

Spectrum Academy School



Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	30
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	31
VII. Budget to Support Areas of Focus	41

Spectrum Academy

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martinschools.org/o/sa

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 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 the 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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	<p>Overall Leadership: Provide visionary leadership, direction, and guidance for the school's improvement initiatives.</p> <p>SIP Oversight: Oversee the development, implementation, and monitoring of the School Improvement Plan (SIP) in alignment with the school's goals and objectives.</p> <p>Collaboration: Collaborate with other team members to ensure effective communication and coordination of SIP strategies.</p> <p>Resource Allocation: Allocate resources, including human and financial resources, to support the successful execution of the SIP.</p> <p>Evaluation: Evaluate the progress of the SIP implementation and make necessary adjustments to achieve desired outcomes.</p>
Battles, Patricia	Teacher, ESE	<p>Special Education Expertise: Provide expertise and guidance on strategies to meet the needs of exceptional students as part of the SIP implementation.</p> <p>Individualized Plans: Collaborate with teachers to develop and implement individualized education plans (IEPs) for exceptional students.</p> <p>Data Analysis: Analyze student performance data to identify trends and areas for improvement within the exceptional student education program.</p> <p>Professional Development: Provide training and professional development to teachers and staff on best practices for supporting exceptional students.</p>
Thurston, Mercedes	Dean	<p>Discipline and Behavior: Oversee student discipline and behavior management strategies aligned with the SIP goals.</p> <p>Student Support: Implement programs and initiatives to support student engagement, attendance, and well-being.</p> <p>Collaboration: Work with teachers and staff to ensure consistent implementation of strategies to create a positive school climate.</p> <p>Data Collection: Gather and analyze data related to student behavior and discipline to inform improvement strategies.</p>
Wrocklage, Liz	Teacher, K-12	<p>Instructional Leadership: Lead and support teachers in implementing effective instructional practices aligned with SIP goals.</p> <p>Professional Learning Communities: Facilitate professional learning communities to promote collaboration and sharing of best practices among teachers.</p> <p>Data Utilization: Assist teachers in analyzing student assessment data to</p>

Name	Position Title	Job Duties and Responsibilities
		inform instructional decisions and adjustments.
		Modeling Best Practices: Demonstrate effective teaching strategies and provide mentorship to fellow teachers.
		Financial Planning: Collaborate with school leadership to align budget allocations with the SIP priorities and strategies.
		Resource Allocation: Ensure that budgetary resources are allocated appropriately to support SIP initiatives.
Khanal, Shela	Administrative Support	Budget Monitoring: Track and report on budget expenditures related to the SIP and recommend adjustments if necessary.
		Grant Management: Identify and pursue external funding opportunities to supplement the school's budget for SIP implementation.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Involving stakeholders in the School Improvement Plan (SIP) development process is essential to ensure a comprehensive and collaborative approach that addresses the unique needs and perspectives of the school community. Here's a description of the process and how stakeholder input will be used at Spectrum Academy:

Identifying Stakeholders:

The school leadership team identifies key stakeholders who have a vested interest in the school's success, including teachers, school staff, parents, students, families, and local business or community leaders.

Engagement Strategies:

- Conduct regular meetings, workshops, focus groups, and surveys to engage stakeholders throughout the SIP development process.
- Utilize multiple communication channels, such as emails, newsletters, and social media, to reach a wide range of stakeholders.

Stakeholder Meetings:

- Organize meetings with the school leadership team, teachers, and staff to gather input on the school's strengths, weaknesses, opportunities, and challenges.
- Facilitate discussions to identify specific areas for improvement and potential strategies.

Parent and Family Involvement:

- Hold parent and family engagement sessions to discuss the SIP's goals, strategies, and potential

impact on their children's education.

- Seek input on how the school can better support students' academic and social-emotional needs.

Student Participation:

- Spectrum Academy, involves students in the SIP development process through focus groups and/or surveys.

- Gather insights from students about their experiences, challenges, and suggestions for enhancing the school environment.

Business and Community Leaders:

- Collaborate with local business and community leaders through forums, roundtable discussions, or partnerships to understand their expectations for the school and how it can better prepare students for future success.

Data-Driven Insights:

- Collect and analyze data from surveys, meetings, and discussions to identify common themes, priorities, and areas of consensus among stakeholders.

- Use this data to inform the development of the SIP's goals and strategies.

Integration of Stakeholder Input:

- Integrate the feedback and suggestions provided by stakeholders into the drafting and refinement of the SIP.

- Ensure that the plan reflects the diverse perspectives and needs of the school community.

Feedback and Review:

- Share the draft SIP with stakeholders for their review and feedback.

- Create opportunities for stakeholders to offer suggestions, ask questions, and provide additional insights before finalizing the plan.

Transparency and Communication:

- Communicate how stakeholder input influenced the SIP's development, and explain how their suggestions have been incorporated into the plan.

- Provide ongoing updates on the plan's implementation and progress to maintain transparency.

Continuous Engagement:

- Establish a mechanism for ongoing engagement with stakeholders throughout the school year to ensure their input continues to shape the implementation of the SIP.

- By involving stakeholders and incorporating their input into the SIP development process, Spectrum Academy ensures that the plan is grounded in the collective wisdom and expertise of the school community, leading to a more effective and impactful approach to improving student achievement and addressing the achievement gap.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring the School Improvement Plan (SIP) for effective implementation and impact on increasing student achievement, especially for those students with the greatest achievement gap, involves a systematic and data-driven approach.

Data Collection and Analysis:

- Regularly gather relevant data related to student achievement, behavior, attendance, and other relevant factors for the four focus areas (positive school culture, ELL subgroup, Hispanic subgroup, and free and reduced lunch subgroup). Analyze the data to identify trends, patterns, and areas of improvement or concern.

Progress Monitoring:

- Spectrum will establish clear benchmarks and performance indicators for each focus area to measure progress toward the goals outlined in the SIP. The school will use assessment data, classroom observations, and other relevant sources to assess the effectiveness of strategies and interventions.

Regular Review Meetings:

- Conduct regular review meetings involving school leadership, teachers, counselors, and relevant stakeholders to discuss progress, challenges, and potential adjustments to the SIP. Use these meetings to share data, review strategies, celebrate successes, and address areas that need improvement.

Data-Driven Decision Making:

- Use data to make informed decisions about the effectiveness of current strategies and interventions. Identify specific areas where students are not meeting academic standards and develop targeted interventions to address these gaps.

Adjustments and Revisions:

- Based on the analysis of data and feedback from stakeholders, revise the SIP as necessary to ensure continuous improvement.
- Modify strategies, resources, or timelines to address challenges and capitalize on successful approaches.

