Martin County School District

Spectrum Academy

2021-22 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: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

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.

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

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Mills, Janice	Principal	
Kaufman, Elaine	Dean	
Adriel, Robert	Teacher, ESE	
Wrocklage, Liz	Teacher, K-12	
Zeblisky, Karen	Teacher, K-12	

Demographic Information

Principal start date
Monday 7/19/2021, Janice Mills

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Total number of teacher positions allocated to the school
9

Total number of students enrolled at the school
136

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

Demographic Data

Early Warning Systems

2021-22

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	0	10	21	28	29	48	136
Attendance below 90 percent	0	0	0	0	0	0	0	0	8	17	25	23	40	113
One or more suspensions	0	0	0	0	0	0	0	0	4	10	5	7	7	33
Course failure in ELA	0	0	0	0	0	0	0	0	2	1	12	13	18	46
Course failure in Math	0	0	0	0	0	0	0	0	1	3	11	3	10	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	9	16	22	15	37	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	8	15	20	16	30	89
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	2	4	28	16	15	65

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	0	10	20	28	24	44	126

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	0	10	0	0	0	1	11
Students retained two or more times	0	0	0	0	0	0	0	0	2	5	1	2	0	10

Date this data was collected or last updated
Monday 7/19/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	4	24	9	11	18	26	92
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	4	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	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

2020-21 - 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	26	92
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	4	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					71%	56%		69%	56%
ELA Learning Gains					59%	51%		59%	53%
ELA Lowest 25th Percentile					55%	42%		52%	44%
Math Achievement					69%	51%		63%	51%
Math Learning Gains					52%	48%		56%	48%
Math Lowest 25th Percentile					46%	45%		44%	45%
Science Achievement					82%	68%		82%	67%
Social Studies Achievement					84%	73%		76%	71%

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	2021					
	2019	0%	57%	-57%	54%	-54%
Cohort Comparison						
07	2021					
	2019	10%	53%	-43%	52%	-42%
Cohort Comparison		0%				
08	2021					
	2019	11%	62%	-51%	56%	-45%
Cohort Comparison		-10%				
09	2021					
	2019	9%	61%	-52%	55%	-46%
Cohort Comparison		-11%				
10	2021					
	2019	8%	59%	-51%	53%	-45%
Cohort Comparison		-9%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	0%	64%	-64%	55%	-55%
Cohort Comparison						
07	2021					
	2019	18%	60%	-42%	54%	-36%
Cohort Comparison		0%				
08	2021					
	2019	5%	67%	-62%	46%	-41%
Cohort Comparison		-18%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	0%	58%	-58%	48%	-48%
Cohort Comparison						

			BIOLOGY EOC		
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	19%	74%	-55%	67%	-48%
			CIVICS EOC		
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	0%	77%	-77%	71%	-71%
			HISTORY EOC		
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	18%	78%	-60%	70%	-52%
			ALGEBRA EOC		
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	7%	75%	-68%	61%	-54%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	11%	65%	-54%	57%	-46%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Spectrum administers district quarterly assessments for ELA, Math, and EOC courses.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	4/0%	3/0%	2/0%
	Economically Disadvantaged	Not Avail	Not Avail	Not Avail
	Students With Disabilities	N/A	1/0%	N/A
	English Language Learners	1/0%	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	2/0%	3/0%	3/0%
	Economically Disadvantaged	Not Avail	Not Avail	Not Avail
	Students With Disabilities	N/A	1/0%	N/A
	English Language Learners	2/0%	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students	7/0%	6/33%	4/0%
	Economically Disadvantaged	Not Avail	Not Avail	Not Avail
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	3/0%	1/33%	2/0%

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/0%	7/0%	7/0%
	Economically Disadvantaged	Not Avail	Not Avail	Not Avail
	Students With Disabilities	1/0%	1/0%	1/0%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/0%	12/0%	7/14%
	Economically Disadvantaged	Not Avail	Not Avail	Not Avail
	Students With Disabilities	3/0%	3/0%	1/0%
	English Language Learners	1/0%	3/0%	2/0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/33%	11/36%	8/0%
	Economically Disadvantaged	Not Avail	Not Avail	Not Avail
	Students With Disabilities	3/33%	3/33%	N/A
	English Language Learners	1/100%	2/50%	2/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/17%	10/10%	4/0%
	Economically Disadvantaged	Not Avail	Not Avail	Not Avail
	Students With Disabilities	N/A	1/0%	2/0%
	English Language Learners	2/0%	3/0%	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20/10%	13/23%	5/0%
	Economically Disadvantaged	Not Avail	Not Avail	Not Avail
	Students With Disabilities	2/0%	2/50%	1/0%
	English Language Learners	5/0%	3/33%	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/25%	17/65%	1/0%
	Economically Disadvantaged	Not Avail	Not Avail	Not Avail
	Students With Disabilities	3/33%	3/33%	N/A
	English Language Learners	1/0%	5/80%	1/0%

