

Martin County School District

# Spectrum Academy



2019-20 Schoolwide Improvement Plan

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# Spectrum Academy

800 SE BAHAMA AVE, Stuart, FL 34994

martinschools.org/o/sa

## Demographics

**Principal: Janice Mills**

Start Date for this Principal: 7/25/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Martin County School Board on 8/20/2019.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

## School Grades History

Year  
Grade

## School Board Approval

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## SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

## 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Achieve academic success for all students.

**Provide the school's vision statement.**

Provide a quality supportive environment.

**Belief statements:**

1. All students have the right to a quality education and can achieve academic growth.
2. Education is a continuous learning process.
3. The community offers resources that enhance global awareness and support a safe learning environment.
4. Continuous communication and support exist among parents, students, and school.
5. Provide new beginnings for all students
6. Employ a dedicated staff who set high standards for academic growth and success.
7. We will create and support a school environment in which all students have a positive successful learning experience.

### School Leadership Team

**Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Mills, Janice	Principal	
Kaufman, Elaine	Dean	
Neller, Kris	School Counselor	
Wrocklage, Liz	Teacher, K-12	
Conti, Rebecca	Teacher, ESE	

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	3	15	19	10	19	15	28	109
Attendance below 90 percent	0	0	0	0	0	0	3	15	19	10	19	15	28	109
One or more suspensions	0	0	0	0	0	0	3	15	19	10	19	15	28	109
Course failure in ELA or Math	0	0	0	0	0	0	2	10	11	0	0	0	3	26
Level 1 on statewide assessment	0	0	0	0	0	0	4	7	15	9	15	16	9	75

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	3	15	19	10	19	15	28	109

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	10	11	0	0	0	3	26
Students retained two or more times	0	0	0	0	0	0	2	10	11	0	0	0	3	26

**FTE units allocated to school (total number of teacher units)**

10

**Date this data was collected or last updated**

Thursday 7/25/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	5	8	26	19	16	10	5	89
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	5	8	26	19	16	10	5	89

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	5	8	26	19	16	10	5	89
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	5	8	26	19	16	10	5	89

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	71%	56%	0%	67%	53%
ELA Learning Gains	0%	59%	51%	0%	56%	49%
ELA Lowest 25th Percentile	0%	55%	42%	0%	40%	41%
Math Achievement	0%	69%	51%	0%	63%	49%
Math Learning Gains	0%	52%	48%	0%	62%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	59%	39%
Science Achievement	0%	82%	68%	0%	76%	65%
Social Studies Achievement	0%	84%	73%	0%	79%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	3 (0)	15 (0)	19 (0)	10 (0)	19 (0)	15 (0)	28 (0)	109 (0)
Attendance below 90 percent	3 (5)	15 (8)	19 (26)	10 (19)	19 (16)	15 (10)	28 (5)	109 (89)
One or more suspensions	3 (0)	15 (0)	19 (0)	10 (0)	19 (0)	15 (0)	28 (0)	109 (0)
Course failure in ELA or Math	2 (0)	10 (0)	11 (0)	0 (0)	0 (0)	0 (0)	3 (0)	26 (0)
Level 1 on statewide assessment	4 (0)	7 (0)	15 (0)	9 (0)	15 (0)	16 (0)	9 (0)	75 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	57%	-57%	54%	-54%
	2018	0%	56%	-56%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	10%	53%	-43%	52%	-42%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	57%	-57%	51%	-51%
Same Grade Comparison		10%				
Cohort Comparison		10%				
08	2019	11%	62%	-51%	56%	-45%
	2018	19%	63%	-44%	58%	-39%
Same Grade Comparison		-8%				
Cohort Comparison		11%				
09	2019	9%	61%	-52%	55%	-46%
	2018	9%	62%	-53%	53%	-44%
Same Grade Comparison		0%				
Cohort Comparison		-10%				
10	2019	8%	59%	-51%	53%	-45%
	2018	10%	59%	-49%	53%	-43%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	64%	-64%	55%	-55%
	2018	0%	63%	-63%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	18%	60%	-42%	54%	-36%
	2018	0%	65%	-65%	54%	-54%
Same Grade Comparison		18%				
Cohort Comparison		18%				
08	2019	5%	67%	-62%	46%	-41%
	2018	6%	66%	-60%	45%	-39%
Same Grade Comparison		-1%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	58%	-58%	48%	-48%
	2018	5%	57%	-52%	50%	-45%
Same Grade Comparison		-5%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	19%	74%	-55%	67%	-48%
2018	13%	73%	-60%	65%	-52%
Compare		6%			
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	77%	-77%	71%	-71%
2018	0%	79%	-79%	71%	-71%
Compare		0%			
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	18%	78%	-60%	70%	-52%
2018	21%	74%	-53%	68%	-47%
Compare		-3%			
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	7%	75%	-68%	61%	-54%
2018	0%	70%	-70%	62%	-62%
Compare		7%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	11%	65%	-54%	57%	-46%
2018	0%	61%	-61%	56%	-56%
Compare		11%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
HSP											
WHT											
FRL											
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	81
Total Components for the Federal Index	6
Percent Tested	76%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