Professional Development:

- Offer ongoing professional development opportunities for teachers and staff to enhance their ability to implement effective strategies for the focus areas.
- Provide training on culturally responsive teaching, language acquisition techniques, and other relevant topics.

Engagement and Communication:

- Engage with parents, families, and the broader community to communicate the goals and progress of the SIP.
- Solicit feedback and input from stakeholders to ensure that the plan remains relevant and aligned with the needs of the students and community.

External Review:

Involve external educational experts or consultants to periodically review the SIP and provide recommendations for improvement.

Reflection and Celebration:

- Regularly reflect on successes and challenges, and celebrate milestones achieved through the implementation of the SIP.
- Use celebrations as opportunities to build a positive school culture and maintain motivation for improvement.

Spectrum Academy ensures that its School Improvement Plan is continually monitored, adjusted, and refined to effectively address the achievement gap and promote student success across the four focus areas.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	62%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	18	18	
One or more suspensions	0	0	0	0	0	0	0	0	18	18	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	18	18	
Course failure in Math	0	0	0	0	0	0	0	0	18	18	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	18	18	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	18	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	18	18	
	0	0	0	0	0	0	0	0	7	7	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	18	18

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	17	17
Students retained two or more times	0	0	0	0	0	0	0	0	13	13

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	1	41	166
One or more suspensions	0	0	0	0	0	0	0	0	0	7	26
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	1	25	69
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	2	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	1	25	69

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	1	41	166

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	12	14
Students retained two or more times	0	0	0	0	0	0	0	1	21	22

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	1	41	42
One or more suspensions	0	0	0	0	0	0	0	0	0	7	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	1	25	26
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	2	2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	1	25	26

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	1	41	42

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	12	13
Students retained two or more times	0	0	0	0	0	0	0	1	21	22

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	11	52	50	4	57	51	18		
ELA Learning Gains				20			20		
ELA Lowest 25th Percentile									
Math Achievement*	6	43	38	15	41	38	0		
Math Learning Gains							25		
Math Lowest 25th Percentile									
Science Achievement*	0	74	64	4	44	40	9		
Social Studies Achievement*	4	69	66	9	47	48	13		
Middle School Acceleration	0				44	44			
Graduation Rate	0	94	89	0	66	61	0		
College and Career Acceleration		61	65		71	67			
ELP Progress		41	45						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	4
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	21
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	78
Graduation Rate	0

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	9
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	52
Total Components for the Federal Index	6
Percent Tested	67
Graduation Rate	0

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	0	Yes	1	1
ELL	0	Yes	2	2
AMI				
ASN				
BLK				
HSP	8	Yes	4	4
MUL				
PAC				
WHT	3	Yes	1	1
FRL	2	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	0	Yes	1	1
AMI				
ASN				
BLK				
HSP	11	Yes	3	3
MUL				
PAC				
WHT				
FRL	16	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	11			6			0	4	0	0		
SWD				0							1	
ELL								0			2	
AMI												
ASN												
BLK												
HSP	20			13				0			4	
MUL												
PAC												
WHT	0			8							3	
FRL	6			4			0	0			5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	4	20		15			4	9		0		
SWD												
ELL	0											
AMI												
ASN												
BLK												
HSP	11						10					
MUL												
PAC												
WHT												
FRL	4	21		30			10					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	18	20		0	25		9	13		0		
SWD												
ELL										0		
AMI												
ASN												
BLK												
HSP				0						0		
MUL												
PAC												
WHT								27				
FRL	20			0	33			12		0		

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	22%	51%	-29%	50%	-28%
07	2023 - Spring	*	47%	*	47%	*
08	2023 - Spring	7%	48%	-41%	47%	-40%
09	2023 - Spring	4%	50%	-46%	48%	-44%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	44%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	51%	-51%	44%	-44%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	55%	-51%	50%	-46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	7%	51%	-44%	48%	-41%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	69%	-60%	63%	-54%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	76%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	12%	67%	-55%	63%	-51%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Spectrum Academy's lowest performance area continues to be the graduation rate. Contributing factors and trends include, but are not limited to...

Trauma-Related Challenges:

-All enrolled students have been heavily impacted by trauma, this factor could significantly influence their academic performance. Trauma can affect students' cognitive, emotional, and social development, potentially contributing to academic struggles.

Potential Achievement Gap:

-Given the generalized challenges faced by students, there may be an achievement gap between these students and their peers who have not experienced significant trauma. This gap could be reflected in various academic indicators.

To address these challenges and enhance academic performance, collaboration among teachers, counselors, and support staff is essential. Providing professional development on trauma-informed practices and effective teaching methods will strengthen the overall educational approach.

Focusing on these contributing factors and trends can help the school develop strategies within the School Improvement Plan that aim to address the unique needs of its students and create a more supportive and conducive learning environment for all subgroups, ultimately working towards improving academic achievement and narrowing the achievement gap.

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

ELA showed the greatest decline. Potential factors that contributed to this decline:

Trauma-Related Challenges:

-All enrolled students have been heavily impacted by trauma, this factor could significantly influence their academic performance. Trauma can affect students' cognitive, emotional, and social development, potentially contributing to academic struggles.

Potential Achievement Gap:

-Given the generalized challenges faced by students, there may be an achievement gap between these students and their peers who have not experienced significant trauma. This gap could be reflected in various academic indicators.

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.

Graduation rate had the greatest gap when compared to the state average.

Trauma-Related Challenges:

-All enrolled students have been heavily impacted by trauma, this factor could significantly influence their academic performance. Trauma can affect students' cognitive, emotional, and social development, potentially contributing to academic struggles.

Potential Achievement Gap:

-Given the generalized challenges faced by students, there may be an achievement gap between these students and their peers who have not experienced significant trauma. This gap could be reflected in various academic indicators.

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

Math achievement showed the most improvement. Action steps that Spectrum Academy implemented:

Individualized Instruction:

-Individualized instruction can positively impact student learning by addressing their specific needs, learning styles, and abilities.

-Potential Impact: The implementation of individualized instruction could help tailor teaching methods to better meet the diverse needs of students within subgroups. This could lead to improved engagement and academic progress.

Active Learning:

-Active learning strategies involve students in hands-on, participatory activities, promoting deeper understanding and retention of concepts.

-Potential Impact: Incorporating active learning could enhance students' comprehension, critical thinking skills, and overall academic achievement. It may particularly benefit students who require more interactive and engaging approaches to learning.

Trauma-Informed Practices:

-Students impacted by trauma may face challenges related to emotional well-being, concentration, and behavior. Trauma-informed practices create a supportive environment.

