SLAM!
FOUNDATION

Strategic Business Plan
2018 – 2023

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About Us

The SLAM Foundation is a non-profit educational organization representing 12 public charter schools across campuses serving students in grades K-12. The Foundation was established in 2015 to support the expansion of SLAM charter schools in underrepresented communities throughout the nation. We currently serve 6,952 students across campuses in Florida, Nevada, and Georgia. We employee over 600 individuals of diverse backgrounds who believe in our purpose and are motivated to work in a team-based environment where students come first.

Our purpose is to advance learning opportunities for children from all walks of life through a national network of SLAM schools that prepare students for college and industry careers beyond college. Our vision is to position students for future success in a global job market, equip them with the skills to pursue their passions and develop their character to make a positive impact on society.

The SLAM Foundation provides the corporate structure for schools throughout the country to operate under the SLAM brand while serving the needs of their local communities. The Foundation is the parent member of individual non-profit corporations in various states which operate SLAM charter schools in accordance with the laws and requirements of each district/state sponsor. Among many of its corporate functions, the SLAM Foundation:

- Recruits and retains outstanding educators and school leaders who are passionate about transforming education norms in order to best serve students
- Supports school leaders and local entities in the opening and operation of SLAM schools that serve their communities
- Supports the development, research-based validation, and implementation of SLAM's curriculum
- Secures partnerships with local and national organizations and sports franchises in order to prepare students to be successful in college and careers beyond
- Facilitates access to the network of SLAM educators, mentors and resources through a collaborative management systems approach

Under this structure, SLAM schools carry out their mission of preparing students for post-secondary careers through innovative educational programs and experiential learning.   SLAM engages students in:

Sports-infused lessons that develop
Lifelong learners who persistently pursue
Academic and personal excellence and are
Motivated to become world changers.

Governance and Management

SLAM Foundation, Inc. is non-profit corporation with a volunteer governing board. This governing board is the policy-making body responsible for the affairs and management of the corporation. Each SLAM school operates under the local SLAM Inc. — the non-profit entity in its respective district or state (e.g.

SLAM Florida, Inc. or SLAM Nevada, Inc.). These entities oversees the operation of the local schools in that district/state.
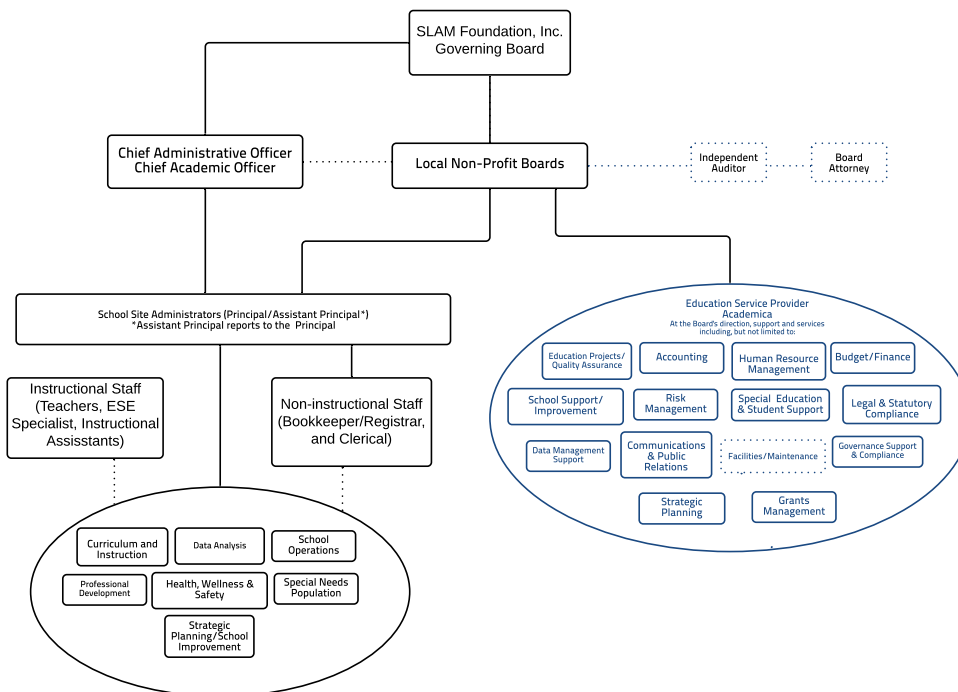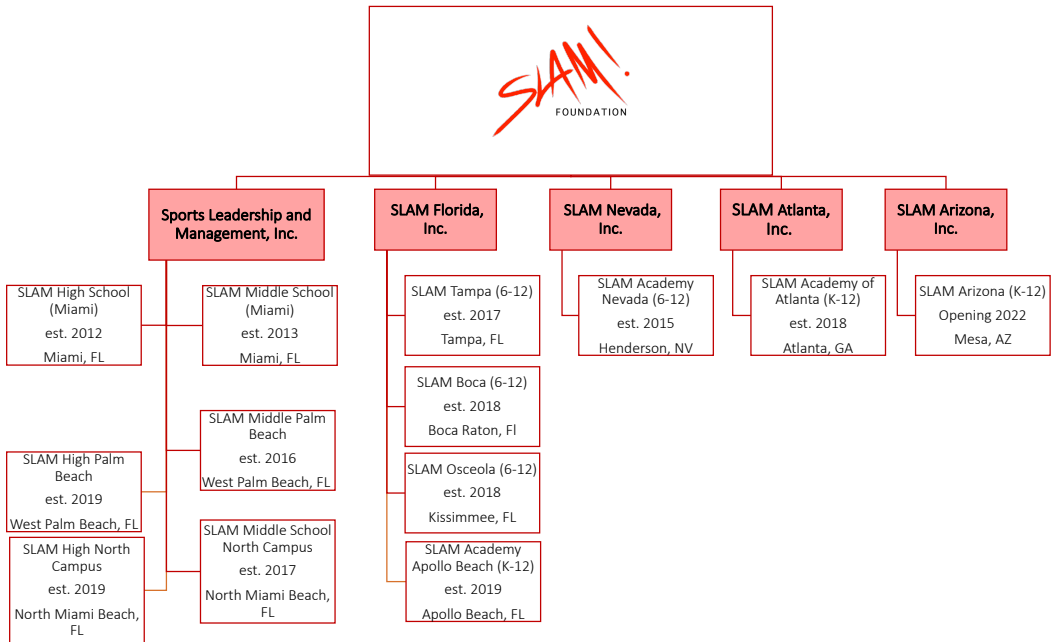
Governing Board

The Board of Directors is comprised of community members who possess the expertise in areas of business, education, law, school management and governance to effectively manage the corporation. These professionals are responsible for establishing policies consistent with the schools' mission. They ensure that the schools' educational programs and operations follow all statutory and regulatory requirements. Below is a brief overview of each member's background and contribution through service as a board member.

Rene F. Ruiz, Esq.
Governing Board Chair and President

Rene Ruiz co-founded Sports Leadership Arts and Management Academy Charter School in Miami.
He serves as the corporation's board chair and president. As such, he helps direct the schools' growing list of corporate partnerships and supports SLAM's of its successful model throughout the country.

Mr. Ruiz is a shareholder at the law firm of Stearns Weaver Miller, and is a member of the firm's Board of Directors. Mr. Ruiz has been honing his craft as a labor and employment attorney in Miami since his admission to the Florida Bar in 2001, at the age of 23.

While in law school, Rene interned with the Honorable Stephen T. Brown and the Honorable Ted E. Bandstra in the United States District Court for the Southern District of Florida. Rene also served on the Editorial Board of the University of Miami Law Review.

In 2007, Mr. Ruiz was first included in *The Best Lawyers in America* as an associate lawyer (one of the very few attorneys to do so in the history of the prestigious publication). The following year, he was voted into partnership at the age of 30.

Mr. Ruiz partners with private and public sector employers to formulate winning strategies for achieving effective labor relations and other business goals. He also litigates wage and hour disputes, discrimination, retaliation, whistleblower and harassment cases, and matters arising under Title III of the Americans with Disabilities Act.

Joseph A. "Tony" Mesa, III, Esq.
Governing Board Vice Chair and Vice President

Joseph A. "Tony" Mesa III is the founder and managing member of Mesa Law Firm in Miami, Florida. Mr. Mesa attended Georgetown University Law Center in Washington D.C., and earned his Juris Doctorate in 2002. Prior to attending Georgetown, he attended Florida International University where he graduated magna cum laude with a Bachelor of Arts in Political Science and was a graduate of the university's Honors College.

Following graduation from Georgetown, Tony worked as an associate in the litigation and trial practice of one of these firms where he gained extensive experience in the area of complex commercial litigation. After several years in practice at this prominent firm, Tony founded Mesa Law Firm. Although he still handles

select commercial matters, Mr. Mesa now concentrates his practice on personal injury and wrongful death litigation. Tony has achieved many notable victories for his clients.

Mr. Mesa has been selected for inclusion as a "Rising Star" by Florida Super Lawyers from 2011 – 2017. No more than 2.5% of lawyers in Florida are named to this list. He has also been selected for inclusion as a Florida Legal Elite by Florida Trend Magazine from 2010 – 2020 (as an "Up & Comer" from 2010 – 2013 and as a "Legal Elite" from 2014 – 2020). Further, Mr. Mesa. is rated "AV Preeminent" by the prestigious publication Martindale-Hubbell, the highest rating available for legal ability and professional ethics.

Throughout his professional career, Mr. Mesa has always placed great importance on community involvement. From his service on the United Way of Miami Dade Board of Trustees and as a United Way of Miami-Dade Young Leader, to his pro bono legal services for Habitat for Humanity, he has made community work part of his mission.

Mr. Mesa considers some of his most important community involvement to be his work as Vice President and Vice Chairman of the Board of Directors for SLAM. As a result of his work and dedication, SLAM has been able to expand throughout the country.

Alina Riveron Lopez
Governing Board Member and Secretary

Alina Riveron Lopez has been in the field of Education since 1999. She holds a B.A. from Florida International University in Psychology, M.S. from Nova Southeastern University in Elementary Education and an Educational Leadership Certificate from Florida International University. She began her teaching career as an Elementary teacher at Doral Academy Charter School in 1999. She taught for seven years in the public charter school system prior to her first administrative position at Mater Academy East Charter School as an Assistant Principal. While an administrator at Mater Academy East, Ms. Lopez also received her first appointment as Principal of Theodore R. & Thelma A. Gibson Charter School in 2007. In the 2007-2008 school year, she assisted in opening Mater Academy East Charter High School and transitioned from an elementary administrator to a middle and high school administrator. Later in 2009, she had the opportunity to return to Doral Academy Charter Middle and High School, where she had started her teaching career, as an assistant principal.

In 2011, Ms. Lopez was named Principal of Doral Academy of Technology (DAT). During her tenure, she helped develop and implement an innovative and challenging curriculum which focused on science, technology, engineering and mathematics (STEM). The program included advanced and pre-AP courses in the core and content areas and electives in computer engineering, computer programming, robotics, and video game design. The students competed and placed State and National math and science competitions like Future City and First Lego League. In the 2011-2012 school year, Doral Academy of Technology was ranked the top performing middle school in the State of Florida and has continued to be one of the top performing schools in Florida.

