

Martin County School District

Spectrum Academy



2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
R.A.I.S.E	19
Positive Culture & Environment	21

Spectrum Academy

800 SE BAHAMA AVE, Stuart, FL 34994

martinschools.org/o/sa

Demographics

Principal: Janice Mills

Start Date for this Principal: 7/1/2014

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Spectrum Academy is an alternative high school in the Martin County school district. The school specializes in helping students with a variety of scheduling options that help them recover credits, accelerate course work, and also services as a discipline placement. Specifics supports provided include, but not limited to... individualized scheduling, every student is assigned a mentor, social service supports, credit recovery opportunities, acceleration opportunities, co-enrollment opportunities between comprehensive high school and alternative school, dual-enrollment opportunities, etc.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Mills, Janice	Principal	
Battles, Patricia	Teacher, ESE	
Eimann, Emily	Teacher, K-12	
Zeblicky, Karen	Reading Coach	
Boyar, Allison	Graduation Coach	
Wrocklage, Liz	Teacher, K-12	

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

NA

Demographic Information

Principal start date

Tuesday 7/1/2014, Janice Mills

Total number of students enrolled at the school.

153

Total number of teacher positions allocated to the school.

11

Number of teachers with professional teaching certificates?

11

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

3

Identify the number of instructional staff who left the school during the 2021-22 school year.

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

2022-23

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	0	1	41	9	23	49	43	166	
Attendance below 90 percent	0	0	0	0	0	0	0	1	41	9	23	49	43	166	
One or more suspensions	0	0	0	0	0	0	0	0	7	3	8	6	2	26	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	25	5	10	28	0	69	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	1	6	23	10	42	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	25	5	10	28	0	69	

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	0	1	41	9	23	49	43	166

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	0	1	12	0	0	0	1	14
Students retained two or more times	0	0	0	0	0	0	0	1	21	0	0	0	0	22

Date this data was collected or last updated

Monday 10/3/2022

2021-22 - 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	
Number of students enrolled		0	0	0	0	0	0	0	4	24	9	11	18	92
Attendance below 90 percent		0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions		0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA		0	0	0	0	0	0	0	0	0	0	0	3	3
Course failure in Math		0	0	0	0	0	0	0	0	0	0	0	4	4
Level 1 on 2019 statewide FSA ELA assessment		0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment		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	0	4	24	9	11	18	26	92

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	0	4	12	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	4	12	0	0	0	0	16

Part II: Needs Assessment/Analysis**School Data Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		57%	51%					71%	56%
ELA Learning Gains								59%	51%
ELA Lowest 25th Percentile								55%	42%
Math Achievement		41%	38%					69%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								46%	45%
Science Achievement		44%	40%					82%	68%
Social Studies Achievement		47%	48%					84%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	57%	-57%	54%	-54%
Cohort Comparison						
07	2022					
	2019	10%	53%	-43%	52%	-42%
Cohort Comparison		0%				
08	2022					
	2019	11%	62%	-51%	56%	-45%
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	64%	-64%	55%	-55%
Cohort Comparison						
07	2022					
	2019	18%	60%	-42%	54%	-36%
Cohort Comparison		0%				
08	2022					
	2019	5%	67%	-62%	46%	-41%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	58%	-58%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	19%	74%	-55%	67%	-48%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	77%	-77%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	18%	78%	-60%	70%	-52%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	7%	75%	-68%	61%	-54%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	11%	65%	-54%	57%	-46%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL											
HSP	11						10				

2022 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 2020-21	C & C Accel 2020-21
FRL	4	21		30			10				
2021 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 2019-20	C & C Accel 2019-20
ELL											
HSP											
WHT								27			
FRL	20				33			12			
2019 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 2017-18	C & C Accel 2017-18
HSP											
WHT											
FRL											

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	9
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	52
Total Components for the Federal Index	6
Percent Tested	67%
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%	0
English Language Learners	
Federal Index - English Language Learners	0
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	11
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
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%	0
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%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	16
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Spectrum had three areas of focus during the 2021-2022 school year. 1) Culture and Environment specifically relating to early warning systems. 2) Instructional practice specifically relating to ELA. 3) Instructional practice specifically relating to math. The school team monitors progress on areas of focus by utilizing mentors assigned to every student, attendance, course grades, and progress monitoring assessments. PLC work focuses on evaluating data and implementation of remediation strategies specifically addressing areas of concern.

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

Focus area 1 had the largest impact and area of improvement. Spectrum reached Platinum status for the 2021-2022 school year through the University of South Florida's PBIS project. For the 2022-2023 school year the school team will be implementing additional strategies focusing on relationships and parent involvement.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The greatest need of improvement continues to be instructional practice specifically relating to both ELA and math. The following subgroups continue to fall below the 41% and our at risk: ESSA, ELL, Hispanic, and economically disadvantage.

What trends emerge across grade levels, subgroups and core content areas?

The largest trend emerging across all grade levels and subgroups specifically relates to ELA. The demographic population has changed over the years and there has been a significant increase in servicing students where English is not the primary language. The majority of students attending Spectrum have deficits in literacy skills across all subgroups of students.

What strategies need to be implemented in order to accelerate learning?

Strategies based in 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, ensuring teachers are equipped with resources and tools to support students, and continuing weekly PLC meetings to ensure fidelity in communication and strategies being utilized.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Continue to work with the National Dropout Prevention Center on researched based strategies to support students impacted by trauma.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

School data continues to identify literacy and math skills as a critical need across all grade levels and all subgroups of students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State progress monitoring assessment data will be monitored. Students that our at risk of not achieving mastery will continue to have intensive remediation through after school supports, intensive reading and intensive math courses will be offered during the school day, and weekly PLC meetings will continue to discuss students on an individual basis looking at identifying strategies to increase skills in both literacy and math skills across all groups of students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly data meetings will be held to review state progress monitoring assessment data, grade book grades, student daily attendance, and discipline records.