-Potential Impact: Implementing trauma-informed practices could lead to a more supportive and empathetic learning environment, helping students cope with the effects of trauma and improving their academic performance.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Spectrum Academy does not have enough students in each subgroup to measure specific data. Considering generalized contributing factors (individualized instruction, active learning, and students impacted by trauma) the school will continue to develop and implement strategies that will support all students.

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

ELL, Hispanic, FRL, Graduation Rate, and Culture

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Spectrum Academy, our top priority is to cultivate a vibrant school culture for the Screaming Eagles, and we are particularly dedicated to actively involving parents and guardians. This commitment is deeply rooted in our belief that a nurturing and inclusive atmosphere plays a pivotal role in supporting the overall well-being and academic achievement of our students. We recognize that a strong school culture, bolstered by engaged parents, forms the solid foundation upon which academic excellence and personal development flourish.

The rationale behind improving our school culture is multifaceted. Firstly, the acknowledgment that all students enrolled have been heavily impacted by trauma underscores the urgency of creating a safe and nurturing space. A culture of empathy and support acknowledges these challenges and is instrumental in promoting healing, emotional well-being, and fostering resilience among students.

Furthermore, individualized instruction and active learning aligns with our cultural aspirations. By tailoring our teaching approaches to diverse learning styles and embedding active learning strategies, we empower our Screaming Eagles to take ownership of their education. This approach not only elevates engagement and critical thinking but also cultivates a sense of belonging, encouraging students to be active participants in shaping their academic journey.

The Screaming Eagles' identity embodies our aspiration for unity and soaring ambition. Nurturing a positive school culture resonates with the spirit of the Eagles, instilling values of perseverance, collaboration, and pride in our community. As we prioritize creating a safe haven for learning, we reinforce a culture that encourages every individual to spread their wings and reach their full potential, regardless of their background or challenges they may have faced.

In conclusion, the drive to improve school culture at Spectrum Academy, as epitomized by our Screaming Eagles, is guided by a rationale that prioritizes emotional well-being, active engagement, and individualized growth. By fostering an inclusive and supportive environment, we equip our students with the tools they need to not only excel academically but also to become compassionate, resilient, and empowered members of our community.

Measurable Outcome:

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

Spectrum Academy's specific measurable outcome is to increase the overall student proficiency rate in English Language Arts (ELA) standardized assessments for the 2023-2024 school year. The school aims to achieve a minimum proficiency rate of 60% across all student subgroups, including English Language Learners (ELL), Hispanic, and free and reduced lunch populations. This data-based objective outcome is aligned with the state's academic standards and reflects a targeted effort to narrow the achievement gap and improve academic performance for all students, especially those facing significant challenges such as trauma.

By focusing on ELA proficiency as a key indicator of academic achievement, Spectrum Academy aims to ensure that students across subgroups are equipped with strong foundational literacy skills necessary for success in all subject areas. The 60% proficiency benchmark represents a significant improvement from the previous year's performance, acknowledging the unique needs of each subgroup while striving for higher academic standards.

This measurable outcome underscores the school's commitment to data-driven decision-making and the relentless pursuit of continuous improvement. By tracking and analyzing student performance in ELA assessments, Spectrum Academy aims to demonstrate significant progress in addressing the achievement gap and cultivating a positive school culture that supports the academic success and well-being of all students.

Monitoring:

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

Monitoring progress toward increasing overall student proficiency in ELA assessments at Spectrum Academy involves data-driven analysis, benchmarks, and targeted interventions. Regular data collection and analysis will track ELA proficiency rates for subgroups, such as ELL, Hispanic, and free and reduced lunch populations. Ongoing review meetings and formative assessments will assess strategies and adjust instructional approaches as needed. Progress reports will transparently communicate results to teachers, students, and parents. Professional development opportunities for teachers and engagement with parents and the community will further support progress. By maintaining a cycle of assessment, intervention, and refinement, Spectrum Academy aims to achieve the desired outcome of a minimum 60% proficiency rate, ensuring academic growth and narrowing the achievement gap for all students.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers tailor teaching methods to match students' learning needs, employing diverse strategies. Multi-Tiered Systems of Support (MTSS) categorizes students for targeted interventions: Tier 1 for core instruction, Tier 2 for additional support, and Tier 3 for intensive help. Trauma-informed practices are integrated, nurturing a safe environment. Formative assessments guide data-driven decisions, ensuring effective intervention adjustments. Professional development equips educators with skills for differentiation, trauma awareness, and MTSS. Family and community engagement reinforce collaboration. This intervention leverages research-based strategies to promote ELA proficiency, ensuring every student, particularly those facing challenges, receives personalized support for academic success.

ESSA trauma based evidence:

https://ies.ed.gov/ncee/rel/regions/appalachia/events/materials/12-11-19-MenuOfPrograms_Acc.pdf
<https://ies.ed.gov/ncee/wwc/Study/89782>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A positive culture will support the increase in student achievement across all sub-groups.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 steps to improve school culture:

- Conduct cultural awareness workshops for staff.
- Establish inclusive events/activities
- Create student cultural clubs and organizations.
- Organize academic celebrations and events
- Provide staff training on trauma-informed practices.
- Continue student support programs and mentorship.
- Engage parents and the community in school initiatives.
- Gather feedback for continuous improvement.
- Launch communication and awareness campaigns to promote an inclusive and diverse school culture.

Person Responsible: Janice Mills (millsj@martin.k12.fl.us)

By When: Quarter 1: Cultural workshops, curriculum infusion. Quarter 2: Celebrations, policies. Quarter 3: Student clubs, staff training. Quarter 4: Support programs, engagement, feedback, communication campaigns.

#2. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Spectrum Academy, enhancing the graduation rate for our Screaming Eagles is a pivotal endeavor deeply rooted in our commitment to fostering academic achievement, personal growth, and lifelong success. Our rationale for improving the graduation rate is grounded in the belief that a high school diploma serves as a crucial stepping stone toward future opportunities, empowering our students to become engaged citizens and capable contributors to society.

The Screaming Eagles' identity embodies qualities of resilience, determination, and soaring ambition. Elevating the graduation rate equips our students with the essential tools to conquer challenges, spread their wings, and embark on meaningful life journeys.

Central to this effort is a multi-pronged approach that addresses diverse factors influencing graduation rates. By offering rigorous and engaging curricula tailored to individual learning styles, we aim to keep students motivated and committed to their studies. Additionally, personalized counseling and support services will provide guidance and assistance, ensuring that each student navigates their academic path successfully.