In 2015, Ms. Lopez was named principal of Somerset South Homestead, a charter school in Florida serving student in grades 6-12. By 2019 she was responsible for the program's expansion to three additional charter

schools in Homestead. She is experienced in building a school culture where teachers and staff believe that every individual student is unique and can attain academic success. As a highly effective school leader, Ms. Lopez contributes her expertise in the areas of budgeting, marketing, curriculum and school operations. Serving on the SLAM local school's boards since its inception, Ms. Lopez is a board member who understands the unique needs of the communities SLAM serves.

Lead Staff

Millie Sanchez
Chief Administrative Officer

Ms. Sanchez was one of the founders of the SLAM program and curriculum. She has been instrumental in the creation and expansion of the SLAM network —from one school in 2012 to over 12 charter schools in three states to date.

Prior to joining SLAM, Ms. Sanchez worked with over 25 non-profit charter school networks and assisted in the inception of 68 charter schools in Florida and across the nation.   As a firm believer in the need for choice in education, Ms. Sanchez founded the ACE Foundation in 2007. This non-profit organization provides financial and community-based support for charter schools students and families. From 2007 through 2015, she served as the foundation's executive director, creating initiatives to increase awareness of educational choice programs through the South Florida community.

Ms. Sanchez began her professional career in education in 1997 as an English teacher in one Miami's inner-city high schools. During her teaching career she served as a Parent Outreach Program Facilitator for Miami–Dade County Public Schools where she conducted educational seminars for immigrant parents and allocated community resources for low-income families throughout Dade County. She was also a consultant in the development of the 1999-2000 English Through ESOL Curriculum Based Competencies for Miami-Dade County Public Schools. In 2001 she went on to become the Director of Student Activities at Miami Beach Senior High School, where she managed instructional and community initiates for over 2,000 students. Two years later, she was recruited to Mater Academy Charter Middle/High School to start and oversee activities and Advanced Placement English programs. In 2010, she went on to support a turn-around charter school in Los Angeles, CA, serving as the school's principal.   Her experiences in both traditional and choice programs laid the foundation for almost two decades of work in supporting the advocacy and expansion of charter schools throughout the nation.

Alex Tamargo
SLAM Founding Principal
Chief Academic Officer

Mr. Alex Tamargo has served in the field of education for over 22 years. Throughout his tenure, Mr. Tamargo worked as a sixth-grade classroom teacher, a high school English teacher, a baseball coach, a charter school principal, and SLAM's Chief Academic Officer.

Mr. Tamargo began his teaching career in 1997, shortly after earning a Bachelor Degree in English Literature and a Minor in Secondary Education from the University of Miami. Later, he pursued graduate studies and earned his Master's Degree in Educational Leadership in 2001.

In 2004, Mr. Tamargo was selected to be the principal of Academy of Arts and Minds, a charter high school in downtown Miami. He opened the school with 70 students its first year and rapidly grew it to 375 students. Under his direction, the school also increased in academic rigor and financial stability within its first three years of operation. In its fourth year, Arts and Minds became an A rated school in Florida.

In 2008, Mr. Tamargo accepted a position as Principal of Mater Academy East Charter Middle-High School. He opened the new facility in Little Havana, a poverty-stricken urban community. The school's population grew steadily by over 100 students each year and reached a maximum capacity of 980 students.

Under Mr. Tamargo's leadership, Mater Academy East moved from arch" to an "A" rating under Florida's School Accountability Grading System. The school has raised the bar academically by offering Advanced Placement and Dual enrollment courses for students who lacked access to these options in neighboring schools. As a result, this Title I school graduated 88% of "At Risk" students in 2012, despite serving a population (79% Minority and 90% economically disadvantaged) statistically expected to underperform. The school was the National Gold Medalist for College Readiness by *Newsweek* and *US World Report* and was also the first charter school in the nation to be acclaimed an Academy of Finance from the National Academy Foundation.

Mr. Tamargo has been instrumental in the planning, inception, and implementation of SLAM charter schools. As the Chief Academic Officer and founding principal of SLAM, through his experience, passion and commitment, Mr. Tamargo continues the work of decreasing the achievement gap for minority and disadvantaged students across the country.

School Leadership - (Principals Leadership Coalition)

School principals are hired by each local board under guidance from the SLAM Foundation. Each principal is responsible for all aspects of day-to-day administration of their school within the scope of the board's operating policy and in compliance with all district, state, and federal guidelines. Principals make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principals report to the local board on the school's operations and finances as well as to the SLAM Foundation board.

Each school principal forms part of the Coalition of Principals. This professional learning community meets monthly to share best practices, progress monitor data, design professional development activities, and cohesively align curriculum and instruction among all school sites. The corporation also organizes leadership gatherings, conferences and coalition meetings for school leaders and board members to come together to discuss their needs and share ideas and strategize how to address those needs and share best practices that have already proven successful.

Principal Leadership Coalition 21-22

	School	City/State	Principal Name
Miami Dade	**SLAM Middle**	Miami, FL	Rey Breto
	SLAM High		
	SLAM Middle North	North Miami Beach, FL	Eddie Gorriz
	Slam High North		
Palm Beach	**SLAM Palm Beach Middle**	West Palm Beach, FL	Clint Duvo
	SLAM Palm Beach High		
	SLAM Boca	Boca Raton, FL	Matthew Bieule
Hillsborough	**SLAM Tampa**	Tampa, FL	Brett Kushner
	SLAM Apollo	Apollo Beach, FL	Meredith Williamson
Osceola	**SLAM Osceola**	Kissimmee, FL	Monique Machado
Nevada	**SLAM Nevada**	Henderson, NV	Dan Triana
Atlanta	**SLAM Atlanta**	Atlanta, GA	Keesa Addison

Management Support Services

The local schools contract with Academica, an educational service and support provider (ESP). The ESP is hired by the Board of the school to perform specific duties, at the discretion of the Board. Academica provides "back office" support and independent accountability for the Board. They support each school through teams with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance.

Both the ESP and the principal report to the Governing Board, which has the ultimate authority to hire and fire them. The ESP, at the direction of the Governing Board, provides support and guidance to principals. The ESP does not sign off on annual performance evaluations for principals or staff.

Academica's support services include: assistance with facilities design, staffing recommendations and human resource coordination, curriculum development, research and data updating, sponsor relations and

reporting, program marketing, and bookkeeping, budgeting, and financial forecasting, provided to the Governing Board for its oversight and approval.

Although all SLAM schools share in the vision and mission of the corporation, each campus offers unique and enriching programs tailored to the communities the schools serve. This formula, along with the support and services provided by Academica, allows SLAM to deliver a high-quality public education, giving students of all levels the roadmap toward successful careers.

Who We Serve

SLAM schools are open to all students, regardless of academic, socioeconomic background, race, gender disability or ethnicity. The organization currently serves 6,952 students across grades K-12. Collectively, the student population is 89% minority (66% Hispanic, 19% Black, 1% Asian, 3% Other). Seventeen percent (17%) of students are English Learners and eleven percent (11%) represent students with disabilities. Seventy-eight percent (74%) of the student population receive free and/or reduced-price (FRL) lunch—a measure of poverty. Most of our schools are in high-need inner city neighborhoods. Ten of our twelve schools qualify for Title I federal funding due to serving a significant percentage of children of low-income households. Overall, the student population of each school mirrors the local community.

2021-22 Student Demographics by School

SCHOOL	LOCATION	ENROLLMENT	% FRL	% ELL	% SWD	% MINORITY	Race / Ethnicity				
							% White	% Hispanic	% Black	% Asian	% two or more races
SLAM Middle (Miami)	Miami-Dade, FL	995	98%	20%	12%	98%	2%	85%	12%	0%	1%
SLAM High (Miami)	Miami-Dade, FL	872	96%	14%	9%	98%	2%	90%	7%	1%	0%
SLAM Middle North	North Miami Beach, FL	246	85%	23%	12%	97%	3%	64%	33%	0%	0%
SLAM High North	North Miami Beach, FL	196	87%	24%	11%	97%	3%	77%	19%	1%	0%
SLAM Boca	Boca Raton, FL	829	52%	27%	10%	74%	31%	54%	12%	1%	2%
SLAM Middle Palm Beach	Palm Beach, FL	358	87%	36%	17%	89%	11%	73%	13%	1%	2%
SLAM High Palm Beach	Palm Beach, FL	284	75%	15%	15%	90%	11%	70%	16%	1%	2%
SLAM Tampa Elementary	Tampa, FL	20	45%	5%	5%	90%	10%	80%	0%	0%	10%
SLAM Tampa Middle High	Tampa, FL	352	67%	6%%	21%%	83%	17%	73%	9%	0%	1%
SLAM at Apollo Beach	Apollo Beach, FL	917	54%	7%	18%	67%	33%	39%	17%	7%	3%
SLAM Osceola	Kissimmee, FL	144	80%	20%	8%	90%	8%	86%	6%	0%	0%
SLAM Atlanta	Atlanta, GA	90	75%	0%	6%	100%	0%	8%	91%	0%	1%
SLAM Nevada	Henderson, NV	1649	58%	10%	11%	85%	15%	57%	12%	3%	13%
NETWORK		**6952**	**74%**	**17%**	**11%**	**89%**	**11%**	**66%**	**19%**	**1%**	**3%**

As a part of the local community, each SLAM school provides programs and services to meet the physical, social, and academic needs of its student population. We know that when the most basic needs are not being met students cannot be successful in school. SLAM works with local agencies to ensure that our students' basic needs are met (nutrition, health, vision, etc.). SLAM, for example, is working with National Vision, one of the largest optical retailers in the U.S, to provide free screenings, eye exams, and eyeglasses to underserved students and families at SLAM schools.

As an educational institution, SLAM understands that education is the key to disrupt poverty. Accordingly, the schools focus on educating families living in poverty on the programs and services available to them

within the local community. By equipping and informing parents on their educational options, the schools are opening educational pathways for their student population.

The schools offer programs to help educate parents on how best to support their child(ren) while navigating difficult circumstances or to simply provide them with resources in the local community. Parent Academy classes (in the evenings and on weekends) focus directly on the needs of the community. For example, SLAM Miami offers free night school classes for parents to learn English because this is a particular need in the neighborhood. The school is also open to the community in the evenings and on Saturdays providing access to both students and families to computer lab and internet services. This is particularly important for homeless students or those who may not be able to afford internet at home.

Philosophy and Core Values

At SLAM, we believe in: (1) Setting rigorous expectations for all; (2) Providing relevant and meaningful learning opportunities; (3) Engaging students in the learning process by leveraging their love of sports; and, (4) Providing opportunities for genuine relationships among students, teachers, families, and the community.

Our core values are founded on: (1) Equity; (2) Innovation; (3) Teamwork; and (4) Communication. We aim to create a culture of "teamwork" amongst all stakeholders in an environment where students are inspired to learn, teachers are empowered to teach and parents and families are an active part of the school community. The system employs the following initiatives which uphold a system-wide culture that promotes our core values in and out of the classroom:

1.Equity. SLAM provides a consistent standards-based curriculum for all students delivered through quality instruction, and high expectations for all in alignment with our mission. The content is rigorous and based on the expectation that all students can achieve high standards if given stimulating opportunities and differentiated instructional support.

To create a culture that is supportive of all students, the leadership places great emphasis on teacher training and support. Teachers are trained to use varying instructional strategies to address diverse learning styles so that all students can benefit from the curriculum, including students who enter the school below grade level. In planning for instruction, schools are expected to set high expectations for students and be mindful of the individual needs, interests and abilities of all students. The goal is to structure their classrooms, plan lessons, design learning activities and provide accommodations with the intention and purpose of meeting the needs of every student. Students with disabilities have equal access to the curriculum just as non-disabled peers. Beyond differentiated instructional strategies to meet the varying levels of our students, English learners have the same access to courses and instruction as English speakers.

