aligned to standards, student needs, and school-wide expectations. We have also implemented a mentoring program for our new teachers to provide ongoing support as they transition into the school environment. Additional opportunities include peer observations, classroom walk-throughs, collaborative planning, and an open-door policy that encourages teachers to seek support when needed. These structures provide teachers with opportunities to learn from one another, share effective practices, and continuously improve their instructional practices. Our teachers also participate in required professional learning opportunities, including Title IX courses provided through the district. We provide individualized professional development to meet the needs of all our teachers and support continued professional growth. Our goal is to ensure that teachers feel supported and equipped with the knowledge, resources, and instructional strategies necessary to provide effective instruction and meet the diverse needs of all students.

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

One of our goals as a school is to recruit and retain the best and brightest educators. In order to accomplish this, we attend and host career fairs throughout the area at colleges, universities, and other venues. We also advertise available positions on websites such as Teachers-Teachers and Indeed. In addition, we use banners and signs at our school site, and all available positions are posted on our school website. These recruitment efforts allow us to reach qualified educators who are interested in becoming part of our school community. To retain effective educators, we utilize a variety of strategies designed to support and recognize our staff. Our compensation is comparable to the district, and we offer supplements and teacher recognition incentives. We also provide ongoing professional development, feedback, and evaluation through our evaluation process. Team-building workshops, opportunities for professional growth, and an open-door policy of support help create a positive work environment where teachers feel valued and supported. Our goal is to build a strong school culture that encourages staff members to remain committed to our school and our students. In addition, our new teachers are supported through a mentor program based on their individual needs, observations, and areas for growth. The program provides targeted professional development in areas such as classroom management, instructional delivery, lesson planning, and other essential instructional practices. New teachers are paired with a mentor teacher who provides guidance, support, and feedback throughout the school year. The mentor serves as an instructional resource and professional development liaison, helping new teachers become familiar with school expectations, strengthen their instructional practices, and successfully transition into our school community. Through these recruitment, retention, mentoring, and professional growth opportunities, we strive to create an environment where educators feel supported, appreciated, and empowered to grow professionally while providing the highest level of instruction and support to our students.