

Martin County School District

Spectrum Junior/Senior High School



2015-16 School Improvement Plan

Spectrum Junior/Senior High School

800 SE BAHAMA AVE, Stuart, FL 34994

www.sbmc.org/schools/specialized-programs.php

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	63%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	75%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Alternative Education is to meet the unique educational, social, and emotional needs of our diverse student population in a safe and nurturing environment. Research based academic and behavioral interventions are in place to encourage students to develop an enthusiasm for life-long learning and pursue post-high school opportunities.

Provide the school's vision statement

We empower students to develop skills necessary for success in a 21st century global society. The Alternative Education program focuses on developing the "whole student," by emphasizing transferable skills leading to academic success and productive citizenship.

School Environment

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

Spectrum High School has an intake process that involves parent(s), students, and school staff when there is a new enrollment. During this process families and students are educated on the academic expectations and behavior expectations of the school. The school continues to communicate and build relationships with all stakeholders by mailing home newsletters, by keeping the school website current, providing parents login information to FOCUS, contacting parents personally for each student absence, and the school provides a wake up call to those students who are habitually tardy.

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

A safe and secure learning environment at Spectrum has been established through our Student Handbook as well as the county's District Code of Conduct. By having only one entry and exit, we are able to control who enters campus. Once on campus, all students and guests have a single entry point, which is located in the front office. All visitors must be background checked and have a visible guest pass. In addition, all faculty and staff must properly display their identification badges at all times. Before, during, and after school there is a high visibility of administration, support staff, teachers, and School Resource Officer -- all of which carry radios for communication. Spectrum has also established school-wide behavioral expectations that are designed to create a positive learning environment based on demonstrating appropriate behaviors and taking responsibility for one's actions. Students wear lanyards with identifying information (name). The Crisis PLC keeps faculty abreast regarding incidents on campus.

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

Behavioral expectations have been established and conveyed to all students through the Student Handbook and District Code of Conduct -- these protocols assure fair and consistent enforcement. Additionally, controlled outside interruptions are kept at a minimum and occur during instructional time only when absolutely necessary, for example: announcements, personnel and /or student transitions.

Spectrum utilizes Positive Behavior Intervention Supports (PBIS) to minimize distractions and to keep students engaged during instructional time. Teachers are participating in a year long PBIS training to re-visit school-wide behavioral expectations and work on designing lessons to teach expectations to students.

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

Spectrum High School offers a wide array of services to meet the needs of our students. The school follows the state's MTSS process when meeting the social-emotional needs of students. Members of the crisis team have been trained to provide interventions to students within the classroom. This technique provides immediate interventions to students to help deescalate a situation. Students who need more intensive social-emotional interventions are seen by a contracted licensed counselor who maintains an office on campus. Mindset training and goal setting skills are also integrated into the curriculum to provide holistic education. SMART (Students Making A Right Turn) Mentor groups and intervention classes also provide the opportunity to build a strong student/teacher rapport in a positive supportive environment.

Early Warning Systems

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

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

The school's Leadership Team reviews early warning student data and follows the state MTSS model to address concerns.

The following are early warning indicators used to track and intervene before students exhibit a decline in academic and/or behavior performance:

1. Student attendance below 90%
2. One or more suspensions, whether in school or out of school
3. Course failure in ELA or Math
4. Not meeting mastery on state standardized test (L1) in ELA or Math.
5. Not meeting mastery on state standardized test (L2) in ELA or Math.

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

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

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Attendance below 90 percent	3	9	17	13	8	6	56
One or more suspensions	3	9	17	13	8	6	56
Course failure in ELA or Math	2	10	17	13	8	6	56
Level 1 on statewide assessment	2	10	17	13	5	2	49
Level 2 on statewide assessment	2	10	17	13	6	0	48
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	9	17	13	8	6	56

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

Students exhibiting two or more early warning indicators are reviewed by the school leadership and the academic and behavioral professional learning community (PLC) teams to determine the appropriate intervention strategies to address the problem(s). We have the following interventions strategies in place to improve academic achievement:

- Truancy Officer visits for students who have attendance concerns.
- Positive Behavioral Intervention Support (PBIS) system implemented school-wide
- Support facilitation for ESE students
- Flexible scheduling for general education and ESE students

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The school works on building positive relationships with families by using a variety of ways to communicate with families. Parents are informed of the schools mission and vision by means of the school website and monthly newsletters. Parents receive Alert Now phone calls with pertinent school information. Parents receive personalized phone calls daily when their student is tardy or absent from school. Parents are given access to FOCUS to track grades.