2. Innovation. As part of our unique educational program, SLAM upholds a positive culture through the following innovations:

Engaging Curriculum: Our curriculum connects students, teachers, and families through a shared language and framework based on developing an academic mindset, social-emotional growth, character development, a positive school climate, and physical fitness. Research conducted by Gallup suggests that there is a direct correlation between student engagement and academic success.[2] According to a Gallup Student Poll, which surveyed over 900,000 nationally, in fifth grade, 75% of students feel involved in and enthusiastic about school, but by 11th grade, the same is true for only about one-third of students.[3] By leveraging students' love for sports, SLAM provides a rigorous standards-based curriculum that makes learning meaningful and relevant; ultimately increasing student-engagement.

Sports-Themed Program: Our schools integrate sports-related themes into a rigorous standards-based

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[2] *Gordon, G. (2006) Building engaged schools. Gallup Press.*
[3] *Gallup Inc., (2015) Gallup Student Poll Engaged Today—Ready for Tomorrow. http://www.gallup.com/services/189926/student-poll-2015-results.aspx.*

curriculum to create a learning environment that motivates, interests and engages students in learning. SLAM is not about playing sports, it is about connecting sports to the many industries and careers related to the sports industry.

Sports-themed programs have proven effective in making education relevant to student learning. Athletes have proven to be role models for many children who lack role models at home. According to *Diversity Inc.,* all but one professional sports league is comprised of at least 50% minority groups.[4] Providing positive role models and making learning relevant leads to increased student performance, increased graduation rates and helps to close the achievement gap.

SLAM partners with both collegiate and professional sports teams and related franchises in order to expose our students to the myriad of sports related careers that exist. These partnerships also pave the way for our students to establish positive relationships with community members leading to internships and future jobs.

Career Academies. At SLAM, we are proving that "career academies are the most durable and best-tested component of reform strategy to prepare students for college and careers."[5] While there is no single definition for career academies, there are three key elements that support their impact on student engagement at the high school level:

- small learning communities;
- college-preparatory curriculum with a career theme; and
- partnerships with employers.

SLAM students in grades 6 -12 prepare for post-secondary careers through academies in:
- Sports Medicine
- Sports Broadcasting
- Sports Marketing, Entertainment Arts and Management

Our career academies provide an avenue to a more supportive high school environment. They increase students' exposure to career awareness and work-based learning activities. Through our career academies, we increase overall school engagement and help students acquire the credentials they need to graduate and be prepared for post-secondary education and future careers.

3. Teamwork and Communication. We cultivate a positive culture for all stakeholders (students, teachers, parents and community) by:

Building Relationships: Educators and instructional leaders forge quality relationships with students and parents. Staff-student relationships influence everything—from the social climate to the individual performances of students. When students feel liked and respected by their teachers, and when parental involvement is encouraged, students will achieve success in school, academically and behaviorally.

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[4] *http://www.diversityinc.com/news/measure-diversity-one-u-s-pro-sport-meets/*
[5] *http://www.mdrc.org/publication/career-academies-impacts-student-engagement-and-performance-high-school*

Mentorship: Upperclassmen have opportunities to mentor lower grade students. The goal is to foster positive relationships and provide for a smooth transition from elementary and middle school to high school.

Teaching Essential Social Skills: Educators and instructional leaders are expected to teach appropriate social-emotional behaviors (e.g., how to share, how to listen to others, how to disagree respectfully). The goal is that students successfully explore adult roles such as employee, co-worker/colleague, and responsible citizen of a global community.

Building Consistency and Buy-In: Every classroom environment contributes to SLAM's culture. Each school develops consistent school rules and ways of defining and meeting student behavior. When students believe that the rules are equitable fair and consistently enforced, they are more likely to trust the process and uphold the rules.

We also foster an environment that allows educators to take ownership of the curriculum and make important pedagogical decisions. To do so, schools provide time for common planning for teachers by subject area/grade level in order to foster and strengthen communication and promote positive collegial relationships.

Serving as Role Models: At SLAM, students learn by observing just as they learn by doing. Observing the actions of others influences how students respond to their environment and cope with unfamiliar situations. Educators and instructional leaders are thereby held to the highest expectations for appropriate behavior and professionalism.

Teaching Problem-solving: Problems will always come up in and out of school. Students are much more likely to recognize and resolve conflicts appropriately when they are taught "how" to do so. Problem-solving can also be used retrospectively to help students make better decisions in the future. Educators and instructional leaders teach problem-solving skills throughout SLAM's curriculum to produce positive attitudes towards learning, encourage higher order thinking, flexibility, creativity and reinforce cooperation amongst peers.

Fostering Positive Parental and Community Involvement: Parental and community involvement is a fundamental aspect of our organization. Schools engage parents by encouraging them to be active participants in their children's education through volunteer opportunities at the school. Schools reach out to parents and the community through websites, social media accounts, monthly newsletters, and event calendars which are updated monthly to disseminate information and maintain open lines of communication. The schools also use workshops, parent meetings, open houses and email blasts to inform parents of involvement opportunities at the school throughout the school year.

The Educational Program

Elementary Program Focus

The focus of our program in grades K-5 is to develop a foundation for students to be able to think critically and apply knowledge across disciplines. Sports are used as the hook to engage students and develop their love for learning at an early age. Below are distinct programmatic and innovative components of our educational program.

SLAM-ified Lessons - SLAM educators are expected to "SLAM-ify" their lessons across grades K-12. Our teachers create thematic-based lessons and projects that connect the core subject to the real-world. For example, during a history lesson, a teacher may describe common terms used in sports such as football to relate to battle terms used in war (e.g., "in the trenches" or the "blitz"). In a geometry lesson, students may learn about angles by designing replicas of sports stadiums/arenas. In science, students may learn about friction by examining the effects of a ball or puck on different surfaces. In doing so, this enhances the relevance of the subject matter and allowing students to apply their knowledge across disciplines and in real world predictable and unpredictable situations.

K-5 Sports-Themed Scope & Sequence - A sports-themed scope and sequence supports interdisciplinary teaching by providing a vehicle for integrating content areas in a way that makes sense to children. It helps them make connections in order to transfer knowledge they learn and apply it in a meaningful way. For example, if the theme of the first quarter is "Teamwork and Tolerance," students will move through their day and expect to see that theme come up in all courses. A math teacher may use that theme to show how the x- and y- axis work together to form a slope. If one axis changes, the other will inevitably change. The science teacher may use this theme when doing a lesson on the components of the animal cell and the effects if one part of the cell is not functioning properly.

Secondary Program Focus

The secondary program (6-12) offers a career academy model that produces college-ready, career-bound graduates. Core subject matter (language arts, mathematics, science and social studies) is taught using sports-related themes in alignment with state standards.