Grade 12					
English Language Arts	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
Mathematics	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
Biology	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
US History	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				

Subgroup Data Review

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											
2018 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 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	12
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	85
Total Components for the Federal Index	7
Percent Tested	57%
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	0
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	27
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	13
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

The majority of students are deficient in both literacy and math skills.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Literacy is the greatest need as 0% of grade 9 and 10 students in SWD and ELL subgroups were proficient. Less than 50% of ALL students were proficient.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Increase the number of students taking intensive reading and test prep courses throughout the school day.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

No improvement noted

What were the contributing factors to this improvement? What new actions did your school take in this area?

No improvement noted

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

SAT/ACT/FSA intensive boot camps for both math and reading scheduled within the school day.

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

Continue working with the National Dropout Prevention Center on the latest research and strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Regularly scheduled learning walks to ensure fidelity

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Systemic approach to providing academic and emotional supports to students impacted by trauma. 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.
Measurable Outcome:	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.
Monitoring:	Quarterly meetings specifically focusing on seniors ensuring they are on pace to graduate on time.
Person responsible for monitoring outcome:	Janice Mills (millsj@martin.k12.fl.us)
Evidence-based Strategy:	Working with the National Dropout Prevention Center on 15 researched based strategies to support students impacted by trauma.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement	
Quarterly meetings to discuss senior academic progress.	
Person Responsible	Elaine Kaufman (kaufmae@maritn.k12.fl.us)
Biweekly meetings discussing student academic and behavioral concerns.	
Person Responsible	Elaine Kaufman (kaufmae@maritn.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Schoolwide literacy approach with a laser focus on English Language Learners. 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 district as a whole is performing below state average for success in regards to the ELL subgroup. The majority of students attending Spectrum have deficits in literacy skills across all groups of students.
Measurable Outcome:	Increase the number of students reaching mastery on the FSA ELA and / or meeting the required concordance score (ACT/SAT/PSAT) for graduation requirements.
Monitoring:	Quarterly meetings specifically focusing on students who are deficient in ELA and reading courses. Utilizing district progress monitoring tools to establish baseline data with students and monitor growth.
Person responsible for monitoring outcome:	Janice Mills (millsj@martin.k12.fl.us)
Evidence-based Strategy:	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:	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 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

Quarterly meetings specifically focusing on students who are deficient in ELA and reading courses.

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

Utilizing district progress monitoring tools to establish baseline data with students and monitor growth.

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The majority of students who attend Spectrum have not met the required Algebra 1 EOC state requirement and historically have been L1 and L2 learners.
Measurable Outcome:	Increase the number of students reaching mastery on the Algebra 1 EOC and / or meeting the required concordance score (ACT/SAT/PSAT) for graduation requirements.
Monitoring:	Quarterly meetings specifically focusing on students who are deficient in math courses leading up to and including Algebra 1. Utilizing district progress monitoring tools to establish baseline data with students and monitor growth.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	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 ChalkTalk's adaptive instructional content which is aligned to state standards and focused on core ELA and math skills, such as "solving systems of linear equations with two variables" and "identifying the main idea of a History reading passage." This is why students not only score higher on the SAT or ACT, but also report better grades in their ELA and math classes.
Rationale for Evidence-based Strategy:	Sound research-based intervention with middle school and 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

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to White	
Area of Focus Description and Rationale:	Systemic approach to providing academic and emotional supports to students impacted by trauma. 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.
Measurable Outcome:	Increase the number of students reaching mastery on required state assessments and / or meeting the required concordance score (ACT/SAT/PSAT) for graduation requirements.
Monitoring:	Quarterly meetings specifically focusing on students who are deficient in ELA and Math courses. Utilizing district progress monitoring tools to establish baseline data with students and monitor growth.
Person responsible for monitoring outcome:	Janice Mills (millsj@martin.k12.fl.us)
Evidence-based Strategy:	Working with the National Dropout Prevention Center on 15 researched based strategies to support students impacted by trauma.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

Quarterly meetings to discuss data and student progress.