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

Spectrum partners with local businesses to support the students and school. The students benefit from local partnerships that donate their time and other resources. Community partners are welcome and have an opportunity to witness the learning occurring in the school. Here are a few examples of these partnerships: Adopt a class program, mentoring opportunities, and Army recruiters.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Mills, Janice	Principal
Kaufman, Elaine	Dean
Riva, Tera	Teacher, ESE
Stull, Debra	Other
Tarlowski, Andrea	Teacher, K-12
Bushman, Jeanine	Teacher, K-12

Duties

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

The leadership team meets every other week to address concerns regarding struggling students academically and behaviorally. The team follows the MTSS model to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. The team will meet in response to teacher referral to address students in need of academic and/or behavioral interventions. The team will use classroom progress monitoring through Edgenuity, common formative assessments, FCAT2.0 and FSA to help monitor and create research based academic interventions for students not meeting grade level expectations. The team will also use the data from RTI:B and the school's point/level system to track student behavioral issues and provide appropriate behavioral interventions. Teachers will be given continuous professional development on the MTSS model and strategies to bridge the learning and/or behavioral gap. The MTSS team will work with parents as well to ensure they understand the model and how they can support their student in school and at home.

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

The school leadership team meets every other week to address our overall school goals including those addressed in the SIP. During the meetings, specific concerns, raised through the MTSS process, are brought to the team for additional problem solving, brainstorming, and implementation/monitoring ideas. The team will work closely together to determine baseline interventions at each level and look at data quarterly to assure that all interventions are being implemented with fidelity and that students are progressing as needed. If there are gaps in achievement/behavioral data, the team will proceed to the next level of intervention to best meet the needs of the students.

Supplemental Academic Intervention: Extended Computer Lab Hours for students taking CRL and students who need extra time for learning in the core courses

Supplemental Academic Intervention: 45 minute intervention period build into the master schedule.

Supplemental Behavioral Instruction: Peace for Kids Curriculum

Supplemental Behavioral Instruction: Intervention sessions with contract school psychologist

Student academic performance data is collected through FOCUS, Edgenuity, common formative assessments, and other informal assessments to problem solve and develop the three tiered interventions needed to improve student achievement and determine implementation issues.

Spectrum has adopted the Positive Behavior Intervention Support program and uses a data management system to gather discipline and behavioral data. Spectrum coordinates, integrates, and implements all federal, state, and local programs that impact the school in the following ways:

- SIP objectives reflect research based strategies with a focus on achieving state and district priorities.
- Transition plans are coordinated with input from the students' home schools.
- Partnerships are established with all required stakeholders.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Janice Mills	Principal
Sonia Frehaer	Education Support Employee
Raymond Parrish	Business/Community
Dr. John Sabo	Business/Community
Andrea Tarlowski	Teacher
Tanner Scott	Student
Ewana Parks	Parent
Qintina Kenon	Education Support Employee
Debra Stull	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council is comprised of required stakeholders, will review and analyze last year's SIP. SAC members are presented data and are actively involved with the monitoring and evaluation of the School Improvement Plan. The plan is reviewed at various times during the year and progress updates are presented to SAC.

Development of this school improvement plan

SAC is actively involved in the evaluation of school performance and behavioral data, the School's Improvement Plan, and annual budget. The SAC members review, make recommendations, and approve the SIP. Throughout the school year, SAC will monitor the school's progress.

Preparation of the school's annual budget and plan

SAC members are actively involved with input into the annual budget. SAC is active in the process of allocating funds for the enhancement of student learning and the school facility.

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

Review school wide point and level system for improvements \$1500

PD and CCSS implementation \$2000

Membership drive for more long term diversity due to the temporary (short) student enrollment.

Parent outreach \$500

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Mills, Janice	Principal
Riva, Tera	Teacher, ESE
Stull, Debra	Other
Bushman, Jeanine	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Identify areas of need after analyzing student performance data at each meeting. Plan, develop, and execute professional development with all teachers in the areas of literacy, technology, and behavior. The team will also promote the importance of literacy on a school-wide level while celebrating student success in literacy. Professional development in this area will be based on the needs of our students and teachers. Teacher collaboration through PLCs will continue their focus on reading in the various subject content areas while also differentiating instruction in preparation for the changing state assessments.