6-12 CURRICULUM COURSES

LANGUAGE ARTS	MATHEMATICS CON'T	SCIENCE CON'T	WORLD LANGUAGE
M/J Lang Arts 6 (Level 1) Reg.	Financial Algebra (Math Level 1)	Environmental Science	Spanish 1 Non Speakers
M/J Lang Arts 6 (Level 2) Reg.	Algebra 1B (EOC)	Physics Honors	Spanish 2 Non Speakers
M/J Lang Arts 6 (Level 3) Reg.	Algebra 1A (B32)	**SOCIAL STUDIES**	Spanish 1 Speakers
M/J Lang Arts 6 (Level 4/5) Adv.	Algebra 1B Honors 9	M/J U.S. History (Level 1) Reg.	Spanish 2 Speakers
M/J Lang Arts 6 (Gifted)	Geometry Honors 9	M/J U.S. History (Level 2) Reg.	Spanish 3 Honors
Reading Enrichment 6	Algebra 2 Honors 9	M/J U.S. History (Level 3) Reg.	Spanish 4 Honors
M/J Lang Arts 7 (Level 1) Reg.	Geometry	M/J U.S. History (Level 4/5) Adv.	AP Spanish Language
M/J Lang Arts 7 (Level 2) Reg.	Geometry Honors 10	M/J U.S. History (Gifted)	AP Spanish Literature
M/J Lang Arts 7 (Level 3) Reg.	Algebra 2 Honors 10	World History 7 (ELA Level 1)	Italian 1
M/J Lang Arts 7 (Level 4/5) Adv.	Intensive Geometry (Semester 1) .5	M/J Civics (Level 2) Reg.	Italian 2
M/J Lang Arts 7 (Gifted)	Intensive Geometry (Semester 2) .5	M/J Civics (Level 3) Reg.	Italian 3 Honors
M/J Lang Arts 8 (Level 1) Reg.	Algebra 2	M/J Civics (Level 4/5) Adv.	Italian 4 Honors
M/J Lang Arts 8 (Level 2) Reg.	Algebra 2 Honors 11	M/J Civics (Gifted)	AP Italian
M/J Lang Arts 8 (Level 3) Reg.	Adv Topics Math	M/J World History (Level 1) Reg.	**ADDITIONAL ELECTIVES**
M/J Lang Arts 8 (Level 4/5) Adv.	Math for College Readiness	M/J World History (Level 2) Reg.	Creative Writing 11 (.5)
M/J Lang Arts 8 (Gifted)	Pre-Calculus Honors	M/J World History (Level 3) Reg.	SAT Verbal Prep Study Skills (.5)
English 9	Calculus Honors	M/J World History (Level 4/5) Adv.	Great Books (.5)
English Honors 9	**INTENSIVE READING & MATH**	M/J World History (Gifted)	Career Research & Decision (.5)
English 9 (Pre-AP Cohort)	M/J Intensive Reading 6 (Level 1)	M/J Civics 8	M/J Intro to Technology (.5)
English 10	M/J Intensive Reading 6 (Level 2)	World History	M/J Expl of Robotics Tech (.5)
English Honors 10	M/J Intensive Reading 7 (Level 1)	World History Honors	Office Aid Leadership Skills (.5)
English 10 (Pre-AP Cohort)	M/J Intensive Reading 7 (Level 2)	AP World History	Office Aid Leadership Skills (.5)
English 11	M/J Intensive Reading 8 (Level 1)	U.S History	Leadership- SGA
English Honors 11	M/J Intensive Reading 8 (Level 2)	U.S. History Honors	Communications Methodology (TM*)
English 12	Intensive Reading 9 (Level 1)	AP US History	**PHYSICAL EDUCATION**
English Honors 12	Intensive Reading 9 (Level 2)	American Government	M/J Comp PE GR 6 (Term 1) .5
A.P. English Lang	Intensive Reading 10 (Level 1)	Economics	M/J Comp PE GR 6 (Term 2) .5
A.P. English Lit	Intensive Reading 10 (Level 2)	Honors American Government	M/J Comp PE GR 7 (Term 1) .5
ESOL	Intensive Reading 11 (Semester 1)	Honors Economics	M/J Comp PE GR 7 (Term 2) .5
M/J LA-ESOL 6th (Levels 2-4)	Intensive Reading 11 (Semester 2)	AP American Government	M/J Comp PE GR 8 (Term 1) .5
M/J LA-ESOL 6th (Level 1)	Intensive Reading 12 (Semester 1)	AP European History	M/J Comp PE GR 8 (Term 2) .5
M/J LA-ESOL 7th (Levels 2-4)	Intensive Reading 12 (Semester 2)	Humanities	Dual Sports 1 (Term 1) .5
M/J LA-ESOL 7th (Level 1)	M/J Intensive Math 6 (Level 1)	Psychology 1 (.5)	Dual Sports 2 (Term 2) .5
M/J LA-ESOL 8th (Levels 2-4)	M/J Intensive Math 6 (Level 2)	Psychology 2 (.5)	Personal Fitness 1 (Term 1) .5
M/J LA-ESOL 8th (Level 1)	M/J Intensive Math 7 (Level 1)	AP Psychology	Life Style Design 1 (Term 2) .5
ELA-ESOL 9th (Levels 2-4)	M/J Intensive Math 7 (Level 2)	AP Human Geography	Personal Fitness 2 (Term 1) .5
ELA-ESOL 9th (Level 1)	M/J Intensive Math 8 (Level 1)		Life Style Design 2 (Term 2) .5
ELA-ESOL 10th (Levels 2-4)	M/J Intensive Math 8 (Level 2)	**ACADEMIES**	Dual Sports 3 (Term 1) .5
ELA-ESOL 10th (Level 1)	**SCIENCE**	Grade 6 Academy Wheel	Team Sports 2 (Term 2) .5
ELA-ESOL 11th (Level 1-4)	M/J Comp Sci 6 (Level 1) Reg.	Grade 7 Wheel (Marketing/Broadcasting)	M/J Weight Training GR 8 (Term 1) .5
ELA-ESOL 12th (Level 1-4)	M/J Comp Sci 6 (Level 2) Reg.	Grade 8 Wheel (Medicine/Photoshop)	M/J Weight Training GR 8 (Term 2) .5
M/J Develop Level 1	M/J Comp Sci 6 (Level 3) Reg.		Beg. Weight Training (Term 1) .5
M/J Develop Level 2	M/J Comp Sci 6 (Level 4/5) Adv.	**SPORTS MEDICINE**	Beg. Weight Training (Term 2) .5
M/J Develop Level 3	M/J Comp Sci 6 (Gifted)	Health Science 1 (Anatomy & Physiology)	Adv. Weight Training (Term 1) .5
M/J Develop Level 4	M/J Comp Sci 7 (Level 1) Reg.	Health Science 2 Foundations	Adv. Weight Training (Term 2) .5
Devel Lang Arts Level 1	M/J Comp Sci 7 (Level 2) Reg.	Care & Prevention (.5) (1st Sem)	**PRACTICAL FINE ART**
Devel Lang Arts Level 2	M/J Comp Sci 7 (Level 3) Reg.	First Aid & Safety (.5) (2nd Sem)	Informational Technology
Devel Lang Arts Level 3	M/J Comp Sci 7 (Level 4/5) Adv.	**SPORTS MARKETING.**	Creative Photography 1
Devel Lang Arts Level 4	M/J Comp Sci 7 (Gifted)	Sports Recreation Essentials	Creative Photography 2
MATHEMATICS	Physical Science Honors 7	Sports Recreation Applications	Yearbook
M/J Math 6 (Level 1) Reg.	M/J Comp Sci 8 (Level 1) Reg.	Sports Marketing Management	Yearbook 2
M/J Math 6 (Level 2) Reg.	M/J Comp Sci 8 (Level 2) Reg.	**SPORTS BROADCASTING**	Art 1
M/J Math 6 (Level 3) Reg.	M/J Comp Sci 8 (Level 3) Reg.	Digital Media Production 1	Art 2
M/J Math 6 (Level 4/5) Adv.	M/J Comp Sci 8 (Level 4/5) Adv.	Digital Media Production 2	Chorus 1
M/J Math 6 (Gifted)	M/J Comp Sci 8 (Gifted)	Digital Media Production 3	M/J Dance 1
M/J Math 6 (ESOL Level 1)	Physical Science Honors 8	Digital Media Production 4	M/J Dance 2
M/J Math 7 (Level 1) Reg.	Biology Honors 8	Digital Audio Production 1	M/J Dance 3
M/J Math 7 (Level 2) Reg.	Physical Science	Digital Audio Production 2	M/J Dance 4
M/J Math 7 (Level 3) Reg.	Physical Science Honors 9	Digital Audio Production 3	Dance 1
M/J Pre-Algebra 7 (Level 4) Adv.	Biology Honors 9	Digital Audio Production 4	Dance 2
M/J Math 7 (Gifted)	Chemistry Honors 9		Dance 3
Algebra 1 Honors 7 (Level 4 & 5)	Biology	**INTERNSHIPS**	Dance 4
M/J Math 7 (ESOL Level 1)	Biology Honors 10	Medicine Internship	Dance 5 (Sirens Only)
M/J Pre-Algebra 8 (Level 1) Reg.	Chemistry Honors 10	Marketing Internship 5th Period	**DSIS Codes for CTE Courses**
M/J Pre-Algebra 8 (Level 2) Reg.	Marine Biology 10 (Level 1)	Broadcasting Internship 7th Period	8815100 (Info Tech)
M/J Pre-Algebra 8 (Level 3) Reg.	Chemistry		8417000 (Health 1)
M/J Pre-Algebra 8 (Level 4/5) Adv.	Chemistry Honors 11		8827400 (Marketing 1)
M/J Pre-Algebra 8 (Gifted)	AP Biology		
Algebra 1 Honors 8 (Levels 3-5/Rec.)	Anatomy-Physiology Honors		
Geometry Honors 8	Marine Biology Honors		
M/J Math 8 (ESOL Level 1)			

Career Academies

SLAM's career academies provide an avenue to a more supportive high school environment. They increase students' exposure to career awareness and work-based learning activities in the respective fields. We believe that "career academies are the most durable and best-tested component of reform strategy to prepare students for college and careers."[1] The career academy model allows SLAM students to take part in smaller learning communities within the school. A smaller school community allows for teachers and administrators to form relationships with students yielding a sense of accountability on the part of the student. If students feel safe and supported, they are more likely to be successful in school. Students can choose one of the following career academies:

Academy of Sports Medicine	Academy of Sports Marketing, Entertainment and Management	Academy of Sports Broadcasting & Journalism

YEAR 1
H01 Health Science 1
        Anatomy & Physiology
	YEAR 1
	M01 Sport Recreation and
	        Entertainment Essentials
		YEAR 1
		G01 Sports Digital Media 1
		R01 Digital Audio Prod 1

YEAR 2
H02   Health Science 2
        Foundations
	YEAR 2
	M02 Sport Recreation and
	        Entertainment Applications
		YEAR 2
		G02 Sports Digital Media 2
		R02 Digital Audio Prod 2

YEAR 3
H03 Care & Prevention .5/
H04 First Aid & Safety .5
	YEAR 3
	M03 Sport Recreation and
	        Entertainment Marketing
	        Management
		YEAR 3
		G03 Sports Digital Media 3
		R03 Digital Audio Prod 3

YEAR 4 H05 Health Science Internship 5 H06 Health Science Internship 6 H07 Health Science	**YEAR 4** M05 Sports Recreation Internship 5 M06 Sports Recreation Internship 6 M07 Sports Recreation Internship 7	**YEAR 4** G04 Sports Digital Media 4 R04 Digital Audio Prod 4 G05 Digital Media Internship 5 G06 Digital Media Internship 6 G07 Digital Media Internship 7
Additional Dual Enrollment Academy Electives		
Advanced Communications (Teacher Rec.) Anatomy & Physiology Applied Sports Science* (Pre-Req: Intro to Sports Admin) Applied Statistics Business Law* (Pre-Req: Principles of Business Administration) Comp of Health and Fitness Fitness/Wellness of Life* (Pre-Req: Comp of Health & Fitness)	Introduction to Sports Administration Media Law & Ethics* (Pre-Req: ENC1102) Principles of Business Administration Society & Mass Media* (Pre-Req: Speech) Speech Sports Psychology I &II Writing for Media* (Pre-Req: ENC1102)	

Through the Academy of Sports Broadcasting and Journalism (Arts, A/V Technology and Communications Pathway), the Academy of Sports Medicine (Health Science Pathway), and the Academy

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[1] *http://www.mdrc.org/publication/career-academies-impacts-student-engagement-and-performance-high-school*
https://files.eric.ed.gov/fulltext/ED524061.pdf

of Sports Marketing, Entertainment and Management (Business Management & Administration Pathway), students participate in small learning communities, college preparatory curriculum with career themes. They subsequently have opportunities to connect with employers and are empowered to create positive relationships with peers, parents, teachers, and community mentors.

Real World Experiences

Through after school activities, quarterly guest speakers within academy strands, participation in school sponsored events, internship and volunteer opportunities with school partners, SLAM students benefit from this unique curriculum and programs beyond the bell. By working with individuals who are established and successful in the sports leadership and management workforce, students gain real-life and hands-on experiences, and are able to showcase their skills through career portfolios and extended projects and presentations.

College and Career Initiatives

SLAM is transforming the lives of students, especially minority and economically disadvantaged students, by increasing the level of education, opportunity and access to advanced coursework and college and career readiness programs. Below is a description on our innovative college and career preparatory programs.

SLAM Radio on Sirius XM

In 2018, SLAM made history by launching the first student-managed SiriusXM station in the nation. The SLAM Foundation's proprietary radio station, SLAM Radio on Sirius/XM, features high school students producing and presenting national programming with a sports, entertainment and journalism focus. Through SLAM Radio, students explore careers in journalism and broadcast and learn industry "on the job" skills while running a national radio station.

Students in the Academy of Sports Broadcasting take part in all facets of station operations and content production. The hands-on classroom format equips them with the skills and resources needed to succeed in running a satellite radio station and beyond. This innovative approach to student learning is a hallmark of the SLAM model, which compliments rigorous academic standards with relevant real-world experiences.

SLAM Radio programming is available on SiriusXM satellite radio, online at siriusxm.com , and via the SiriusXM Internet Radio App for smartphones and other connected devices.

College and Career Acceleration

SLAM Scholars

A 21st century high school must be one that takes every opportunity to expose its students to postsecondary curricular experiences. The SLAM Scholars program encourages students to maximize their potential and

accelerates them to a level where they can attain the greatest educational success starting in middle school. SLAM encourages 7th and 8th graders to enroll in at least one high school course so that they will be afforded the opportunity to take Advanced Placement (AP) and Dual Enrollment courses later in their high school careers. Since students are able to take high school courses as early as 7th grade, we provide more opportunities for acceleration.

The SLAM Scholars Program enables our students to enroll in college courses and earn college credits through partnerships with local colleges and universities. The SLAM Scholars Program aims for students to earn an Associates of Arts degree while still in high school. In order to achieve this, our curriculum includes a Pre-Advanced Placement (Pre-AP) program for 8th graders, which paves the way to experience the rigors and expectations of the AP curriculum in preparation for high school AP courses.

National research indicates that partnerships with colleges provide significant opportunities for educationally disadvantaged students to have the available resources, issues of cost and minority access to college, many school districts have formed articulation partnerships with local colleges for dual enrollment. While this may alleviate costs, it fails to remedy the lack of equity and access for minority and economically disadvantaged students. Through the SLAM Scholar's program, we meet the largely unmet needs of college preparation, performance, affordability, equity and access specifically for these students. The program provides a seamless middle to secondary and post-secondary curriculum aligned to college preparatory coursework.