Furthermore, the implementation of evidence-based practices, such as credit recovery programs, targeted interventions, and clear communication with parents and families, aims to re-engage students at risk of falling behind. By identifying potential barriers to graduation and offering tailored solutions, we are committed to removing obstacles and fostering a conducive learning environment.

The unique challenges faced by students, including the impact of trauma, emphasize the urgency of creating a supportive system. Trauma-informed practices will be integrated into the fabric of our school culture, nurturing emotional well-being and resilience among students, thereby enhancing their chances of achieving this vital milestone.

In conclusion, the aspiration to improve Spectrum Academy's graduation rate, embodied by the Screaming Eagles, is firmly grounded in our dedication to holistic student development. By providing a supportive, personalized, and empowering educational experience, we aim to equip our students with the confidence and capabilities needed to graduate and soar beyond the confines of the classroom, embracing a future of endless possibilities.

Measurable Outcome:

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

Spectrum Academy's specific measurable outcome is to attain a graduation rate of 60% or higher for the class of 2023-2024. This objective reflects our dedication to ensuring the vast majority of students successfully earn their diplomas, aligning with state and national standards. This quantifiable goal emphasizes academic achievement, life skills, and readiness for higher education or the workforce. The graduation rate metric encapsulates collective efforts, symbolizing our commitment to empower and support students, fostering resilience and success. Achieving a 60% or higher graduation rate underscores Spectrum Academy's dedication to educational excellence, exemplifying our belief in every student's potential to attain this significant milestone, and embracing the Screaming Eagles' identity of determination and accomplishment.

Monitoring:

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

Monitoring the goal of improving the graduation rate at Spectrum Academy involves systematic data collection and analysis. Graduation data for the class of 2023-2024 will be regularly reviewed to calculate progress towards the benchmark of 60% or higher. Review meetings with school leadership, counselors, and teachers will assess intervention effectiveness. Early warning systems will identify at-risk students for targeted support. Individual graduation plans and credit recovery programs will be tailored to student needs. Family engagement efforts will keep parents informed and involved. Continuous analysis of trends will guide adjustments to strategies, interventions, and support services. Celebrations and recognition will reinforce a positive school culture. This comprehensive approach ensures that Spectrum Academy tracks progress, addresses challenges, and ultimately achieves its graduation rate goal for this graduating class.

Person responsible for monitoring outcome:

Patricia Battles (battlep@martinschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Spectrum Academy's evidence-based intervention for improving the graduation rate involves data-driven systems to identify at-risk students based on attendance, course performance, and credit accumulation. Personalized support plans are then developed, offering academic tutoring, counseling, and credit recovery programs. Family engagement and transition support ensure collaboration between school and home. Progress is continually monitored, with data analysis guiding adjustments. This intervention aims to proactively address barriers to graduation, providing targeted assistance to students who are off track and empowering them to overcome challenges and successfully earn their diplomas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The selection of "Early Warning Systems and Personalized Student Support" strategy is underpinned by its proactive and data-driven nature. This approach ensures timely identification of at-risk students through data analysis, allowing tailored interventions to address individual needs like attendance, course performance, and credit recovery. By engaging families and offering transition support, the strategy encompasses a holistic approach to graduation. Its evidence-based success in targeting challenges early, individualizing support, and fostering a collaborative environment aligns with Spectrum Academy's goal of enhancing the graduation rate and equipping students for future success.

ESSA graduation rate based evidence:

<https://ies.ed.gov/ncee/rel/Products/Region/midwest/Ask-A-REL/10167>

<https://www.wested.org/wp-content/uploads/2016/11/LTEL-factsheet.pdf>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

To enhance our approach to improving graduation rates, a part-time intervention teacher will play a pivotal role by implementing a series of action steps:

Data-Driven Tracking: The intervention teacher will actively maintain a robust data system to monitor

attendance, track course performance, and credit accumulation.

Personalized Intervention: Intervention teacher will develop personalized intervention plans for at-risk students. These plans will include targeted support, such as one-on-one tutoring and credit recovery options.

Parental Engagement Workshops: The intervention teacher will organize and facilitate family engagement workshops to involve parents in the academic progress of their children.

Data Dashboards: Continuous monitoring and sharing of student progress will be achieved through accessible data dashboards, ensuring that all stakeholders are informed and involved.

Transition Support: Post-graduation plans will receive special attention, with the intervention teacher collaborating with post-secondary institutions to facilitate a smooth transition.

Person Responsible: Mercedes Thurston (thurstm@martinschools.org)

By When: Quarter 1: Data setup and criteria. Quarter 2: Support implementation. Quarter 3: Family engagement, progress monitoring. Quarter 4: Transition support, evaluation, refinement.

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The rationale behind selecting this instructional practice is multifaceted. Firstly, the data indicated that Hispanic students faced challenges in language acquisition and engagement in ELA, resulting in lower proficiency rates than their peers. The school's commitment to fostering an inclusive and equitable educational environment is underscored by recognizing significant achievement gaps within the Hispanic, ELL, and FRL subgroups.

Spectrum Academy aims to address these disparities head-on and provide targeted interventions that cater to the unique needs of these students. This deliberate focus aligns with the school's core values of embracing diversity and ensuring every student has an equal opportunity to excel.

Spectrum Academy recognizes that educational success is not solely about improving numbers but about transforming the lives of individual students and empowering them to reach their full potential. By directing resources, support, and personalized attention to the Hispanic subgroup, the school is striving to create a learning environment that breaks down barriers and empowers all students, regardless of their background or challenges.

Furthermore, embracing and supporting these subgroups aligns with the overarching goals of the school improvement plan. It exemplifies the commitment to positive school culture, individualized instruction, and active learning by tailoring strategies to address the specific needs of students. It also acknowledges the impact of trauma, ensuring that the school is sensitive to the experiences of all students and provides a safe space for growth.

Identifying these subgroups as a crucial need stems from a deep-seated commitment to equity, inclusivity, and the holistic development of every student. Spectrum Academy's data-driven approach and dedication to positive change position the school to bridge achievement gaps and cultivate a more equitable and thriving learning environment for all students.

Measurable Outcome:

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

Spectrum Academy's measurable outcome is to narrow the achievement gap for the Hispanic, ELL, and FRL subgroups by achieving a minimum 55% proficiency rate in ELA standardized assessments for the 2023-2024 academic year. This objective underscores the school's commitment to addressing disparities and ensuring that students have the necessary literacy skills for academic success. The specific proficiency rate target serves as a data-driven benchmark, reflecting the school's dedication to targeted support and equitable education. By focusing on this outcome, Spectrum Academy aims to demonstrate significant progress in bridging the achievement gap, fostering an inclusive environment, and empowering students to excel academically.