Public and Collaborative Teaching

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

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

Spectrum is focusing on Professional Learning Communities (PLSs) to provide meaningful collaboration among our faculty in order to promote increased student achievement. The master schedule is designed to allow for common planning of all teachers. During common planning times teachers are able to participate in professional learning communities (PLC) to help build positive working relationships and collaboration between teachers. In addition to the new schedule, there is also a focus on collaborative teaching teams between general education teachers and ESE teachers.

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

The principal will use the following strategies to recruit and retain highly effective teachers:

- Review HR Novus online applicants on an ongoing basis to identify high quality teachers.
- Interview applicants meeting qualifications for position
- Call at least 3 references
- Provide ongoing support and direction
- Supervise instruction and provide positive and constructive feedback
- Provide/encourage training opportunities

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

The principal encourages new teachers (less than 3 years experience) to participate in the district mentoring program. Opportunities are made to pair teachers at Spectrum with same content teachers at

one of the comprehensive high schools. Veteran teacher(s) at the school site are paired with new teachers to help model instructional and behavioral strategies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Spectrum ensures its core instructional programs and materials are aligned to Florida's Standards by ongoing professional development. The academic professional learning community (PLC) at the site has continuous staff development on the following: CPalms, district curriculum maps, and Florida Standards Assessment. EOC courses have transitioned from Edgenuity based to direct instruction to ensure mastery of the standards on the EOC exams. Teachers at Spectrum are now active participants of academic PLCs within the district. The participation is geared toward fostering common formative assessments and the collaboration of best practices. In addition, the PLCs will ensure horizontal articulation within content areas to ease students' transitions from Spectrum to other schools in the county.

Instructional Strategies

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

Spectrum uses data provided by FOCUS, Edgenuity, and formative assessments to differentiate instruction to meet the needs of a diverse student population.

Examples of how instruction is modified or supplemented:

1. Students participate in a blended curriculum that includes virtual and traditional instruction.
2. Small group instruction
3. Individualized instruction
4. Support facilitation model is in place to help struggling students in the areas of ELA and Math

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

Strategy: Extended School Day

Minutes added to school year: 2,500

Before School Instruction Lab

Learning needs analysis is done by the guidance upon enrollment to determine course deficiencies and learning needs. Students are provided an opportunity to attend morning computer labs, as directed by teacher of record, from 8:00-8:45 Monday through Friday to improve past course deficiencies and to improve learning within their current course assignments.

Strategy Rationale

To provide students the opportunity to make up deficient credit(s) and to provide the opportunity for students to graduate with their cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mills, Janice, millsj@martin.k12.fl.us

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

Progress monitoring is done in real time with the Edgenuity computer curriculum. Professional Learning Communities (PLC) meet weekly to monitor and re-evaluate student progress and needs.

Strategy: Extended School Day

Minutes added to school year: 0

ABC Collaborative Learning Group

All core subject educators and support staff meet weekly as a Professional Learning Community (PLC) to evaluate and determine strategies to stabilize and improve attendance, behavior and learning through coursework (ABC's) for optimum learning.

Strategy Rationale

To provide students the opportunity to understand how Attendance, Behavior, and Coursework impacts all aspects of learning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mills, Janice, millsj@martin.k12.fl.us

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

Attendance will be monitored through FOCUS.

Behavior will be monitored through RTI:B

Coursework will be monitored through Edgenuity and FOCUS

Student Transition and Readiness

PreK-12 Transition

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

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

When students transition to Spectrum High School student, parent(s), and school staff are all involved with the intake process. All expectations of the school are explained and interventions (academic and behavior) provided as soon as the student enters the school.

College and Career Readiness

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

Upon entry to the Alternative School setting, students and parents meet with the principal and/or guidance counselor to establish an attendance/behavioral/coursework (ABC) plan for their assigned duration of placement. This plan is based on the student's earned credits, graduation requirements and graduation/post-graduation goals. The student must stabilize and/or improve the ABC requirements in order to complete their temporary Spectrum placement before being returned to their sending school.

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

Spectrum High School does not offer CTE programs at the site. Students who are assigned to attend Spectrum who are currently enrolled in CTE courses at the sending site are dual enrolled between the two school sites. This allows students to do their temporary placement at Spectrum without losing their placement in their chosen career and technical education program. This accommodation made between the two sites also provides the student the opportunity to earn industry certifications in their respective programs.

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

Counseling is provided regarding postsecondary options available including colleges, trade schools, vocational rehabilitation, Workforce Solutions, Job Corps, and military.

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

Strategies for improving student readiness:

Opportunities to take high level courses are offered through a blended curriculum.