We bridge the high school to college gap by integrating partnering colleges within our school programming. Our model provides educationally disadvantaged students with access to higher education by bringing the college courses to middle and high school campuses and allowing our students to enroll in tuition-free dual-enrollment courses. These partner institutions currently include Miami Dade College, Doral College, Florida International University, the University of Miami, and St. Thomas University.

Dual Enrollment Courses	
Freshmen Experience- SLS1101 Fall	Intro to Chemistry & Lab- CHM1020- (ONL) Fall
Freshmen Experience- SLS1101 Spring	Intro to Chemistry & Lab- CHM1020- (ONL) Spring
English Comp 1- ENC1101 (ONL) Fall	Intro to Sociology- SYG1000- (ONL) Fall
English Comp 1- ENC1101 (ONL) Spring	Intro to Sociology- SYG1000- (ONL) Spring
English Comp 2- ENC1102 (ONL) Fall *Q01	Ethics- PHI2600- (ONL) Fall
English Comp 2- ENC1102 (ONL) Spring *Q01	Ethics- PHI2600- (ONL) Spring
College Algebra- MAC1105 (ONL) Fall	Abnormal Psych- CLP2140 (ONL) Fall
College Algebra- MAC1105 (ONL) Spring	Abnormal Psych- CLP2140 (ONL) Spring
Precalculus Algebra- MAC1140- (ONL) Fall	Intro to Mass Communication- MMC1000 (ONL) Fall
Precalculus Algebra- MAC1140- (ONL) Spring	Intro to Mass Communication- MMC1000 (ONL) Spring
Applied Statistics- STA2023 Fall	Radio & Podcasting- MAR2101 (Hybrid) Fall
Applied Statistics- STA2023 Spring	Radio & Podcasting- MAR2101 (Hybrid) Spring
American History 1- AMH2010 Fall	Human Growth & Development- DEP2004 (ONL) Fall
American History 2- AMH2020 Spring *Q07	Human Growth & Development- DEP2004 (ONL) Spring
Psychology 1- PSY2012 (Fall)	Intro to Sports Admin- SPB1000 Fall
Psychology 2- PSY2014 (Spring) *Q09	Applied Sports Sciences- PET2302 Spring *Q40
Intro to Humanities- HUM1020 (ONL) Fall	Speech- SPC1600C Fall
Intro to Humanities- HUM1020 (ONL) Spring	Society & Mass Media- MMC2000 Spring *Q42
Music Appreciation- MUL1010 (ONL) Fall	Writing for Media- MMC2100 Fall *Q03
Jazz/Pop Music- MUL2380 (ONL) Spring *Q15	Writing for Media- MMC2100 Spring *Q03
Intro to Business- GEB1011 (ONL) Fall	Media Law & Ethics- MMC2220 Spring *Q03/Q44
Intro to Business- GEB1011 (ONL) Spring	Principles of Bus. Admin- GEB1013 Fall
Anatomy & Physiology- BSC2084C- (ONL) Fall	Business Law 1- BUL2241 Spring *Q47
Anatomy & Physiology- BSC2084C-(ONL) Spring	Components of Health and Fitness- Fall
Principles of Biologyw/Lab- BSC1005C- Fall	Fitness/Wellness of Life- Spring *Q70
Principles of Biology II w/Lab- BSC2011- (ONL) Spring	

During the 2019-2020 school year, 703 middle school students were enrolled in high school level courses; over 419 high school students were dual enrolled earning 1,257 college credits collectively. By increasing college readiness as early as middle school, SLAM continues to increase the percentage of college-ready high school graduates and college-enrolled students.

Class of 2020 Statistics
244 AP Courses
249 Dual Enrollment Courses
747 College Credits

Industry Certification

SLAM offers industry certification options at the high school level which allow students to also graduate with certifications including but not limited to:

- ADOBE Certified Associate - PhotoShop
- ADOBE Certified Associate - Illustrator
- ADOBE Certified Associate - InDesign
- Microsoft Office Specialist (MOS) Bundle (3 of 6--Word, Excel, PPT, Access, Outlook, SharePoint)

Mentorship Program

Children live up or down to the expectations set for them. We believe that with the right support and mentorship, students can achieve their full potential in and out of the classroom. Since the majority of our current students at SLAM schools are minority and economically disadvantaged, we do not treat them as separate subgroups. The culture of high expectations is set for all students and all students are empowered to believe they can be successful.

The mentorship component of our program supports our most vulnerable students by identifying their needs and connecting families with necessary services and resources. The program is structured so the student is at the center of all decisions and the focus is on the best interest of the child throughout. The Academic Coach in this instance acts as the school's "advocate" for the child and works with the counselor and school leadership team in addressing the physical, emotional/social and academic needs of each student.

The coaches work with a student for the duration of their career at SLAM. This is important on the level of consistency, especially for children who lack stability due to homelessness and other factors. Students who are at-risk of failing to make adequate progress for promotion are assigned an Academic Coach. An Academic Coach is a lead teacher or administrator who has been selected and trained by the principal and guidance counselor.

Academic Coaches celebrate both academic and behavioral successes.   Once a student is no longer at risk, they will continue to meet with their Academic Coach at least quarterly to ensure the student continues

to move forward on the path of success. The school's administration provides continued support with the parents and ensures that communication between the Academic Coach, counselor, and student occurs on a regular basis. This program directly aligns with SLAM's core values to establish positive relationships among student, parents, and teachers.

The structure is as follows:
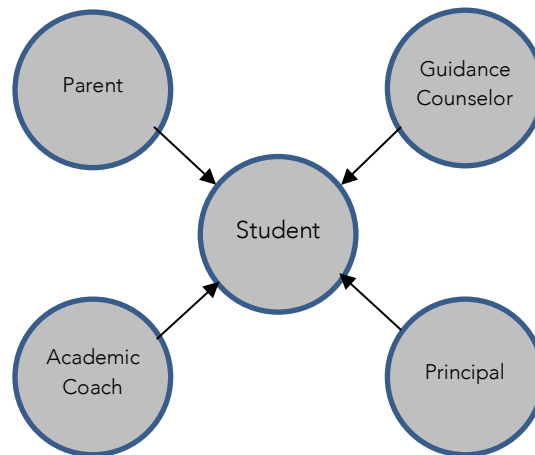
This structure purposefully keeps away from a traditional top down structure. Rather, it keeps the student at the center of all decisions. The academic coaches also analyze data, teacher grades and standardized student data to provide the adequate tiers of intervention.

The benefits of the mentorship program include:

- Grade monitoring and intervention
- Early warning systems that allow for early intervention and parent communication upon recognizing patterns of concern
- Personalized one-on-one academic support to address skill deficiencies
- An individualized ongoing progress monitoring approach that tracks formative testing data, summative quarterly grades and ancillary subjective measures designed to equip students with the tools they need to succeed
- Enhance positive communication between the parent, student and the school

School Profile / SLAM Miami: The Flagship School

The first Sports Leadership Arts and Management Charter School (SLAM Miami) opened in 2012 in Miami, Florida in historic Little Havana – one of the city's most impoverished neighborhoods. During its inaugural year, the SLAM Miami campus had over 4,000 applicants with capacity for only 1,000 students. The school's accomplishments has led to the rapid growth and replication of SLAM schools nationwide.

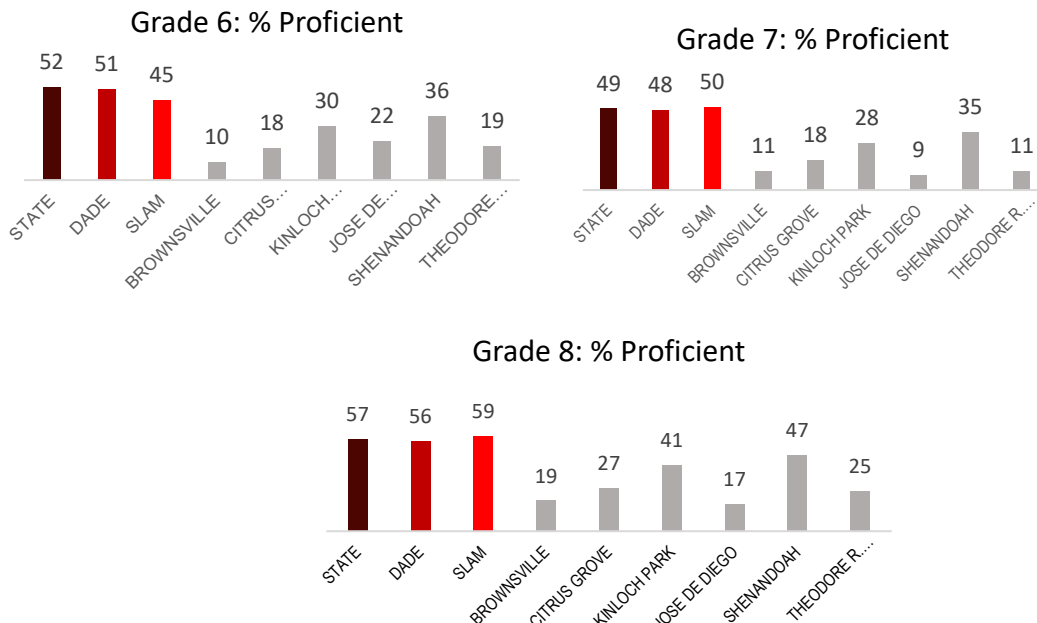The majority of students attending SLAM Miami come from predominantly minority and poverty-stricken surrounding neighborhoods of Little Havana, Wynwood, little Haiti and Overtown. The student body is 98% minority, comprised of 85% Hispanic, 12% Black, 2% White and 1% Other. Ninety-eight percent (98%) of students at SLAM receive free and/or reduced-price lunch—a measure of poverty. A vast majority of

students come from underperforming public schools in the area and are academically underperforming two-to three grade levels below their grade. In Little Havana, 95% of parents speak a language other than English at home and over 50 percent have less than a high school diploma. As a result, one fifth of the student population consists of English language learners who lack academic support at home.

Despite these challenges, students began outperforming their peers in surrounding public schools as they progressed through our program. In 2016, just three years after opening, SLAM Miami proved to be a beacon of hope for the neighborhood. Data from the Florida Department of Education depicts how the English Language Arts (ELA) and Mathematics proficiency of students at SLAM in 2016 exceeded peers at neighboring public schools.