Monitoring:

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

Spectrum Academy's monitoring of the achievement gap narrowing for the Hispanic, ELL, and FRL subgroups in ELA proficiency involves data collection, analysis, and targeted interventions. ELA assessment data will be regularly collected and analyzed to measure progress toward the 55% proficiency target. Review meetings will assess results and refine strategies. Formative assessments will provide ongoing insights into student understanding. Progress reports and data visualization will ensure transparent communication with stakeholders. Professional development for ELA teachers will enhance

instructional approaches. Continuous refinement of interventions based on data will be conducted, fostering timely adjustments. Engaging parents and families will maintain collaboration. This monitoring approach ensures data-driven decision-making, timely interventions, and a holistic effort to narrow the achievement gap and enhance educational equity for the Hispanic subgroup.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers create an inclusive learning environment. Multilingual support, including bilingual resources and peer assistance, enhances language skills. Assessments are adapted for cultural sensitivity. Professional development equips teachers with strategies for culturally relevant instruction. Family engagement resources and trauma-informed practices enhance support at home and in school. Data analysis informs ongoing adjustments. This intervention leverages research-based approaches to address linguistic and cultural needs, fostering ELA proficiency and equitable academic outcomes for students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Multilingual support acknowledges diverse language backgrounds, enhancing communication skills essential for ELA success. Collaborative learning communities and family involvement create a supportive network. Trauma-informed practices contribute to a safe and nurturing environment. This intervention not only addresses the achievement gap but equips students with valuable language skills, aligning with Spectrum Academy's commitment to equity, inclusivity, and evidence-based educational practices.

ESSA subgroup intervention:

ELL: <https://ies.ed.gov/ncee/wwc/Study/78614>

Literacy: <https://ies.ed.gov/ncee/wwc/Study/78538>

Effectiveness of secondary math teachers; <https://ies.ed.gov/ncee/wwc/Study/1120>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Steps for Enhancing ELA Proficiency and Narrowing the Achievement Gap:

Identify Students Needing Support: Start by identifying students within the Hispanic subgroup who may require additional assistance in language acquisition and ELA proficiency.

Provide Multilingual Resources and Support: Offer bilingual and multilingual resources to aid in language acquisition and provide the necessary support for students to excel in ELA.

Organize Family Engagement Activities: Engage families through various activities and workshops that foster a supportive home environment for language development.

Gather Feedback and Refine Instruction: Continuously gather feedback from students, families, and

educators to refine instruction and meet the specific needs of the Hispanic subgroup.

Additionally, after-school tutoring will commence in the second week of school and continue throughout the academic year. These actions aim to create an inclusive and engaging learning, ultimately narrowing the achievement gap and enhancing ELA proficiency for all students, especially those within the Hispanic subgroup.

Person Responsible: Janice Mills (millsj@martin.k12.fl.us)

By When: Quarter 1: Curriculum development, teacher training. Quarter 2: Lesson planning, multilingual resources. Quarter 3: Assessment adaptation, peer collaboration. Quarter 4: Family engagement, trauma-informed practices, evaluation, refinement.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations at Spectrum Academy and ensure resources are allocated based on needs is a comprehensive and data-driven approach that aligns with the school's goals and priorities. This process involves the following steps:

Data Analysis and Needs Assessment:

- Review student performance data, including subgroup performance in ELA, Hispanic, ELL, and free/reduced lunch populations.
- Analyze trends and identify areas of focus, considering achievement gaps and specific challenges faced by each subgroup.

Priority Identification:

- Determine which subgroups or areas of focus require immediate attention based on data analysis and identified needs.

Resource Identification and Allocations:

Assess available resources, including funding, personnel, materials, and support programs.

Allocate resources based on the identified priorities, ensuring equitable distribution to address the specific needs of each subgroup.

Evidence-Based Strategies:

- Select evidence-based interventions and strategies that align with the identified priorities and address the needs of the subgroups.
- Ensure that interventions are supported by research and have a track record of effectiveness.

Budget Planning and Allocation:

- Develop a budget plan that outlines the allocation of funds for each intervention and support program.

Allocate resources based on the scale and scope of the interventions, ensuring efficient utilization of available funding.

Implementation Oversight:

- Assign responsible individuals or teams for each intervention and program.

Monitor implementation progress, ensuring that interventions are being executed as planned.

Progress Monitoring and Evaluation:

- Establish regular checkpoints to monitor the progress of each intervention and program.
- Evaluate the effectiveness of interventions based on data analysis and feedback from teachers, students, and stakeholders.

Flexible Adjustments:

- Remain flexible to adjust allocations and strategies based on real-time progress and emerging needs.
- Reallocate resources if certain interventions prove more effective than anticipated or if new challenges arise.

Stakeholder Involvement:

- Engage stakeholders, including teachers, parents, students, and community members, in the decision-making process for resource allocation.
- Solicit feedback and insights to ensure that the allocation process is transparent and collaborative.

Continuous Improvement:

- Use the feedback and evaluation data to refine resource allocations and strategies for the subsequent academic years.
 - Continuously adapt and improve the process based on lessons learned and changing student needs.
- By following this process, Spectrum Academy ensures that school improvement funding is effectively allocated to address the specific needs of each subgroup, aligning resources with evidence-based strategies and fostering a culture of continuous improvement and student success.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Spectrum Academy is committed to fostering transparency and effective communication with all stakeholders regarding the School Improvement Plan (SIP), Unified School Improvement Grant (UniSIG) budget, and Schoolwide Plan (SWP). The school recognizes the importance of clear and accessible information for parents, students, staff, leadership, and local partners. To achieve this, the following comprehensive plan for dissemination and communication is outlined:

Multiple Communication Channels:

- Host regular in-person meetings, workshops, and forums for parents and families to discuss the SIP, UniSIG budget, and SWP. Ensure translation services for non-English speaking parents.
- Conduct staff meetings to keep teachers and school staff informed about the initiatives, progress, and outcomes.

Printed Materials:

- Distribute printed materials such as brochures, flyers, and newsletters containing key information about the SIP, UniSIG budget, and SWP.

Personalized Communication:

- Send personalized emails or letters to parents and families, summarizing the key points of the SIP, UniSIG budget, and SWP and their child's progress.

Open Houses and Events:

- Incorporate discussions about the SIP, UniSIG budget, and SWP into school open houses, parent-teacher conferences, and other school events.

Interactive Workshops:

- Organize interactive workshops for parents and families, showcasing the strategies, initiatives, and progress related to the SIP, UniSIG budget, and SWP.

School Website Enhancement:

- While a webpage alone is not sufficient, the school can enhance its website by providing downloadable resources, videos, and infographics that explain the SIP, UniSIG budget, and SWP in an accessible manner.