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

#5. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:	Systemic approach to providing academic and emotional supports to students impacted by trauma. 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.
Measurable Outcome:	Increase the number of students reaching mastery on required state assessments and / or meeting the required concordance score (ACT/SAT/PSAT) for graduation requirements.
Monitoring:	Quarterly meetings specifically focusing on students who are deficient in ELA and Math courses. Utilizing district progress monitoring tools to establish baseline data with students and monitor growth.
Person responsible for monitoring outcome:	Janice Mills (millsj@martin.k12.fl.us)
Evidence-based Strategy:	Working with the National Dropout Prevention Center on 15 researched based strategies to support students impacted by trauma.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

Quarterly meetings to discuss data and student progress.

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

#6. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:	Schoolwide literacy approach with a laser focus on English Language Learners. 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 district as a whole is performing below state average for success in regards to the ELL subgroup. The majority of students attending Spectrum have deficits in literacy skills across all groups of students.
Measurable Outcome:	Increase the number of students reaching mastery on the FSA ELA and / or meeting the required concordance score (ACT/SAT/PSAT) for graduation requirements.
Monitoring:	Quarterly meetings specifically focusing on students who are deficient in ELA and reading courses. Utilizing district progress monitoring tools to establish baseline data with students and monitor growth.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	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:	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 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

Quarterly meetings specifically focusing on students who are deficient in ELA and reading courses.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Spectrum Academy is not specifically listed on the SafeSchoolsforAlex.org website. Spectrum services Martin County's comprehensive high schools. The data shown for the 3 high schools together indicates that for the 2019-2020 school year incidents per 100:1.8. The state high school incidents per 100:3.3. Martin County is below the reported state numbers. Spectrum will continue to analyze discipline data a minimum of two times per month and provide interventions as needed. Spectrum provides immediate interventions requested by teacher or student. The school has identified specific personnel to respond to interventions. When a request is made the interventionist reports immediately to the classroom, identifies if the teacher or student made request, and ensures privacy to get general information. At this point, if student needs to step outside of classroom to explain in detail what is occurring interventionist listens and provides suggestions to resolve problem. Student returns to classroom. No consequence. If teacher is requesting intervention then interventionist will determine if classroom needs coverage or problem can be resolved with no escalation of incident.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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. Newsletters are mailed home three times per year with pertinent information and resources. Automated phone calls are generated regarding absences for one or more class periods during the school day. Personalized phone calls are made on a regular basis regarding students being habitually tardy or absent from school. Personal connections with families are made by all team members in order to build trust and build relationships with parents/guardians. Lastly, parents and students are given access to FOCUS to better track student grades, attendance, and to help facilitate open communication the school team.

Spectrum has several nights where we welcome families on campus. A curriculum night is held in August shortly after school has started. Parents/guardians are invited to meet the staff and discuss individual concerns. 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 a comprehensive campus. Parent/teacher/student

conferences are also scheduled throughout the school year as needed.

Spectrum provides a "Free Little Library" for the community. It has been placed off campus and is maintained by students/staff. The library is designed to increase literacy in our local community. The partnership with the community has proven to be positive and continues to strengthen the connection between the school and our neighbors.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The entire school team is responsible for promoting a positive culture and environment for our students, families, staff, and surrounding community.

Secretaries: All have participated in professional development specifically targeting the importance of positive customer service.

Teachers and Paraprofessionals: Extensive training through the National Dropout Prevention Center. The training is ongoing and a deeply rooted in our school culture. The team continues to focus and build on the 15 effective strategies for dropout prevention.

Administration: Responsible for ensuring there is a systemic approach to everything we are doing as it impacts a diverse group of learners. Continue to build on strong school-community collaboration as a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	310-Professional and Technical Services	0073 - Spectrum Academy	Title, I Part A		$6,000.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0073 - Spectrum Academy	Title, I Part A		$6,000.00
3	III.A.	Areas of Focus: Instructional Practice: Math				$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0073 - Spectrum Academy	Title, I Part A		$4,000.00
4	III.A.	Areas of Focus: ESSA Subgroup: White				$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Hispanic				$0.00
					Total:	$16,000.00