Florida Standards Assessment (FSA) Comparisons to Neighboring Schools: ELA[2]

Grade 6: % Proficient

STATE	DADE	SLAM	BROWNSVILLE	CITRUS…	KINLOCH…	JOSE DE…	SHENANDOAH	THEODORE…
52	51	45	10	18	30	22	36	19

Grade 7: % Proficient

STATE	DADE	SLAM	BROWNSVILLE	CITRUS GROVE	KINLOCH PARK	JOSE DE DIEGO	SHENANDOAH	THEODORE R…
49	48	50	11	18	28	9	35	11

Grade 8: % Proficient

STATE	DADE	SLAM	BROWNSVILLE	CITRUS GROVE	KINLOCH PARK	JOSE DE DIEGO	SHENANDOAH	THEODORE R…
57	56	59	19	27	41	17	47	25

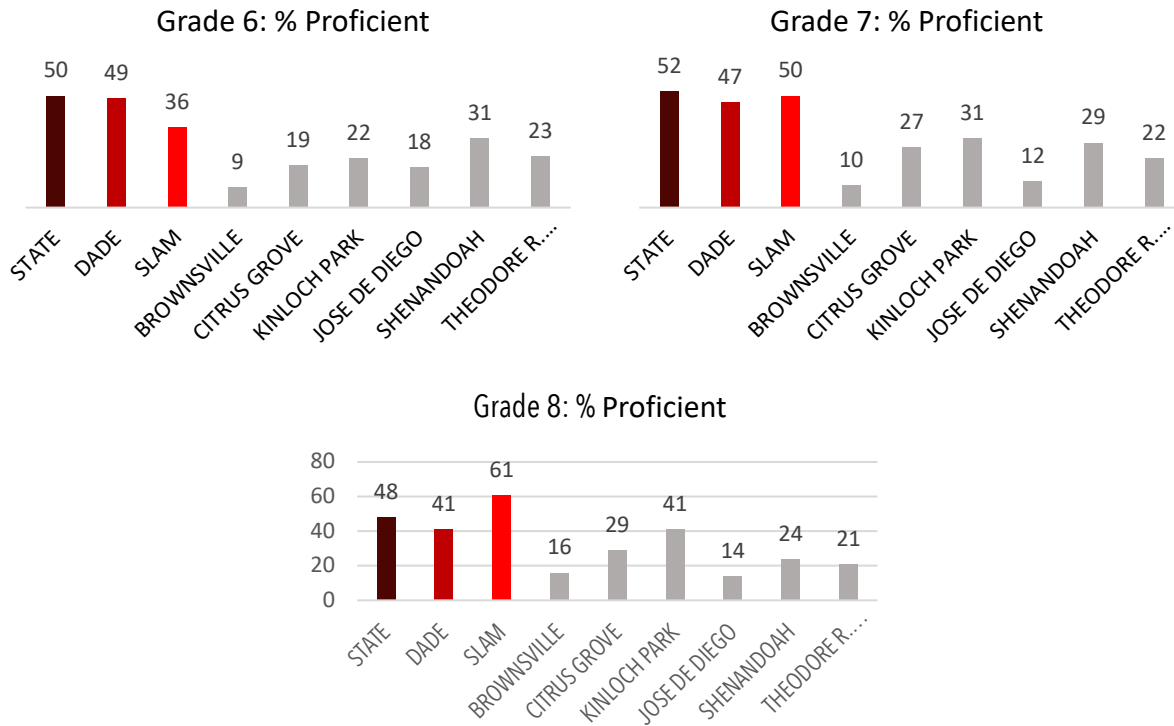By 8th grade, 59 percent of SLAM students were achieving proficiency in ELA. The school's results surpassed both the State of Florida and local school district (M-DCPS) while significantly outperforming neighboring schools within 5-mile radius serving similar student populations.

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[2] *FLDOE School Accountability Reports: Grades 2016: http://www.fldoe.org/accountability/accountability-reporting/school-grades/*

Figure 1.11
Florida Standards Assessment (FSA) Comparisons to Neighboring Schools: Mathematics

Grade 6: % Proficient

STATE	DADE	SLAM	BROWNSVILLE	CITRUS GROVE	KINLOCH PARK	JOSE DE DIEGO	SHENANDOAH	THEODORE R...
50	49	36	9	19	22	18	31	23

Grade 7: % Proficient

STATE	DADE	SLAM	BROWNSVILLE	CITRUS GROVE	KINLOCH PARK	JOSE DE DIEGO	SHENANDOAH	THEODORE R...
52	47	50	10	27	31	12	29	22

Grade 8: % Proficient

STATE	DADE	SLAM	BROWNSVILLE	CITRUS GROVE	KINLOCH PARK	JOSE DE DIEGO	SHENANDOAH	THEODORE R...
48	41	61	16	29	41	14	24	21

In mathematics, 61% of SLAM 8th grade students tested proficient, also surpassing 48% proficiency rate in the state of Florida, and 41% proficiency rate in the school district (M-DCPS).

Faced with the challeges of increased academic rigor as they progress into high school, SLAM stduents they are still outperforming peers in surrounidng public schools.

SLAM High School: FSA Results compared to Neighboring Schools
2016-2018 Trends[3]

School Name	GRADE 9 ELA: 2018 FSA			GRADE 10 ELA: 2018 FSA		
	2016 % Proficient	2017 % Proficient	2018 % Proficient	2016 % Proficient	2017 %f Proficient	2018 % Proficient
SLAM CHARTER HIGH SCHOOL	43	49	49	44	41	51
MIAMI EDISON SENIOR	13	17	12	10	15	23
MIAMI JACKSON SENIOR	19	41	20	23	19	25
MIAMI SENIOR HIGH SCHOOL	36	41	42	39	40	43
BOOKER T WASHINGTON SENIOR	20	18	26	12	24	20

School Name	Algebra I (EOC)			Geometry (EOC)		
	2016 % Proficient	2017 % Proficient	2018 % Proficient	2016 % Proficient	2017 % Proficient	2018 % Proficient
SLAM CHARTER HIGH SCHOOL	13	41	48	45	46	34
MIAMI EDISON SENIOR	14	32	29	30	32	27
MIAMI JACKSON SENIOR	14	31	16	22	27	25
MIAMI SENIOR HIGH SCHOOL	22	34	44	32	33	41
BOOKER T WASHINGTON SENIOR	17	22	32	14	19	20

School Name	Biology		
	2016 % Proficient	2017 % Proficient	2018 % Proficient
SLAM CHARTER HIGH SCHOOL	55	54	65
MIAMI EDISON SENIOR	40	44	45
MIAMI JACKSON SENIOR	51	48	45
MIAMI SENIOR HIGH SCHOOL	56	58	60
BOOKER T WASHINGTON SENIOR	31	46	49

SLAM High School: FSA Results by Grade/Subject:
2016-2018 Trends[4]

SLAM High School - FSA Results: 2016-2018
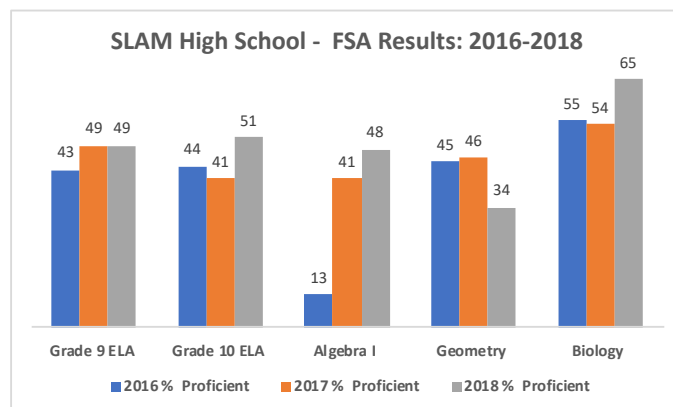
[3] *FLDOE: School Accountability Reports: School Grades 2016-2018. http://www.fldoe.org/accountability/accountability-reporting/school-grades/*
[4] *FLDOE: School Accountability Reports: 2016-2018 School Grades. http://www.fldoe.org/accountability/accountability-reporting/school-grades/*

Our Results

Performance on State Assessments

In Florida, schools and districts are graded under "Florida's A+ Accountability Plan." Schools receive a grade of A, B, C, D, or F based on the results of statewide assessments. Grades are based on:

- **Four Achievement Components:** English Language Arts (ELA), Mathematics, Science, and Social Studies. The component measures the percentage of full-year enrolled students who achieved a passing score.
- **Four Learning Gains Components:** These components are learning gains in English Language Arts and Mathematics, as well as learning gains for the lowest performing 25% of students in English Language Arts and Mathematics. The components measure the percentage of full year enrolled students who achieved a learning gain from the prior year to the current year.
- **Middle School Acceleration:** This component is based on the percentage of eligible students who passed a high school level EOC assessment or industry certification.
- **Graduation Rate:** The graduation rate is based on an adjusted cohort of ninth grade students and measures whether the students graduate within four years.
- **College and Career Acceleration**: This component is based on the percentage of graduates from the graduation rate cohort who earned a score on an acceleration examination (AP, IB, or AICE) or a grade in a dual enrollment course that qualified students for college credit or earned an industry certification. The number of points earned for each component is added together and divided by the total number of available points to determine the percentage of points earned.

SLAM Florida Schools Accountability Report 2014-2018

District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2017-18	College and Career Acceleration 2017-18	Total Points Earned	Total Components	Percent of Total Possible Points*	Percent Tested	Grade 2019	Grade 2018	Grade 2017	Grade 2016	Informational Baseline Grade 2015	Grade 2014	Title I	Percent of Minority Students	Percent of Economically Disadvantaged Students
MIAMI-DADE	6015	SLAM CHARTER MIDDLE SCHOOL	48	52	48	42	44	52	42	60	69			457	9	51	100	C	D	C	C	C	C	YES	98	93
MIAMI-DADE	7016	SPORTS CHARTER HIGH SCHOOL	50	55	51	46	44	30	65	76		92	89	598	10	60	99	B	B	B	C	C	C	YES	98	90
PALM BEACH	4090	SLAM MIDDLE SCHOOL PALM BEACH	55	61	53	50	55	54	44	87	87			546	9	61	95	B	C	B				YES	88	89
MIAMI-DADE	6024	SLAM MIDDLE SCHOOL - NORTH CAMPUS	60	57	58	49	38	30	39	65	49			445	9	49	100	C	C					YES	96	93
HILLSBOROUGH	7815	SLAM MIDDLE HIGH TAMPA	43	47	44	44	49	47	39	57	54			424	9	47	99	C	C					YES	78	70
PALM BEACH	4103	SLAM MIDDLE HIGH BOCA	61	60	58	60	49	58	53	79	61			539	9	60	99	B						NO	61	53
OSCEOLA	0183	SLAM OSCEOLA MIDDLE HIGH SCHOOL	33	45	57	37	41	27	29	48				317	8	40	100	D						YES	92	85

Percent of Possible Points Scale: A = 62% of points or greater, B = 54% to 61% of points, C = 41% to 53% of points, D = 32% to 40% of points, F = 31% of points or less

SLAM Atlanta Accountability Report: 2018-19

In Georgia, the statewide accountability system, the College and Career Ready Performance Index (CCRPI), serves as the current metric of accountability for all public schools and districts. CCRPI scores are based on five separate components – Content Mastery, Progress, Closing Gaps, Readiness and, for high schools, Graduation Rate. The CCRPI also reports other information, such as the performance of student subgroups, school climate, and financial efficiency status.
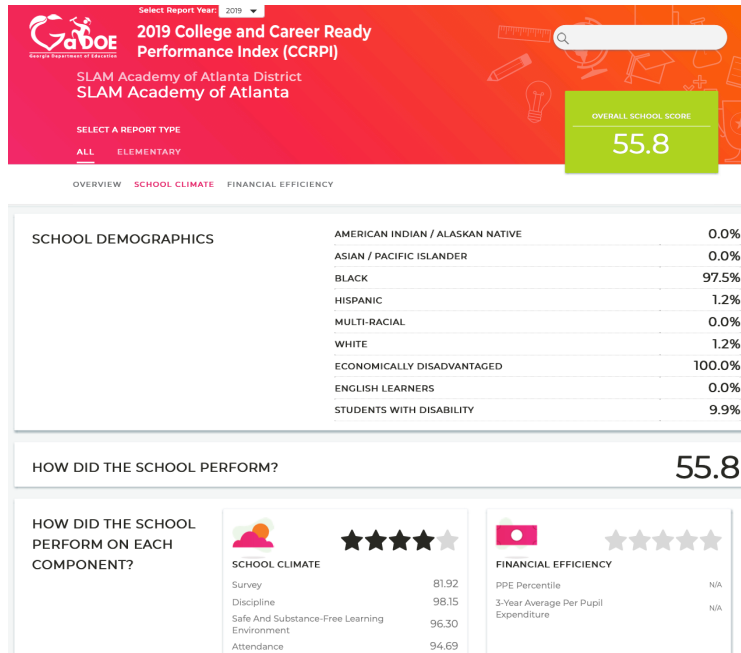
Performance Snapshot