Parent Advisory Groups:

- Establish parent advisory groups to collaborate on SIP-related decisions, progress tracking, and sharing of updates.

Local Community Partnerships:

- Collaborate with local businesses and organizations to co-host community events that showcase the SIP, UniSIG budget, and SWP and engage the broader community.

School Assemblies:

- Organize school assemblies or town hall meetings to present and discuss the SIP, UniSIG budget, and SWP progress with students, staff, families, and community members.

Multilingual Resources:

- Develop multilingual resources, including translated documents and videos, to ensure that parents and families from diverse backgrounds can understand and engage with the information.

Regular Updates:

- Provide regular updates through various communication channels, such as social media, automated phone calls, and newsletters, to keep stakeholders informed about the ongoing progress and achievements.

By implementing this multifaceted communication plan, Spectrum Academy ensures that the SIP, UniSIG budget, and SWP information is effectively disseminated, understood, and actively engaged with by all stakeholders, promoting collaboration, transparency, and shared accountability for the school's improvement initiatives.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Spectrum Academy is dedicated to cultivating strong and positive relationships with parents, families, and community stakeholders, recognizing their integral role in fulfilling the school's mission, supporting students' needs, and ensuring effective communication about their child's progress. The following multifaceted approach outlines how these relationships will be nurtured beyond a webpage:

Parent Engagement Workshops:

- Host regular workshops on campus covering diverse topics, including curriculum updates, assessment strategies, and technology integration. These interactive sessions provide opportunities for parents to actively participate, learn, and engage with educators.

Open Communication Channels:

- Establish direct lines of communication, such as designated phone lines, where parents can reach out with questions, concerns, or feedback. Regularly respond to inquiries promptly and effectively.

Parent-Teacher Conferences:

- Organize comprehensive parent-teacher conferences where educators share students' academic and social progress, discuss strengths and areas for improvement, and collaboratively develop action plans.

Family Nights and Events:

- Plan family-oriented events throughout the year, including academic showcases, cultural celebrations, and student performances. These gatherings foster a sense of community and provide opportunities for meaningful interactions.

Parent Advisory Councils:

- Form parent advisory councils that meet periodically to discuss school initiatives, policies, and programs. Collaborate on decision-making and solicit input on matters that impact students' experiences.

Home-School Liaisons:

- Appoint dedicated staff as liaisons to connect with families individually, addressing concerns and sharing updates about student progress and school activities.

Community Partnerships:

- Collaborate with local businesses, organizations, and community leaders to create opportunities for student engagement, internships, and mentoring. Involve stakeholders in school events and initiatives.

Volunteer Opportunities:

- Offer various volunteer roles that allow parents and community members to contribute directly to school activities, classrooms, and special projects.

Interactive Newsletters:

- Create newsletters that highlight student achievements, provide insights into curriculum, and feature stories from the school community. Include sections for parents to share their experiences and perspectives.

Social Media Engagement:

- Leverage social media platforms to share regular updates, photos, and videos showcasing student accomplishments, events, and important information.

Cultural Exchange Programs:

- Organize cultural exchange programs that encourage families to share their cultural backgrounds, traditions, and experiences, fostering a rich tapestry of perspectives.

Mobile Outreach:

- Send regular text messages or mobile app notifications to parents, updating them on school events, student progress, and important dates.

By implementing these strategies, Spectrum Academy aims to create a robust network of communication and engagement that extends beyond a webpage. These efforts will foster a collaborative and supportive

environment, empowering parents, families, and community stakeholders to actively contribute to the school's mission, enhance student outcomes, and ensure a well-rounded educational experience.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Spectrum Academy is committed to enhancing its academic program, increasing learning time, and offering an enriched and accelerated curriculum to meet the needs of its diverse student body. This approach aligns with the Area of Focus outlined in Part II of the School Improvement Plan (SIP). The following strategies outline how the school plans to achieve these goals:

Extended Learning Opportunities:

- Implement extended learning hours, including before- and after-school programs, tutoring, and study sessions, to provide additional support and learning time.

Summer Enrichment Programs:

- Develop and promote summer enrichment programs that offer students opportunities to engage in hands-on projects, experiential learning, and skill-building activities.

Project-Based Learning (PBL):

Dual Enrollment Programs:

- Establish partnerships with local colleges to offer dual enrollment programs, allowing qualified students to take college-level courses for credit.

Enrichment Electives:

- Introduce a range of enrichment electives that cater to students' diverse interests, such as arts, robotics, entrepreneurship, and cultural studies.

Differentiated Instruction:

- Implement differentiated instruction to cater to students' individual learning styles, abilities, and strengths.

Accelerated Learning Pathways:

- Create accelerated learning pathways that allow high-achieving students to progress through the curriculum at an accelerated pace.

Blended Learning Models:

- Incorporate technology and online resources to offer personalized and self-paced learning experiences, enabling students to explore advanced topics.

Teacher Professional Development:

- Provide ongoing professional development for teachers to enhance their instructional strategies, integrate new technologies, and create innovative learning experiences.

Student-Centered Approach:

- Foster a student-centered approach that empowers students to take ownership of their learning, set goals, and engage in self-directed exploration.

Assessment for Learning:

- Utilize formative assessments to continuously monitor student progress and adjust instruction accordingly, ensuring mastery and growth.

By implementing these strategies, Spectrum Academy aims to strengthen its academic program, provide

enriching and accelerated learning experiences, and equip students with the skills, knowledge, and confidence to excel academically. This approach aligns with the school's commitment to continuous improvement and its focus on providing a high-quality education that meets the needs of all students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Spectrum Academy's School Improvement Plan (SIP) is thoughtfully developed in coordination and integration with various Federal, State, and local services, resources, and programs to provide a comprehensive and holistic approach to student success and well-being. The school recognizes the importance of collaboration and leveraging external resources to support its goals. The following highlights the integration of these services and programs:

ESSA Programs and Services:

-Align the SIP with Every Student Succeeds Act (ESSA) programs, such as Title I funds for low-income students, to maximize resources for targeted interventions and academic support.

Violence Prevention Programs:

-Collaborate with violence prevention initiatives to create a safe and conducive learning environment, ensuring students' emotional well-being.

Nutrition Programs:

-Integrate nutrition programs to address students' physical health, ensuring they are well-nourished and ready to learn.

Housing Programs:

-Coordinate with housing programs to address potential barriers to student attendance and engagement, ensuring stable living conditions.

Adult Education Programs:

-Establish pathways for parents to access adult education programs, empowering them to be more engaged in their child's education.