**English Language Learners**

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

**Native American Students**

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

**Asian Students**

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	0
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The subgroups where data showed the lowest performance were Hispanic, White, and Economically Disadvantaged. The district changed the criteria for students attending Spectrum during the

2018-2019 school year. The criteria change permitted additional students to attend who were dealing with high levels of trauma across all sub groups.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Not enough data to make a determination

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Not enough data to make a determination

**Which data component showed the most improvement? What new actions did your school take in this area?**

Not enough data to make a determination

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

1. The high number of middle school students who have been retained in elementary school and again in middle school.
2. The high number of students who do not have the literacy skills to pass the required 10th grade reading FSA for graduation requirement.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Systemic approach to providing academic and emotional supports to students impacted by trauma.
2. School wide literacy approach with a laser focus on ELLs
- 3.
- 4.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Systemic approach to providing academic and emotional supports to students impacted by trauma.
<b>Rationale</b>	Students impacted by trauma are lacking in five key areas: connection, security, achievement, autonomy, and fulfillment. When a systemic approach is in place for all stakeholders supporting students who are impacted by trauma then academic achievement can be attained.
<b>State the measurable outcome the school plans to achieve</b>	The outcome is intended to increase the number of students meeting the required graduation requirements therefore helping to decrease the districts overall drop out rate.
<b>Person responsible for monitoring outcome</b>	Janice Mills (millsj@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	Working with the National Dropout Prevention Center on 15 researched based strategies to support students impacted by trauma.
<b>Rationale for Evidence-based Strategy</b>	Research that the National Dropout Prevention Center has done over the years regarding students impacted by trauma. Following a systemic approach to being a Trauma-Skilled School.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Take team to Trauma-Skilled Schools Conference during the summer 2019</li> <li>2. Provide school PD during pre-school days to support work</li> <li>3. Provide opportunity for secondary schools to send representation to be included in the work</li> <li>4. Provide team the opportunity to become NDPC Specialists</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Janice Mills (millsj@martin.k12.fl.us)

<b>#2</b>	
<b>Title</b>	School wide literacy approach with a laser focus on ELLs
<b>Rationale</b>	The demographic population has changed over the years and there has been a significant increase in servicing students where English is not their primary language. The district as a whole is performing below the state average for success of this subgroup. With the district performing below state average with the ELL subgroup the majority of students attending Spectrum have deficits in literacy skills across all groups of students.

<b>State the measurable outcome the school plans to achieve</b>	Increase the number of students reaching mastery on the FSA ELA and / or meeting the required concordance score on the ACT/SAT/PSAT meeting the graduation requirement.
<b>Person responsible for monitoring outcome</b>	Janice Mills (millsj@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	Research that the National Center on Improving Literacy (NICL) has done over the years has been able to support educators and parents in understanding that reading skills lay the foundation for academic success.
<b>Rationale for Evidence-based Strategy</b>	Learning to read in English requires teaching students how the alphabetic system works. Three issues are critical: 1. Understanding that each word when spoken consists of smaller units of sounds, and it is important to learn to hear and identify these discrete sounds; 2. Learning that the letters of the alphabet are symbols for these sounds; 3. Knowing that the purpose of reading is to understand the text, and understanding requires concentration and practice. Some words rarely used in everyday conversations are commonly used in academic settings. Learning the meaning of academic vocabulary is essential to understanding and applying new content. Teaching both unconditional reading skills and academic vocabulary need to be connected.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Continuous professional development provided throughout the year</li> <li>2. Implement Achieve 3000 school wide</li> <li>3. Provide boot camps for students to help with strategies for ACT/SAT success</li> <li>4. Provide students opportunity to take school based non-college reportable ACT/SAT</li> <li>5. Remove financial barrier by providing fee waivers and/or payment to allow students access to ACT/SAT</li> </ol>
<b>Person Responsible</b>	Janice Mills (millsj@martin.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Spectrum has established school-wide behavioral expectations that are designed to create a positive learning environment based on demonstrating and rewarding appropriate behaviors, and taking responsibility for one's actions. The Positive Behavior Intervention Support collaborative learning team keeps all staff abreast regarding incidents on campus, discusses ways to minimize distractions and to