- SLAM Academy of Atlanta's overall performance is higher than 6% of schools in the state.
- 22.2% of its 3rd grade students are reading at or above the grade level target.
- SLAM Academy of Atlanta is Beating the Odds, meaning that it performs better than similar schools.
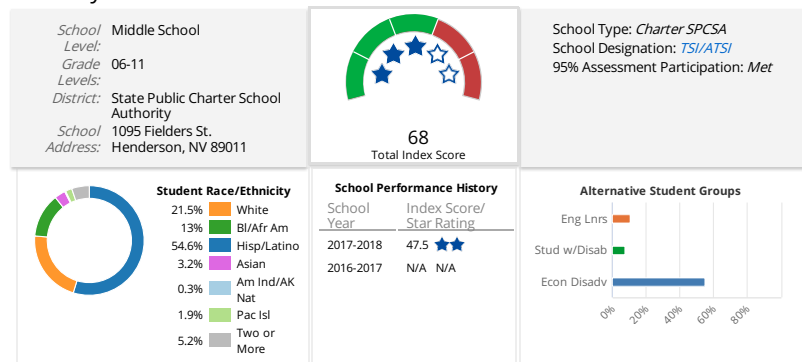
SLAM Nevada Accountability Report: 2019

In Nevada, schools are graded under Nevada's School Performance Framework. Schools are evaluated collectively based on school grade levels and are awarded stars based on performance indicators. The indicators evaluate growth measure of achievement, status measures of achievement, reductions in achievement gaps, along with other indicators.
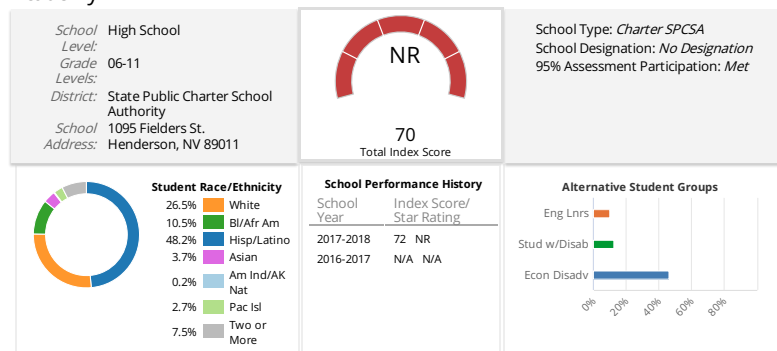
Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

School Level:	Middle School
Grade Levels:	06-11
District:	State Public Charter School Authority
School Address:	1095 Fielders St. Henderson, NV 89011

68 Total Index Score

School Type: *Charter SPCSA*
School Designation: *TSI/ATSI*
95% Assessment Participation: *Met*

Student Race/Ethnicity

21.5%	White
13%	Bl/Afr Am
54.6%	Hisp/Latino
3.2%	Asian
0.3%	Am Ind/AK Nat
1.9%	Pac Isl
5.2%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	47.5 ★★
2016-2017	N/A N/A

Alternative Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

School Level:	High School
Grade Levels:	06-11
District:	State Public Charter School Authority
School Address:	1095 Fielders St. Henderson, NV 89011

NR

70 Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

26.5%	White
10.5%	Bl/Afr Am
48.2%	Hisp/Latino
3.7%	Asian
0.2%	Am Ind/AK Nat
2.7%	Pac Isl
7.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	72 NR
2016-2017	N/A N/A

Alternative Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

In 2019, SLAM Nevada's middle school had an increase in proficiency on the Math and ELA CRT. Math proficiency increased from 27.8% in 2017-2018 to 30.8% in 2018-2019. In ELA proficiency increased from 43.5% proficient in 2017-2018 to 45.7% proficient in 2018-2019.

The school achieved the highest points possible (10 out of 10) based on the percentage of English Learners meeting Adequate Growth Percentiles on the WIDA assessment. SLAM Nevada surpassed district growth by 14 percentage points and was the highest rated charter school in the State.
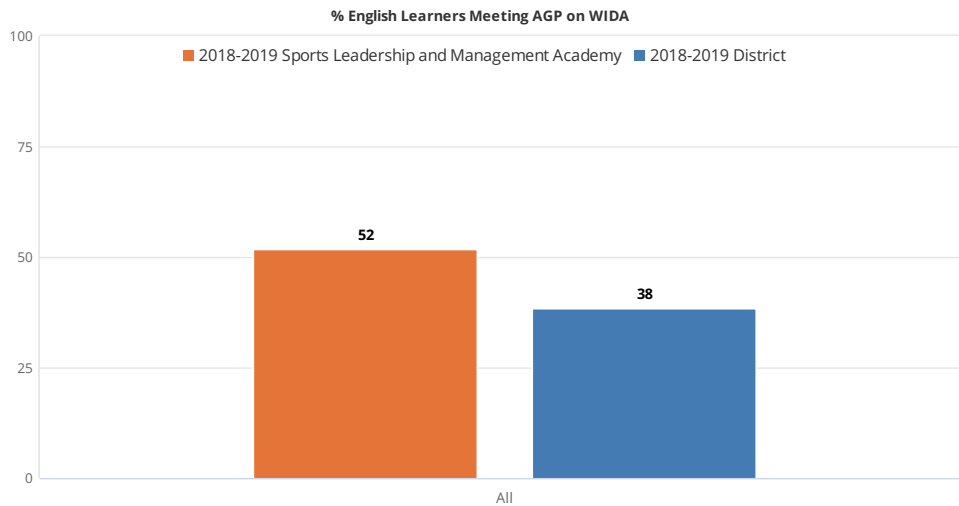
English Language

10/10

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	56	51.7	38.3	36	22.2	32.4

% English Learners Meeting AGP on WIDA

Legend: 2018-2019 Sports Leadership and Management Academy (orange) — 2018-2019 District (blue)

- 2018-2019 Sports Leadership and Management Academy: **52**
- 2018-2019 District: **38**

(All)

Closing Opportunity Gaps

15/20

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 9/10   **ELA AGP Points Earned: 6/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	21.6	21.8	26.1	32.7	13.6	19	21.6	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	30	28.6	-	40.2	-	35.6	-	44.6
Black/African American	18.6	15	23.1	22	15.3	10.9	31.8	23.3
Hispanic/Latino	21.3	21.5	21.1	31.1	12.8	17.1	16.7	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	15.6	19.8	46.6	32.8	7.1	21	-	32
White/Caucasian	23.6	24.8	36.8	38.3	12.9	21.5	25	33.2
Special Education	11.9	9.6	14.1	16.8	8.3	6.4	9.3	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	19.1	N/A	11.1	N/A
English Learners Current	12.9	12.5	16.3	22.1	6.2	13.8	6.9	16.8
Economically Disadvantaged	18.1	19.5	21.3	29.1	13.3	16	23.6	23.5

The school is also closing opportunities gaps for students, predominantly for minority students, English Leaners, Special Education and Economically Disadvantaged students.

The high school, although not yet rated, achieved an equivalent of a 4-star rating (index score of 70). The school graduated 100 percent of its inaugural senior class in 2020.

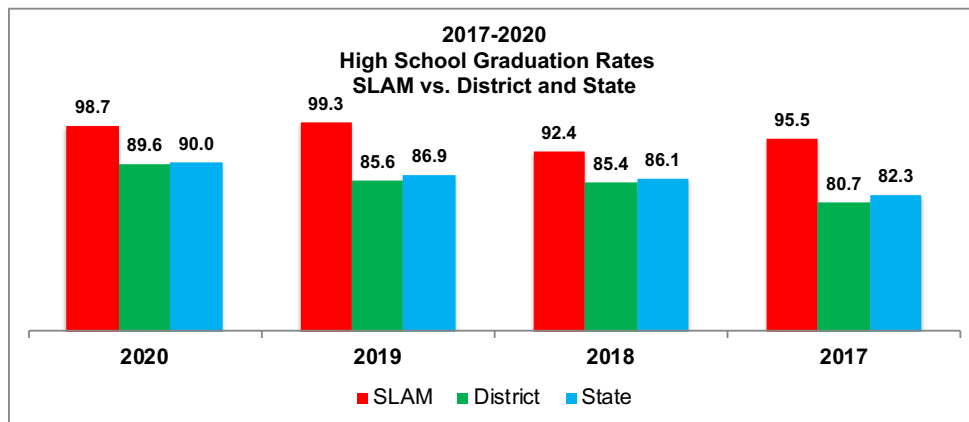*High School Graduation Rates*

In 2015, SLAM Miami had its first graduating class. SLAM had a 92 percent high school graduation rate surpassing both the local district and state averages. In 2016, the graduation rate increased to 92.4 %, again, surpassing the local school district (80.4 %) and the State of Florida (80.7%). The graduation rates also surpassed surrounding schools:

2016 Graduation Rates: SLAM Compared to Neighboring Schools
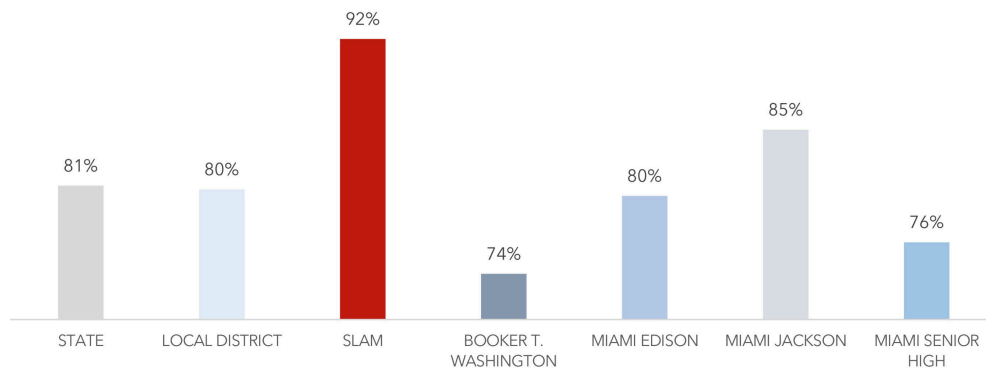
In 2016, the cohort graduation rate of Hispanic students at SLAM (93%) also surpassed the U.S. national average for Hispanics (79 %) and of all students (84%). Ninety-six percent (96%) of these graduates matriculated to 2-year/4-year college or universities and one percent selected work, military service, or a technical instruction.[5] While serving a predominantly minority and economically disadvantaged student population, SLAM's graduation rates surpassed the local district and state as well as the national average. In 2019, SLAM's graduation rate of 99.3 also surpassed the national average graduation rate of 88 percent.[6]

2017-2020 HS Graduation Rates
SLAM vs. District and State of Florida

[5] *https://edstats.fldoe.org/SASWebReportStudio/gotoReportPage.do?pageNumber=135&tocOpen=open*
[6] *https://www.usnews.com/education/best-high-schools/articles/see-high-school-graduation-rates-by-state*
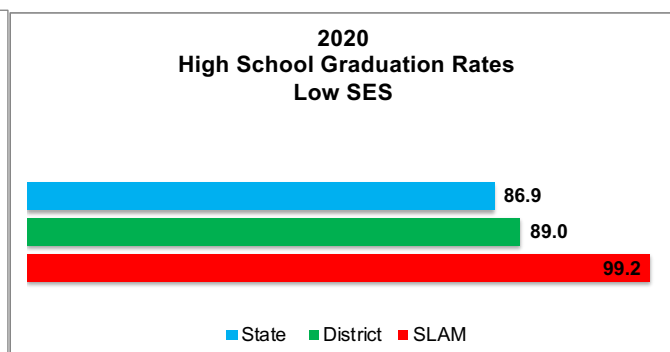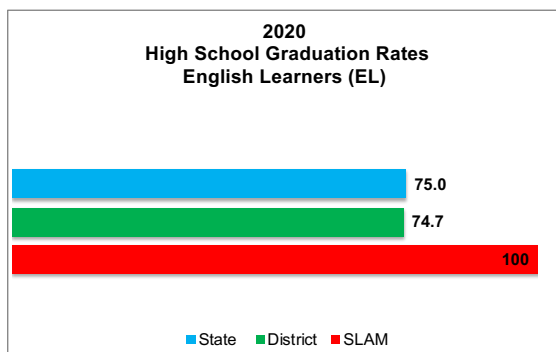
In 2020, SLAM Miami graduated 98.7 percent of the senior class. Ninety-seven percent (97%) of graduates were accepted to a colleges or university and 3% joined the armed forces.