Career and Technical Education (CTE) Programs:

-Collaborate with CTE programs to offer students opportunities for skill development, career exploration, and pathways to post-secondary education.

CSI/TSI Schools:

-Share best practices and strategies with schools implementing Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) activities, fostering a supportive network.

Community Partnerships:

-Forge partnerships with local organizations, businesses, and agencies to enhance resources, mentorship, and opportunities for students.

Interagency Collaboration:

-Establish communication channels between Spectrum Academy and relevant agencies, ensuring alignment and sharing of resources.

Data Sharing and Analysis:

- Collaborate with external programs to share data and insights, enabling a comprehensive understanding of students' needs and progress.

Professional Development:

- Engage in joint professional development opportunities with partner programs to enhance educators' skills and knowledge.

By integrating these services, resources, and programs into the SIP, Spectrum Academy creates a unified and multi-faceted approach to student success, addressing academic, social, emotional, and physical needs. This collaborative effort reflects the school's commitment to providing a supportive and comprehensive educational experience that prepares students for lifelong success.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Spectrum Academy is dedicated to promoting the holistic well-being of its students by providing a range of counseling, mental health services, specialized support, mentoring, and other strategies that extend beyond academic subject areas. The school recognizes that addressing students' emotional, social, and behavioral needs is essential for their overall success. The following outlines how the school ensures the implementation of these services:

Comprehensive Counseling Services:

- Employ licensed counselors who offer individual and group counseling sessions to address students' emotional and social needs.
- Provide guidance on coping skills, stress management, conflict resolution, and building positive relationships.

School-Based Mental Health Services:

- Collaborate with mental health professionals and agencies to offer on-site mental health services and therapy sessions.
- Conduct mental health assessments and develop personalized intervention plans for students with specific needs.

Specialized Support Services:

- Designate intervention teams to provide targeted support for students with diverse needs, including learning disabilities, behavioral challenges, and trauma.

Mentoring Programs:

- Establish mentoring programs that pair students with caring adults or peer mentors who provide guidance, encouragement, and positive role modeling.

Behavioral and Social Skills Workshops:

- Offer workshops that focus on developing social skills, emotional intelligence, conflict resolution, and self-regulation.

Restorative Practices:

- Implement restorative practices that promote conflict resolution, repair harm, and strengthen relationships within the school community.

Crisis Supports:

-Develop protocols for crisis intervention, ensuring immediate support for students facing emergencies or emotional distress.

Peer Support Networks:

-Establish peer support networks or clubs where students can share experiences, provide emotional support, and connect with their peers.

Parent and Family Engagement:

-Involve parents and families in workshops and sessions that provide tools for supporting students' emotional well-being at home.

Trauma-Informed Practices:

-Train educators and staff in trauma-informed practices to create a supportive environment for students who have experienced trauma.

Collaboration with Community Partners:

-Partner with community organizations, mental health agencies, and local professionals to enhance available resources and services.

By implementing these strategies, Spectrum Academy ensures that students receive comprehensive and personalized support to develop emotional resilience, social skills, and a positive mindset. These efforts contribute to a nurturing and inclusive school environment that fosters students' holistic growth and prepares them for success both inside and outside the classroom.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Spectrum Academy is committed to equipping its students with the knowledge, skills, and awareness necessary to make informed decisions about their postsecondary opportunities and career paths. The school recognizes the importance of preparing students for success in both higher education and the workforce. The following outlines how the school prepares students for postsecondary opportunities:

Comprehensive Career Counseling:

-Employ dedicated career counselors who guide students in exploring career options, setting goals, and developing personalized postsecondary plans.

Career and Technical Education (CTE) Programs:

-Collaborate with local colleges and vocational institutions to offer CTE programs that provide hands-on training and certification in various industries.

Dual Enrollment and College Credit Courses:

-Partner with nearby colleges to provide dual enrollment opportunities, enabling students to take college-level courses and earn credits while still in high school.

Internships and Work-Based Learning:

-Establish partnerships with local businesses and organizations to offer internships and work-based learning experiences, exposing students to real-world work environments.

College and Career Fairs:

- Organize college and career fairs where students can interact with representatives from colleges, universities, trade schools, and industry professionals.

Guest Speakers and Industry Visits:

- Invite guest speakers and arrange visits to workplaces to expose students to various career options and industries.

Resume Building and Interview Skills:

- Provide workshops on resume writing, interview techniques, and job search strategies to prepare students for entering the workforce.

Financial Literacy Education:

- Offer workshops on financial literacy, including budgeting, student loans, scholarships, and financial aid resources.

Exploration of Postsecondary Pathways:

- Incorporate career exploration units into the curriculum, helping students identify their interests and strengths.

Postsecondary Application Support:

- Assist students with the college application process, including researching colleges, preparing applications, and writing personal statements.

Partnerships with Higher Education Institutions:

- Collaborate with colleges and universities to offer informational sessions, campus tours, and guidance on college admissions.

Alumni Engagement:

- Involve alumni in mentoring and sharing their postsecondary experiences with current students, providing valuable insights.

By implementing these strategies, Spectrum Academy ensures that students are well-informed about their postsecondary options, have opportunities to gain practical experience, and are equipped with the skills necessary to succeed in their chosen paths. This comprehensive approach empowers students to make informed decisions about their futures and prepares them for success in higher education and the workforce.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Spectrum Academy is dedicated to creating a positive and inclusive school environment that supports the behavioral and emotional well-being of all students. The school implements a comprehensive schoolwide tiered model to prevent and address problem behavior and provide early intervening services, in coordination with activities and services outlined under the Individuals with Disabilities Education Act (IDEA) and ESSA. The following outlines the implementation of this model:

Multi-Tiered System of Supports (MTSS):

- Establish a multi-tiered system that includes universal, targeted, and intensive interventions to address the diverse behavioral needs of students.

Tier 1: Universal Prevention:

- Implement schoolwide positive behavior interventions and supports (PBIS) to create a positive and respectful school climate.
- Develop clear behavior expectations, routines, and rewards to promote a culture of responsibility and respect.

Tier 2: Targeted Interventions:

- Identify students at risk for problem behavior and provide targeted interventions, such as small group counseling, social skills training, and check-in/check-out systems.

Tier 3: Intensive Support:

- Provide intensive support for students with persistent behavior challenges through individualized behavior intervention plans (BIPs).
- Collaborate with counselors, special education staff, and outside agencies to develop and implement effective interventions.

Early Intervening Services (EIS):

- Offer early intervening services for students who do not qualify for special education but require additional support to succeed academically and behaviorally.

Coordination with IDEA:

- Collaborate with special education teams to ensure that interventions align with students' Individualized Education Programs (IEPs) and the goals of IDEA.