Opportunities to earn volunteer hours are provided to students.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The percent of all students scoring at a proficient level on the 2015-2016 FSA reading assessment.

- G2.** Reduce the total number of major student infractions by 20% During the 2014-2015 school year there were a total of XXX major infractions.

- G3.** As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid loss of learning opportunities.

Strategic Goals Detail

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

G1. The percent of all students scoring at a proficient level on the 2015-2016 FSA reading assessment. 1a

G074065

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0

Resources Available to Support the Goal 2

- Prior FCAT / FSA data, trend student achievement data.

Targeted Barriers to Achieving the Goal 3

- Students transitioning in and out of the school.

Plan to Monitor Progress Toward G1. 8

Academic and behavioral data will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Janice Mills

Schedule

Weekly, from 9/2/2015 to 5/29/2016

Evidence of Completion

Behavioral data will be monitored through RTI:B, attendance data through FOCUS, and academic data through FOCUS and Edgenuity.

G2. Reduce the total number of major student infractions by 20% During the 2014-2015 school year there were a total of XXX major infractions. 1a

G074066

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Resources Available to Support the Goal 2

- SIP funds for PBIS incentives

Targeted Barriers to Achieving the Goal 3

- Buy in from students
- Coordinating time with Behavior Specialist

Plan to Monitor Progress Toward G2. 8

Implementation of behavioral strategies

Person Responsible

Janice Mills

Schedule

Quarterly, from 9/30/2015 to 4/15/2016

Evidence of Completion

Through iObservation data will be tracked on the implementation of the behavioral strategies

G3. As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid loss of learning opportunities. 1a

G074067

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	10.0

Resources Available to Support the Goal 2

- Collaboration between Spectrum, sending schools, student services, and ESE services to provide behavioral and academic histories in order to place at-risk student immediately into a learning environment after suspension (in lieu of expulsion).

Targeted Barriers to Achieving the Goal 3

- Expediting placement process by sending school and student services or ESE services to provide Spectrum with data to immediately enroll the at-risk students
- Providing a clear option to parents and students to enroll before the suspension period of the sending school is complete
- Lack of parent and student motivation to immediately place at-risk student in an alternative environment

Plan to Monitor Progress Toward G3. 8

Spreadsheet

Person Responsible

Elaine Kaufman

Schedule

Quarterly, from 9/2/2015 to 5/29/2016

Evidence of Completion

reduction in transition days

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. The percent of all students scoring at a proficient level on the 2015-2016 FSA reading assessment. **1**

 G074065

G1.B1 Students transitioning in and out of the school. **2**

 B193362

G1.B1.S1 Work on transition plans with each comprehensive middle or high school. **4**

 S204908

Strategy Rationale

If students can transition smoothly between schools and open communication is maintained then a higher level of performance/expectations can be maintained.

Action Step 1 **5**

Student achievement data will be maintained on all students who attend Spectrum during the 2015-2016 school year.

Person Responsible

Janice Mills

Schedule

Biweekly, from 9/2/2015 to 5/29/2016

Evidence of Completion

Spreadsheet that is maintained and communicated to sending/receiving schools.

Action Step 2 5

Support from literacy coaches and district professional development

Person Responsible

Janice Mills

Schedule

Weekly, from 9/2/2015 to 5/29/2016

Evidence of Completion

PLC agenda/minutes

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

Quarterly meetings will be held to discuss the academic and behavioral progress of students.

Person Responsible

Janice Mills

Schedule

Quarterly, from 9/2/2015 to 5/29/2016

Evidence of Completion

The successful number of students who transition back to comprehensive schools.

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

Leadership Team meetings to discuss the academic and behavioral effectiveness of implementation.

Person Responsible

Janice Mills

Schedule

Weekly, from 9/2/2015 to 5/29/2016

Evidence of Completion

Behavioral data will be monitored through RTI:B, attendance data through FOCUS, and academic data through FOCUS and Edgenuity.

G2. Reduce the total number of major student infractions by 20% During the 2014-2015 school year there were a total of XXX major infractions. 1

G074066

G2.B1 Buy in from students 2

B193363

G2.B1.S1 Increase the number of PRIDE tickets teachers provide to students. Do announcements to provide PRIDE ticket school wide simultaneously for a specific expectation 4

S204909

Strategy Rationale

Gives opportunity for ALL students to receive PRIDE tickets throughout the day

Action Step 1 5

To increase the number of PRIDE tickets students are receiving daily.

