



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Spectrum Junior/Senior High School

800 SE BAHAMA AVE

Stuart, FL 34994

772-219-1870

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

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Spectrum Junior/Senior High School

Principal

Clyde Carswell

School Advisory Council chair

Kristina Neller

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Elaine Kaufman	Teacher, Dean
Kristina Neller	Teacher, Curriculum & Guidance
Brian Quinn	Teacher, IPS Coach

District-Level Information

District

Martin

Superintendent

Mrs. Laurie Gaylord

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC members are a diverse population who are mostly not employed by the school district. The SAC is composed of the principal, facilitator, and an appropriately balanced number of teachers, non-instructional personnel, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC members will review, make recommendation and approve the SIP and monitor progress throughout the school year.

Activities of the SAC for the upcoming school year

SIP REVIEW AND APPROVAL

- SIP goals and strategies discussion and approval
- Review attendance goals for interim placed students
- Review behavior goals for interim placed students

- Review curriculum and learning goals for interim placed students
- Review Positive Behavioral Support, PBS, goals for interim placed students
- Review PD and Spectrum Academy Goals (CCSS implementation)
- Review facility needs analysis and campus upgrades with community

Projected use of school improvement funds, including the amount allocated to each project

Monitor facilities of the historic building profiles (projected new roof) \$250,000
 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. Parental out-reach. \$500

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Clyde Carswell		
Principal	Years as Administrator: 4	Years at Current School: 15

Credentials

Masters degree in Ed Leadership
 Certification in Ed Leadership
 Certification in Biology
 Certification in Physical Education
 ESOL Endorsed

Performance Record

N/A Given our transient and fluctuating student population with small enrollment numbers and lack of state generated trend data the statistical information is not valid.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Brian Quinn

Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Rtl/MTSS, Other	
Credentials	Exceptional Student Education K-12	
Performance Record	N/A	

Shannon Blount

Part-time / District-based	Years as Coach: 8	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	M Ed in Educational Leadership, Reading Endorsed, ESOL Endorsed	
Performance Record	N/A: School not included in the accountability rating because students are reported as enrolled in alternative-to-expulsion and enrollment population.	

Classroom Teachers

of classroom teachers

9

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

9, 100%

ESOL endorsed

6, 67%

reading endorsed

4, 44%

with advanced degrees

2, 22%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

1, 11%

with 6-14 years of experience

3, 33%

with 15 or more years of experience

5, 56%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Web-based posting and application protocol
Access district recruiting specialist
School review and selection committee

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

N/A No new instructional personnel

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school leadership team will consist of: the principal, school psychologist, reading coach, ESE professionals, and teachers. 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 and that students are progressing as needed. If there are gaps of achievement the team will proceed to the next level of intervention to best meet the needs of the students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Rtl seeks to prevent academic failure through early intervention, frequent progress measurement, 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 intervention. The team will use classroom progress monitoring through Edgenuity, System 44, and Read 180, District Benchmark tests, FCAT, and FAIR to help monitor and create research based interventions for students not meeting grade level expectations. Teachers will be given continuous professional development through the District on the Rtl model and strategies to bridge the learning gap. The Rtl 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. All students will be enrolled in an Aggression Replacement Therapy (ART) for .5 credits. The point/level system is another access point to track student behavioral issues and progress.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Rtl leadership team was part of the SIP process, as they wanted to give input as to baseline interventions and goals based on previous year's student data. The problem solving process was part of the goal setting area of the SIP. The SIP team and the Rtl team looked at performance data, disaggregated the data and made goals based on the data. Ongoing progress monitoring and staff development will assist in teachers' understanding of the Problem Solving process and research based intervention strategies to use in the classroom. Data teams will be using the Florida Continuous Improvement Model to guide their interventions throughout the year.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include, on-going progress monitoring within individual classrooms through Edgenuity, Read 180 and System 44. Progress monitoring will also be achieved through 3 District Benchmark tests (Reading, Math and Science), Parallel Writes which models the FCAT writes test and rubric two times a year, writing across the curriculum done monthly through all subject areas, FCAT and FAIR data all work together to help the Rtl team determine research based interventions and the next level of interventions for students that continue to struggle to meet grade level expectations. The team will also meet to look at discipline/referral data and attendance reports to assist in the problem solving solution model.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

1. Meeting with parent, student, and principal upon entry into Spectrum to assess past behavioral concerns, academic needs, scheduling, and expectations for transition back to the student's sending school.
2. Anger Replacement Therapy (ART) school wide with staff interventions with students as needed to help guide students in positive behavior.
3. This is a Positive Behavior Support school, implementing supports for all students through rewards and continuous support.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

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 from 8:00 -8:45 a.m. Monday through Friday to improve past course deficiencies and to improve learning within their current course assignments as directed by teacher of record for the student's class schedule.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Progress monitoring is done in real time with Edgenuity computer curriculum. Collaborative Learning Group, CLG, meets weekly to monitor and re-evaluate student progress and needs.

Who is responsible for monitoring implementation of this strategy?

Guidance and curriculum coordinator along with the teacher of record for the course material remediation.