Data-Driven Decision-Making:

- Collect and analyze behavior data to identify trends, make informed decisions, and adjust interventions as needed.

Professional Development:

- Train educators, staff, and paraprofessionals in effective behavior management strategies, de-escalation techniques, and trauma-informed practices.

Parent and Family Engagement:

- Involve parents and families in behavior support plans, providing resources, strategies, and open communication channels.

Culturally Responsive Practices:

- Ensure that behavior interventions and supports are culturally responsive and respectful of diverse backgrounds and experiences.

Collaboration with External Agencies:

- Coordinate with community mental health agencies, counselors, and specialists to provide wraparound services and support.

Progress Monitoring and Evaluation:

- Regularly review the effectiveness of interventions, adjusting strategies as needed and celebrating student successes.

By implementing this schoolwide tiered model and collaborating with IDEA and ESSA frameworks, Spectrum Academy ensures a comprehensive and integrated approach to preventing and addressing problem behavior. The focus on early intervention, collaboration, and data-driven decision-making fosters a positive and inclusive school culture that supports the behavioral and emotional growth of all students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Spectrum Academy is committed to enhancing the professional growth and effectiveness of its teachers, paraprofessionals, and school personnel to improve instruction and the use of data from academic assessments. The school also focuses on recruiting and retaining effective teachers, particularly in high-need subjects. The following strategies outline the professional learning and activities implemented to achieve these goals:

Data-Driven Instruction Workshops:

- Conduct workshops on analyzing and using academic assessment data to inform instructional decisions, differentiate instruction, and address student needs.

Curriculum Mapping and Alignment:

- Provide training on aligning curriculum, instruction, and assessments to ensure coherence and address learning standards effectively.

Professional Learning Communities (PLCs):

- Establish PLCs where educators collaborate, share best practices, discuss data trends, and design targeted interventions.

Effective Instructional Strategies:

- Offer professional development sessions on evidence-based instructional strategies, classroom management, and differentiated teaching methods.

Technology Integration Workshops:

- Provide training on integrating technology tools and platforms to enhance instruction, engage students, and track progress.

Formative Assessment Techniques:

- Conduct sessions on using formative assessments to gauge student understanding in real time and adjust teaching strategies accordingly.

Mentoring and Peer Coaching:

- Pair experienced educators with newer teachers for mentoring and peer coaching to promote professional growth and sharing of expertise.

Networking and Collaboration:

Facilitate networking events, conferences, and collaborations with other schools and districts to share effective practices and strategies.

By providing these professional learning opportunities and activities, Spectrum Academy empowers educators to continuously enhance their instructional practices, effectively utilize assessment data, and create a supportive and engaging learning environment. The focus on recruitment, retention, and ongoing professional development contributes to the school's commitment to providing high-quality education and improving student outcomes.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Spectrum Academy recognizes the importance of ensuring a smooth and successful transition for preschool children from early childhood education programs to local elementary school programs. The

school designed and built a Free Little Library that was placed at the pre-school located in walking distance. Spectrum Academy students maintain the Free Little Library weekly. Swap out books and maintain the integrity of the structure. The Free Little Library was strategically placed to not only gain the attention of parents dropping off and picking up from the day care, but also students and families who are walking to the surrounding schools.

Collaborative Partnerships:

-Foster strong partnerships with local early childhood education programs, preschools, and Head Start centers to establish open lines of communication and collaboration.

Reading Buddy Program:

-Partner VPK students with older students or "buddies" who can provide guidance, support, and friendship.

-Promotes and excitement for reading and learning.

By implementing these strategies, Spectrum Academy ensures a seamless and successful transition for preschool children as they enter elementary school. The school's commitment to collaboration, communication, and individualized support contributes to a positive start to their academic journey, setting the stage for lifelong learning and growth.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$10,275.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	644	0073 - Spectrum Academy	UniSIG	0.0	\$2,000.00
			<i>Notes: Noncapitalized computer hardware - Parent Engagement Kiosk (laptop and stand) in the front office to improve school culture by engaging parents to check the parent portal for student grades, absences, tardies, and general information for family engagement.</i>			
	6150	642	0073 - Spectrum Academy	UniSIG	0.0	\$500.00
			<i>Notes: Noncapitalized furniture - Kiosk for Parent Portal - part of the area to engage parents and family at the school site.</i>			
	6150	192	0073 - Spectrum Academy	UniSIG		\$5,775.50
			<i>Notes: Translation and interpretation services for school information (written and digital), events, and conferences. To promote a culture of belonging among students, families, and the school, every effort will be made to provide meetings, documents, and conferences in a language that the families understand.</i>			
	6150	510	0073 - Spectrum Academy	UniSIG		\$2,000.00
			<i>Notes: Supplies for Parent and Family Engagement Activities.</i>			
2	III.B.	Area of Focus: Graduation: Graduation				\$40,706.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0073 - Spectrum Academy	UniSIG	0.4	\$26,756.00
			<i>Notes: .40 Intervention Teacher - provide graduation support to the students at Spectrum Academy. 40% Intervention teacher at \$20,000 plus benefits.) The intervention teacher will be able to provide evidence-based instructional strategies.</i>			

	5100	730	0073 - Spectrum Academy	UniSIG	0.0	\$2,000.00
			<i>Notes: Dues and fees for concordant assessments (ACT, SAT). Allowing students additional options to meet graduation requirements.</i>			
	6150	370	0073 - Spectrum Academy	UniSIG		\$3,000.00
			<i>Notes: Communication between the school and home, including mailers, and postage supplies</i>			
	6150	192	0073 - Spectrum Academy	UniSIG		\$3,950.00
			<i>Notes: Parent and Family Engagement Activities - beyond contractual time for 12 teachers and 3 paraprofessionals (Stipend and benefits) to meet and work with parents and families on strategies to support graduation.</i>			
	6150		0073 - Spectrum Academy	UniSIG	0.0	\$5,000.00
			<i>Notes: National Dropout Prevention Conference for faculty members to attend. Conference focuses on research based effective strategies for dropout prevention.</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$15,761.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	192	0073 - Spectrum Academy	UniSIG		\$15,761.00
			<i>Notes: Ongoing mentoring and tutoring services for students throughout the school year. (teachers \$25. per hour including benefits). Through the MTSS process students have been identified as being at risk of not graduating from the comprehensive high school. Students are referred to Spectrum Academy so that more intensive interventions can be put in place. 100% of enrolled students will receive mentoring services outside the school day. The school provides tutoring services Monday through Thursday after school for all content areas -- open for any students to attend.</i>			
					Total:	\$66,742.50

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No