Person Responsible

Janice Mills

Schedule

On 5/29/2016

Evidence of Completion

RTI:B data shows a decrease in major infractions

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

Distribution of PRIDE tickets will be monitored through the office.

Person Responsible

Karen Nubelo

Schedule

On 5/29/2016

Evidence of Completion

Distribution of PRIDE ticket log

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

Weekly PLC meetings will be held to discuss the data

Person Responsible

Elaine Kaufman

Schedule

Weekly, from 9/2/2015 to 5/29/2016

Evidence of Completion

RTI:B data

G2.B2 Coordinating time with Behavior Specialist 2

 B193364

G2.B2.S1 Schedule with district office for behavior specialist to be on site a minimum of one full day per week 4

 S204910

Strategy Rationale

This would allow the behavior specialist to make relationships with students which will help the school identify student reinforces.

Action Step 1 5

Request behavioral support from the district ESE office

Person Responsible

Janice Mills

Schedule

Weekly, from 8/3/2015 to 8/31/2015

Evidence of Completion

Behavior specialist assigned to school

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

Attendance of behavior specialist at the school

Person Responsible

Janice Mills

Schedule

Weekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Workforce data

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

Weekly PLC meetings including behavior specialist to support behavioral interventions

Person Responsible

Janice Mills

Schedule

Weekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Minutes from meetings

G3. As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid loss of learning opportunities. 1

G074067

G3.B1 Expediting placement process by sending school and student services or ESE services to provide Spectrum with data to immediately enroll the at-risk students 2

B193365

G3.B1.S1 Once placement decision is made by the sending school and district, immediately provide behavioral history (discipline card for past year) and curriculum scope and sequence and transfer grades (preferably just before the suspension period) . We will not allow students into the classroom without a comprehensive behavioral/academic plan for success. 4

S204911

Strategy Rationale

Following the state's MTSS model to ensure the success of all students.

Action Step 1 5

Collaborative principals meeting with student services and ESE services.

Person Responsible

Schedule

Quarterly, from 9/2/2015 to 5/29/2016

Evidence of Completion

Shorten period between sending school suspension and Spectrum enrollment

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

Track number of days students are absent between suspension and enrollment

Person Responsible

Schedule

On 5/29/2016

Evidence of Completion

Stats from Guidance

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

Monitor enrollment gap between sending school and when student is successfully in class and on-track academically.

Person Responsible

Janice Mills

Schedule

Quarterly, from 9/2/2015 to 5/29/2016

Evidence of Completion

reduce transition days from 10 to 5.

G3.B2 Providing a clear option to parents and students to enroll before the suspension period of the sending school is complete 2

 B193366

G3.B2.S1 Reduce the number of days between the sending school's suspension and the start date at Spectrum High School. 4

 S204912

Strategy Rationale

Minimize the number of days at risk students are absent from school due to suspension

Action Step 1 5

Open communication between Spectrum High School and the other secondary schools within the district

Person Responsible

Janice Mills

Schedule

Quarterly, from 9/2/2015 to 5/29/2016

Evidence of Completion

Email evidence that communication has been attempted

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

New student enrollments will be cross checked against OSS days from sending schools