Strategy: Before or After School Program

Minutes added to school year: 0

ABC Collaborative Learning Group

Weekly all core subject educators and support staff meet as a CLG to evaluate and determine strategies to stabilize and improve attendance, behavior and learning through course work(ABC's) for optimum learning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Steve Carswell	Principal
Terry Sanchez	Reading Teacher
Fran Lefebvre	ESE Reading Teacher
Tera Riva	ESE Reading Teacher

Name	Title
Kristina Neller	Guidance/Curriculum Teacher
Brian Quinn	IPS Coach
Shannon Blount	Reading Coach
Tracey Benatuil	Train the Trainer Teacher

How the school-based LLT functions

The Collaborative Learning Group, CLG, functions as a cohesive group that uses continuous progress monitoring to meet the needs of all students at the school. The team meets monthly to discuss student progress and needs within the Language Arts Department and all other content area courses. The team reviews data provided through classroom, District, and state assessments and provides feedback to staff on achievement gaps and research based interventions to be used in the classroom. The team will follow the Continuous Improvement Model (CIM); (Plan-Do-Check-ACT) for all subgroups throughout the year and after each District Benchmark test.

Major initiatives of the LLT

Major initiatives this year will focus on student progression and around the Continuous Improvement Model. The SIP leadership team along with the teacher SIP teams will be triangulating data and forming instructional focus calendars monthly. The staff has also formulated a Professional Learning Community (Collaborative Learning Groups or CLG's) using Marzano's, The Art and Science of Teacher, to allow a better understanding of their teaching process in relationship to student needs. Additionally the Common Core State Standards will be unwrapped to the staff via the LLT and Spectrum Academy.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

We will provide Professional Development for all content area teachers as well as language arts teachers in research based reading strategies. Members of each content area are part of the Common Core Implementation team that will and have attended the FLDOE CCSS training. Teachers are working on college and career readiness skills in each classroom, specifically the ELA and Math teachers are working on P.E.R.T. skills to ensure that students are prepared for college readiness in ELA and Mathematics. There will also be data teams that will continually progress monitor students in reading and implementing interventions to students that are struggling. The middle school and high school classes will initiate fifteen minutes per block daily to work on FCAT strategies and practice across the curriculum. The reading coach will model, provide research based interventions, and mentor new teachers in reading best practices.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The Aggression Replacement Therapy (ART) course is offered for select students (per RAASI Adolescent Psychological Screening Inventory) which include goal setting strategies related to the student's future and relevant real-world applications. All students are being exposed to rigorous content through classwork and implementation of CCSS standards within all content area subjects this year.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Upon entry to this Alternative School setting, students and parents meet with the principal and/or guidance counselor to establish an attendance/behavioral/academic (ABC) plan for their assigned duration of placement. This plan is based on the students 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.

Strategies for improving student readiness for the public postsecondary level

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		0%		
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic		0%		
White		0%		
English language learners		0%		
Students with disabilities		0%		
Economically disadvantaged		0%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	0%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	0%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		0%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		0%		
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic		0%		
White		0%		
English language learners		0%		
Students with disabilities		0%		
Economically disadvantaged		0%		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	0%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	5	7%	5%
Students in ninth grade with one or more absences within the first 20 days	4	5%	4%
Students in ninth grade who fail two or more courses in any subject	9	12%	10%
Students with grade point average less than 2.0	160	68%	45%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	19	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	31	13%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents or Guardian participation and signing a performance contract and developing an academic and behavioral with the student. Student under the age of 18 was 100% with both general education and ESE. We only enrolled one eighteen year old student without parent involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent or Guardian Participation	232	99%	100%

Goals Summary

- G1.** As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid lose of learning opportunities. (PD for teachers to move from time percentage basis to actual scope and sequence)

Goals Detail

G1. As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid lose of learning opportunities. (PD for teachers to move from time percentage basis to actual scope and sequence)

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- 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

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

Plan to Monitor Progress Toward the Goal

Spreadsheet

Person or Persons Responsible

Guidance

Target Dates or Schedule:

After implementation November 1, 2013

Evidence of Completion:

reduction in transition days

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid lose of learning opportunities. (PD for teachers to move from time percentage basis to actual scope and sequence)

G1.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

G1.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) so we and integrate the S&S into the computer curriculum. We will not allow students into the classroom without a comprehensive behavioral/academic plan for success.

Action Step 1

Collaborative principals meeting with student services and ESE services.

Person or Persons Responsible

Principals and Directors

Target Dates or Schedule

During transition period of new Assistant Superintendent

Evidence of Completion

Shorten period between sending school suspension and Spectrum enrollment

Facilitator:

Guidance and Principal

Participants:

Teachers

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

Track number of days students are absent between suspension and enrollment

Person or Persons Responsible

Guidance and curriculum coordinator at Spectrum

Target Dates or Schedule

After Implementation: Target November 1, 2013

Evidence of Completion

Stats from Guidance

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Guidance and teachers

Target Dates or Schedule

11-01-2013

Evidence of Completion

reduce transition days from 10 to 5.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Violence Prevention: Anger Replacement Class for students with anger management issues

Violence Prevention (2): Intervention sessions with contract school psychologist

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid lose of learning opportunities. (PD for teachers to move from time percentage basis to actual scope and sequence)

G1.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

G1.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) so we and integrate the S&S into the computer curriculum. 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

Guidance and Principal

Participants

Teachers

Target Dates or Schedule

During transition period of new Assistant Superintendent

Evidence of Completion

Shorten period between sending school suspension and Spectrum enrollment

Appendix 2: Budget to Support School Improvement Goals