Person responsible for monitoring outcome:

Elaine Kaufman (kaufmae@maritn.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The school will be implementing the National Dropout Prevention Center's 4 strands of success: leadership, learning accelerators, success for all, and outreach to help improve graduation rates. 1. Leadership: Systemic approach, professional learning, and safe learning environment. 2. Learning accelerators: Individualized instruction, active learning, education technology. 3. Success for all: career technical education, alternative education, and early childhood education. 4. Outreach: School community collaboration, family engagement, after school / out of school opportunities, service learning, and mentoring.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Spectrum students all have some level of trauma they have experienced in their lives. Adverse childhood experiences are all statistically higher then the average student. Therefore, continuous improvement through researched based strategies, identified by the NDPC, to improve academic success will be utilized.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. All students receive rigorous support in building confidence and skills to be successful in coursework as well as standardized assessments required for graduation in a blended learning model in each classroom. Before / after school sessions are offered for enrichment/remediation.

Person Responsible

Elaine Kaufman (kaufmae@maritn.k12.fl.us)

2. Each student is assigned a mentor teacher that monitors grades, attendance, discipline, as well as out-of-school needs that may impact learning.

Person Responsible

Janice Mills (millsj@martin.k12.fl.us)

3. The Positive Behavioral Interventions and Supports (PBIS) framework is utilized to create a community where all students succeed. The LMS platform, ClassDojo, is used to track student success and

encourage them to continue building social, emotional, and personal skills as they become global citizens in our community.

Person Responsible

Elaine Kaufman (kaufmae@maritn.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Weekly PLC meetings to monitor academic progress. Quarterly meetings to discuss state assessment data.

#2. Instructional Practice specifically relating to ELA**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

School data continues to identify literacy as a critical need across all grade levels and all subgroups of students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State progress monitoring assessment data will be monitored. Students that our at risk of not achieving mastery will continue to have intensive remediation through after school supports and intensive reading courses will be offered during the school day. Weekly PLC meetings will continue to discuss students on an individual basis looking at identifying strategies to increase skills in literacy across all groups of students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly data meetings will be held to review state progress monitoring assessment data, grade book grades, student daily attendance, and discipline records.

Person responsible for monitoring outcome:

Emily Eimann (eimanne@martinschools.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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 readings is to understand the text, and understanding requires concentration 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.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Each student is assigned a mentor teacher that monitors grades, attendance, discipline, as well as out-of-school needs that may impact learning.

Person Responsible

Liz Wrocklage (wrockll@martin.k12.fl.us)

2. Students in ELA courses are participating in a blended learning model in their ELA courses that focuses on standards-based mastery; students progress through curriculum at their own pace and are provided time and resources to determine mastery over content; immediate and actionable feedback is provided to students in a timely manner to ensure needs are addressed. Based on data from mastery check assessments through each unit, students meet with teacher weekly for data chats, grade reflections, and small-group support and enrichment/remediation.

Person Responsible

Emily Eimann (eimanne@martinschools.org)

3. 11/12th grade students placed into Intensive Reading receive rigorous support in building comprehension and stamina, phonological and phonemic awareness, and skills to be successful on standardized assessment required for graduation. Before / after school sessions are also offered for enrichment/remediation.

Person Responsible Karen Zeblisky (zeblisk@martinschools.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Weekly PLC meetings to monitor academic progress. Quarterly meetings to discuss state assessment data.

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

School data continues to identify math as a critical need across all grade levels and all subgroups of students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State progress monitoring assessment data will be monitored. Students that are at risk of not achieving mastery will continue to have intensive remediation through after school supports and intensive math courses will be offered during the school day. Weekly PLC meetings will continue to discuss students on an individual basis looking at identifying strategies to increase skills in math across all groups of students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly data meetings will be held to review state progress monitoring assessment data, grade book grades, student daily attendance, and discipline records.

Person responsible for monitoring outcome:

Elaine Kaufman (kaufmae@maritn.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Serious efforts to improve students' readiness for college or the postsecondary-school workplace will call for mathematics educators to ensure all students have carefully planned opportunities to learn these foundational concepts and processes. Spectrum has chosen to utilize the new adopted math series to remediate deficiencies.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Sound research-based interventions with high school students is a critical element. The relationship between mathematics attainment and high school graduation is documented. It is important for students to develop foundational skills and understanding of mathematics. These cognitive abilities are related to completion of both high school and college. Moreover, research suggests students with a foundational understanding of mathematics are better prepared for post secondary school employment opportunities.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Each student is assigned a mentor teacher that monitors grades, attendance, discipline, as well as out-of-school needs that may impact learning.

Person Responsible

Elaine Kaufman (kaufmae@maritn.k12.fl.us)

2. Students receive rigorous support in building confidence and stamina and skills to be successful on standardized assessments required for graduation. Before / after school sessions are also offered for enrichment/remediation.

Person Responsible

Elaine Kaufman (kaufmae@maritn.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to

Weekly PLC meetings to monitor academic progress. Quarterly meetings to discuss state assessment data.

all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

NA

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

PLC meets weekly to review PBIS data. Data is collected and monitored through the University of South Florida's PBIS project software: RTI:B and through the schools student information system: FOCUS.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Data is communicated to all stake holders through school newsletter, website, and social media.

Describe how implementation will be progress monitored.

Weekly PLC meeting discuss PBIS data and teacher fidelity.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step**Person Responsible for Monitoring**

Weekly data meetings. Participation in district monthly student service meetings.

Kaufman, Elaine,
kaufmae@maritn.k12.fl.us