The tables below denote the high school graduation rates of the most prevalent subgroup of students attending SLAM based on data from the Florida Department of Education in comparison to the local district, state, and national averages.

The national adjusted cohort graduation rate (ACGR) for public high school students was 86 percent. Asian/Pacific Islander students had the highest ACGR (93 percent), followed by White (89 percent), Hispanic (82 percent), Black (80 percent), and American Indian/Alaska Native (74 percent) students.[7] The cohort graduation rate of Hispanic students at SLAM surpassed the U.S. national average for all subgroups.

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**2020
High School Graduation Rates
Hispanic Students**

- State: 85.9
- District: 86.7
- SLAM: 99.2

■ State ■ District ■ SLAM
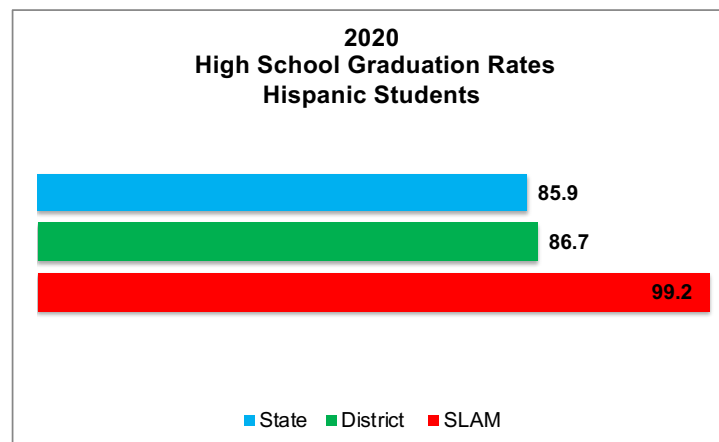
As evidenced below, SLAM has made great academic strides to expand programming to offer the most prestigious education and career opportunities for students who, statistically, are not expected to excel. In 2020, SLAM graduated 99.2% of students of low socio-economic-status (SES) and 100% of English Language Learners.

**2020
High School Graduation Rates
English Learners (EL)**

- State: 75.0
- District: 74.7
- SLAM: 100

■ State ■ District ■ SLAM

**2020
High School Graduation Rates
Low SES**

- State: 86.9
- District: 89.0
- SLAM: 99.2

■ State ■ District ■ SLAM

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[7] https://nces.ed.gov/programs/coe/indicator/coi

Corporate Improvement Plan

As part of our corporate commitment to continuous improvement annually, we develop a 5-year strategic plan which includes goals and action steps for improvement. We review our strategic plan goals at least annually to ensure that we are making progress in supporting the system's purpose and direction. Below are the goals and deliverables for 2018-2023.

Corporate Improvement Plan Goals (2018-23)

GOAL 1: Provide system-wide professional development to build capacity and foster high-quality instruction.			
Action Step	**Team Responsible**	**Frequency**	**Evidence of Implementation**
1. Identify network and school-wide needs for Professional development based on data	Principals Coalition, SLAM Network Support Team, Chief Administrative Officer and Chief Academic Officer	2018 June and November ongoing twice a year	Summer Workshops; Principal data chats; results from Annual Survey to identify PD needs; Network PD (Innovate)
2. Create Academic Support Team to build capacity of content area teachers to SLAMify or incorporate sports related concepts into lessons to make the curriculum engaging to students.	Principals, Assistant Principals, Lead Teachers, Grade/Department Level Chairs and SLAM Academic Support Team.	August 2018 and ongoing	Student work displayed throughout the school-sites, classroom videos, social media posts, SLAMified lessons and annual PDs etc.
3. Provide on-going training, monitoring and sharing of best practices to ensure alignment with the overall mission of the schools and the network.	Chief Academic Officer, Principals, Assistant Principals, Lead Teachers, Grade/Department Level Chairs and SLAM Network Academic Support Team.	2018 Quarterly	Meeting notices, agendas and minutes of virtual meetings held with Academy teachers across the network.
4. Develop a network-wide depository of content area resources for schools and teachers to access	Principals Coalition, SLAM Academic Support Team, Chief Academic Officer, Chief Administrative Officer	2020 and ongoing	Open collection of resources, links, etc. through online collaborative platform (i.e. Sharepoint)

	Action Step	Team Responsible	Frequency	Evidence of Implementation
5.	Provide opportunities for collaborative professional support in specific content areas and grade level across network schools	Principals, Assistant Principals, Lead Teachers, Grade/Department Level Chairs, Content Area Teachers and SLAM Academic Support Team	2018 and ongoing	Meeting notices, PLC meetings calendar invites, and minutes or agenda of virtual or in-person meetings held

GOAL 2: Ensure continuous improvement of student achievement using an innovative pedagogical concept, research-based instructional programs and consistent progress monitoring.

	Action Step	Team Responsible	Frequency	Evidence of Implementation
1.	Monitor the implementation of SLAMified lessons designed to engage students in the content areas; Monitor pacing of instruction to ensure standards-alignment	Principals, Assistant Principals, Lead Teachers, Grade/Department Level Chairs and SLAM Network Support Team	August 2018 and ongoing	Lesson plans, school-wide displays of student work, classroom videos, social media posts, etc.
2.	Support system-wide integration of career-focused programming and academies (grades 6-12) by providing streamlined curriculum resources, course sequence and pacing guides for all schools	Chief Academic Officer, Chief Administrative Officer, Principals, Assistant Principals, Lead Teachers, Academy Teachers and SLAM Network Academy Support Team	July 2018 and ongoing annually	Student projects, community outreach efforts, external stakeholder partnerships, Dual enrollment courses focused on college level academy courses, Career and Technical Education (CTE), etc.
3.	Ensure that schools have access to and properly use research-based instructional resources and computer assisted instructional (CAI) programs aligned to student needs	Principals, Assistant Principals, Lead Teachers, Grade/Department Level Chairs, Classroom Teachers, and Network Academic Support Team	August 2018 and ongoing	The widespread availability of iReady, Edgenuity, Achieve 3000, USA Test Prep, IRLA and other programs delivered through different digital modalities (laptops, desktops, iPads, etc.). State adopted textbooks and consumable workbooks designed to reinforce classroom instruction
4.	Use teacher evaluation systems (classroom walkthroughs and formal observations) to monitor effective instruction for student	Chief Academic Officer, Principals, Assistant Principals, Lead Teachers, Grade/Department Level Chairs	September 2018 and ongoing	Evaluation tool used to document feedback to teachers on observations forms.

	Action Step	Team Responsible	Frequency	Evidence of Implementation
	mastery of standards in each content area			
	Action Step	**Team Responsible**	**Frequency**	**Evidence of Implementation**
5.	Create a data collection system that uses formative and summative assessments to assess student performance in all curriculum areas	Chief Academic Officer, Principals, Assistant Principals, Test Chairpersons, Lead Teachers, Grade/Department Level Chairs and Classroom Teachers	2018 Ongoing PM: Monthly and/or quarterly Outcome Measures: Annually	For Diagnostic and PM: Reports from iReady, Achieve 3000, USA Test Prep, Participate in district benchmark assessments, IRLA and other programs; use comparison data from baseline and interim Outcome Measures: SAT-10, NWEA, FSA, EOC, SAT 8-9
6.	Analyze formative and summative data to inform instruction and determine areas of growth	Principals, Assistant Principals, Lead Teachers, Grade/Department Level Chairs, Classroom Teachers, and SLAM Network Academic Support Team	2018 Ongoing schoolwide Network – Wide: At least 3 times per year	Principal's Summit, Principal's report as found on board meeting minutes and data presentations
7.	Implement "Classroom of the Future" (COTF) technology and training to provide a remote learning instruction (RLI) option for students and families	Principals, Assistant Principals, Lead Teachers, Classroom Teachers, IT Support and SLAM Network Support Team	2020 and ongoing	Instructional technology devices, cameras, boards, RLI platform, evidence of student usage, accounts, Innovate PD, School-based PDs, Colegia platform

GOAL 3: Develop and execute a culture and infrastructure of continuous improvement at corporate and school-site levels			
Action Step	**Team Responsible**	**Frequency**	**Evidence of Implementation**
1. Establish Principals meetings as venues to share best practices and problem solve in a variety of areas ranging from leadership, data, pedagogy, strategic use of social media for marketing, etc.	Chief Academic Officer, Principals Coalition, Chief Administrative Officer and SLAM Board Members	Quarterly 2018 and ongoing	Principal coalition meeting notices, agendas, minutes, Zoom meetings, and presentations.

2.	Facilitate opportunities for Principals, Assistant Principals, Lead Teachers, Grade/Department Level Chairs and Classroom Teachers to discuss common challenges and problem-solving strategies and share within their own cohorts of colleagues	Corporate Level: Governing Board Members Chief Administrative Officer, Chief Academic Officer School Level: Principals, Assistant Principals, Lead Teachers, Grade/Department Level Chairs and Network Academic Support Team	Quarterly 2018 and Ongoing	Meeting notices, agendas, minutes, online conferences, corporate retreats attendance, and
3.	Ensure that individual school-improvement plans and districts reviews are aligned to corporate strategic goals in order to support system-wide and school-based needs	Governing Board, Chief Administrative Officer and Chief Academic Officer	2019 and Ongoing	Culture and Climate survey results; board meeting minutes, workshop agendas
4.	Adopt a research-based social emotional learning curriculum (SEL) and provide training for educators in Youth Mental Health, First Aid (YMHFA) and SEL curriculum	Principals, Assistant Principals, Lead Teachers, Department Level Chairs, Classroom Teachers, and SLAM Network Academic Support Team	2019 and ongoing	SEL curriculum training agendas, certificates, YMHFA certificate and agendas, SEL implementation in school curriculum (master schedule, course scope and sequence)