keep students engaged during instructional time. Students who need more intensive social-emotional interventions are seen by contracted licensed counselors who maintain an office on campus. Mindset training and goal-setting skills are integrated into the curriculum to provide holistic education. Spectrum provides staff and parents with a clear MTSS process to ensure the school is meeting the academic and social-emotional needs of all students. 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, staff, and students must properly display their identification badges on lanyards at all times. Before, during, and after school there is a high visibility of administration, support staff, teachers, and the School Resource Officer -- all of which carry radios for communication. 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 school newsletters. Parents receive automated calls with pertinent school information and also receive personal calls with critical school information. 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.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

The school actively constructs positive relationships by using a variety of ways to communicate with families. Parents are informed of the schools mission and vision, upcoming events, and any schedule changes by means of the school website and monthly newsletters, as well as receiving Alert Now phone calls regarding special events or pertinent information. Personalized phone calls are also made daily regarding a student being tardy or absent from school, in order to build trust and a relationship with parents/guardians. Lastly, parents and students are given access to FOCUS to better track student grades and attendance, and to be able to communicate with staff via email as needed.

We have several nights where we welcome families on campus. Open House is held at the end of August (shortly after school starts) and parents/guardians are invited to meet the staff and discuss individual concerns. This year, Spectrum hosted a rummage sale using donated items from the community to raise funds and increase community involvement in the school environment. Additionally, Parent/Teacher Conference Nights will be held in November and April to assist parents/guardians in the use of Focus, Classlink and Edgenuity; those nights will also be used to discuss the general transition process, requirements to return to comprehensive school, and expectations at meetings and students are encouraged to attend. Parent/teacher/student conferences are also scheduled throughout the school year as needed.

Off-campus, two Little Free Libraries are being constructed and maintained by Spectrum students and placed in two locations in the local community. The libraries are designed to increase literacy in the community. We are hopeful these libraries will strengthen the positive connection between our school and our neighbors.

**PFEP Link**

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

**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 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.

**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, parent(s)/guardian(s) and school staff are all involved with the enrollment process. All expectations of the school are explained during and interventions (academic and behavior) provided as soon as the student enters the school to maximize student success. Our goal is that students realize that while many of the district rules and expectations they knew at their previous school are consistent at Spectrum, there are many benefits to working on a smaller campus with a smaller staff in an often blended learning environment.

Additionally, Parent/Teacher Conference Night in April will be held on the Spectrum Campus and the general transition process and requirements to return to comprehensive school will be discussed and clarified for students heading back to their home schools, and for new arrivals.

**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, implementation/monitoring ideas. The team works diligently to determine baseline interventions at each level, looks 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 credit recovery courses 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 and Character Counts

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 (PBIS) 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.

Supplemental After School Tutoring: Available to students Monday-Thursday 2:45-3:45pm. Teachers are available for assistance in academic classes, credit recovery and SAT/ACT/PSAT preparation.

High school parents have the opportunity to discuss Career Source and Job Corp on Spectrum Campus in April.

**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. While students are enrolled at Spectrum High School they participate in test preparation learning strategies to better prepare for critical assessments: PSAT, ACT, SAT, and PERT. The school schedules presentations and field trips that provide students with real world experiences that help to guide them with the decision making process in regards to college and career awareness.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Systemic approach to providing academic and emotional supports to students impacted by trauma.</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	0073 - Spectrum Academy			\$10,000.00
			<i>Notes: The outcome is intended to increase the number of students meeting the required graduation requirements therefore helping to decrease the districts overall drop out rate.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: School wide literacy approach with a laser focus on ELLs</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	510-Supplies	0073 - Spectrum Academy	School Improvement Funds		\$3,000.00
			<i>Notes: Increase the number of students reaching mastery on the FSA ELA and / or meeting the required concordance score on the ACT/SAT/PSAT meeting the graduation requirement.</i>			
<b>Total:</b>						<b>\$13,000.00</b>