Person Responsible

Elaine Kaufman

Schedule

Monthly, from 9/2/2015 to 5/29/2016

Evidence of Completion

FOCUS discipline data

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

Reducing the number of days between suspension and new enrollment

Person Responsible

Janice Mills

Schedule

Monthly, from 9/2/2015 to 5/29/2016

Evidence of Completion

FOCUS discipline data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Student achievement data will be maintained on all students who attend Spectrum during the 2015-2016 school year.	Mills, Janice	9/2/2015	Spreadsheet that is maintained and communicated to sending/receiving schools.	5/29/2016 biweekly
G2.B1.S1.A1	To increase the number of PRIDE tickets students are receiving daily.	Mills, Janice	9/2/2015	RTI:B data shows a decrease in major infractions	5/29/2016 one-time
G2.B2.S1.A1	Request behavioral support from the district ESE office	Mills, Janice	8/3/2015	Behavior specialist assigned to school	8/31/2015 weekly
G3.B1.S1.A1	Collaborative principals meeting with student services and ESE services.		9/2/2015	Shorten period between sending school suspension and Spectrum enrollment	5/29/2016 quarterly
G3.B2.S1.A1	Open communication between Spectrum High School and the other secondary schools within the district	Mills, Janice	9/2/2015	Email evidence that communication has been attempted	5/29/2016 quarterly
G1.B1.S1.A2	Support from literacy coaches and district professional development	Mills, Janice	9/2/2015	PLC agenda/minutes	5/29/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Academic and behavioral data will be collected and reviewed throughout the year to determine progress toward the goal.	Mills, Janice	9/2/2015	Behavioral data will be monitored through RTI:B, attendance data through FOCUS, and academic data through FOCUS and Edgenuity.	5/29/2016 weekly
G1.B1.S1.MA1	Leadership Team meetings to discuss the academic and behavioral effectiveness of implementation.	Mills, Janice	9/2/2015	Behavioral data will be monitored through RTI:B, attendance data through FOCUS, and academic data through FOCUS and Edgenuity.	5/29/2016 weekly
G1.B1.S1.MA1	Quarterly meetings will be held to discuss the academic and behavioral progress of students.	Mills, Janice	9/2/2015	The successful number of students who transition back to comprehensive schools.	5/29/2016 quarterly
G2.MA1	Implementation of behavioral strategies	Mills, Janice	9/30/2015	Through iObservation data will be tracked on the implementation of the behavioral strategies	4/15/2016 quarterly
G2.B1.S1.MA1	Weekly PLC meetings will be held to discuss the data	Kaufman, Elaine	9/2/2015	RTI:B data	5/29/2016 weekly
G2.B1.S1.MA1	Distribution of PRIDE tickets will be monitored through the office.	Nubelo, Karen	9/2/2015	Distribution of PRIDE ticket log	5/29/2016 one-time
G2.B2.S1.MA1	Weekly PLC meetings including behavior specialist to support behavioral interventions	Mills, Janice	8/31/2015	Minutes from meetings	5/30/2016 weekly
G2.B2.S1.MA1	Attendance of behavior specialist at the school	Mills, Janice	8/31/2015	Workforce data	5/30/2016 weekly
G3.MA1	Spreadsheet	Kaufman, Elaine	9/2/2015	reduction in transition days	5/29/2016 quarterly
G3.B1.S1.MA1	Monitor enrollment gap between sending school and when student is successfully in class and on-track academically.	Mills, Janice	9/2/2015	reduce transition days from 10 to 5.	5/29/2016 quarterly
G3.B1.S1.MA1	Track number of days students are absent between suspension and enrollment		9/2/2015	Stats from Guidance	5/29/2016 one-time
G3.B2.S1.MA1	Reducing the number of days between suspension and new enrollment	Mills, Janice	9/2/2015	FOCUS discipline data	5/29/2016 monthly
G3.B2.S1.MA1	New student enrollments will be cross checked against OSS days from sending schools	Kaufman, Elaine	9/2/2015	FOCUS discipline data	5/29/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. The percent of all students scoring at a proficient level on the 2015-2016 FSA reading assessment.

G1.B1 Students transitioning in and out of the school.

G1.B1.S1 Work on transition plans with each comprehensive middle or high school.

PD Opportunity 1

Support from literacy coaches and district professional development

Facilitator

Debra Stull

Participants

Spectrum Teachers

Schedule

Weekly, from 9/2/2015 to 5/29/2016

G3. As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid loss of learning opportunities.

G3.B1 Expediting placement process by sending school and student services or ESE services to provide Spectrum with data to immediately enroll the at-risk students

G3.B1.S1 Once placement decision is made by the sending school and district, immediately provide behavioral history (discipline card for past year) and curriculum scope and sequence and transfer grades (preferably just before the suspension period) . We will not allow students into the classroom without a comprehensive behavioral/academic plan for success.

PD Opportunity 1

Collaborative principals meeting with student services and ESE services.

Facilitator

Terry Stone, Brian Quinn, Kris Neller, Elaine Kaufman, and Janice Mills

Participants

Spectrum Teachers

Schedule

Quarterly, from 9/2/2015 to 5/29/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Student achievement data will be maintained on all students who attend Spectrum during the 2015-2016 school year.	\$0.00
2	G1.B1.S1.A2	Support from literacy coaches and district professional development	\$0.00
3	G2.B1.S1.A1	To increase the number of PRIDE tickets students are receiving daily.	\$0.00
4	G2.B2.S1.A1	Request behavioral support from the district ESE office	\$0.00
5	G3.B1.S1.A1	Collaborative principals meeting with student services and ESE services.	\$0.00
6	G3.B2.S1.A1	Open communication between Spectrum High School and the other secondary schools within the district	\$0.00
			Total: \$0.00