Spectrum Junior/Senior High School

effective leadership strategies resources needs assessment ambitious increased achievement collaborative teaching instruction supportive school improvement family and community involvement relationships building environment 8-Step problem solving step zero planning public and mission vision students strategic goals college and career

2014-15 School Improvement Plan

Spectrum Junior/Senior High School

800 SE BAHAMA AVE, Stuart, FL 34994

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Alternative Education is to meet the unique educational, social, and emotional needs of our diverse student population in a safe and nurturing environment. Research based academic and behavioral interventions are in place to encourage students to develop an enthusiasm for life-long learning and pursue post-high school opportunities.

Provide the school's vision statement

We empower students to develop skills necessary for success in a 21st century global society. The Alternative Education program focuses on developing the "whole student," by emphasizing transferable skills leading to academic success and productive citizenship.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Spectrum Jr. / Sr. High School has an intake process that involves parent(s), students, and school staff when there is a new enrollment. During this process families and students are educated on the academic expectations and behavior expectations of the school. The school continues to communicate and build relationships with all stakeholders by mailing home a monthly newsletter and by keeping the school website current.

Describe how the school creates an environment where students feel safe and respected before, during and after school

A safe and secure learning environment at Spectrum has been established through our Student Handbook as well as the county's District Code of Conduct. By having only one entry and exit, we are able to control who enters campus. Once on campus, all students and guests have a single entry point, which is located in the front office. All visitors must be background checked and have a visible guest pass. In addition, all faculty and staff must properly display their identification badges at all times. Before, during, and after school there is a high visibility of administration, support staff, teachers, and School Resource Officer. Spectrum has also established school-wide behavioral expectations that are designed to create a positive learning environment based on demonstrating appropriate behaviors and taking responsibility for one's actions.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Behavioral expectations have been established and conveyed to all students through the Student Handbook and District Code of Conduct -- these protocols assure fair and consistent enforcement. Additionally, controlled outside interruptions are kept at a minimum and occur during instructional time only when absolutely necessary, for example: announcements, personnel and /or student transitions. Spectrum utilizes Positive Behavior Intervention Supports (PBIS) to minimize distractions and to keep students engaged during instructional time. Teachers are participating in a year long PBIS training to

re-visit school-wide behavioral expectations and work on designing lessons to teach expectations to students.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Spectrum offers a wide array of services to meet the needs of our students. The school follows the state's MTSS process when meeting the social-emotional needs of students. Members of the crisis team have been trained to provide interventions to students within the classroom. This technique provides immediate interventions to students to help deescalate a situation. Students who need more intensive social-emotional interventions are seen by a contracted licensed counselor who maintains an office on campus.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's Leadership Team reviews early warning student data and follows the state MTSS model to address concerns.
The following are early warning indicators used to track and intervene before students exhibit a decline in academic and/or behavior performance:
1. Student attendance below 90%
2. One or more suspensions, whether in school or out of school
3. Course failure in ELA or Math
4. Not meeting mastery on state standardized test (L1) in ELA or Math.
5. Not meeting mastery on state standardized test (L2) in ELA or Math.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	2	6	1	1	0	11
One or more suspensions	0	1	3	3	2	1	1	11
Course failure in ELA or Math	0	1	9	20	8	5	2	45
Level 1 on statewide assessment	0	0	2	10	1	2	2	17
Level 2 on statewide assessment	0	1	3	8	5	3	0	20
	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	9	20	8	5	2	45

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students exhibiting two or more early warning indicators are reviewed by the school leadership and the academic and behavioral professional learning community (PLC) teams to determine the appropriate intervention strategies to address the problem(s). We have the following interventions strategies in place to improve academic achievement:
-Truancy Officer visits for students who have attendance concerns.
-Positive Behavioral Intervention Support (PBIS) system implemented school-wide
-Support facilitation for ESE students
-Flexible scheduling for general education and ESE students

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

The school works on building positive relationships with families by using a variety of ways to communicate with families. Parents are informed of the schools mission and vision by means of the school website and monthly newsletters. Parents receive Alert Now phone calls with pertinent school information. Parents receive personalized phone calls daily when their student is tardy or absent from school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Spectrum partners with local businesses to support the students and school. Through donations of time and other resources the students benefit from local partnerships. Community partners are welcome and have an opportunity to witness the learning occurring in the school.

Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Mills, Janice	Principal
Neller, Kris	Guidance Counselor
Kaufman, Elaine	Dean
Riva, Tera	Teacher, ESE
Quinn, Brian	Teacher, ESE
Nubelo, Karen	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team meets weekly to address concerns regarding struggling students academically and behaviorally. The team follows the MTSS model to prevent academic failure through early intervention,frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. The team will meet in response to teacher referral to address students in need of intervention. The team will use classroom progress monitoring through Edgenuity, System 44, and Read 180, District Benchmark tests, FCAT, and FAIR to help monitor and create research based interventions for students not meeting grade level expectations. Teachers will be given continuous professional development through the District on the RtI model and strategies to bridge the learning gap. The RtI team will work with parents as well to ensure they understand the model and how they can support their student in school and at home. All students will enrolled in an Aggression Replacement Therapy (ART) for .5 credits. The point/level system is another access point to track student behavioral issues and progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team meets weekly to address our overall school goals including those addressed in the SIP. During the meetings, specific concerns, raised through the MTSS process, are brought to the team for additional problem solving, brainstorming, and implementation/monitoring ideas. The team will work closely together to determine baseline interventions at each level and look at data quarterly to assure that all interventions are being implemented and that students are progressing as needed. If there are gaps of achievement the team will proceed to the next level of intervention to best meet the needs of the students.
Supplemental Academic Instruction: Extended Computer Lab Hours for students taking CRL and students who need extra time for learning in the core courses
Violence Prevention: Anger Replacement Class for students with anger management issues
Violence Prevention (2): Intervention sessions with contract school psychologist
Student academic performance data is collected through Pinnacle, Edgenuity, district benchmark assessments, Performance Matters, and other informal assessments to problem solve and develop the three tiered interventions needed to improve student achievement and determine implementation issues. Spectrum has adopted the Positive Behavior Intervention Support program and uses a data management system to gather discipline and behavioral data. Spectrum coordinates, integrates, and implements all federal, state, and local programs that impact the school in the following ways:
-SIP objectives reflect research based strategies with a focus on achieving state and district priorities.

-Input from student home schools is obtained to help with transition plans
-Establishing partnerships with all required stakeholders

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Janice Mills	Principal
Kristina Neller	Teacher
Sonia Frehaer	Education Support Employee
Raymond Parrish	Business/Community
Anrea McCarty	Parent
Dr. John Sabo	Business/Community
Ollie Harvey	Business/Community
Phil Harvey	Business/Community
Nikki Parker	Parent
Leonardo Guerrato-Sanchez	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council is comprised of required stakeholders, will review and analyze last year's SIP. SAC members are presented data and are actively involved with the monitoring and evaluation of the School Improvement Plan. The plan is reviewed at various times during the year and progress updates are presented to SAC.

Development of this school improvement plan

The SAC members will review, make recommendation and approve the SIP and monitor progress throughout the school year. SAC is actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget. Throughout the school year, SAC will continue to review school performance data and behavioral data.

Preparation of the school's annual budget and plan

SAC members are actively involved with input into the annual budget. SAC is active in the process to allocate funding for the enhancement of student learning and the school facility.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Review school wide point and level system for improvements $1500
PD and CCSS implementation $2000
Membership drive for more long term diversity due to the temporary (short) student enrollment.
Parent outreach $500

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Mills, Janice	Principal
Neller, Kris	Teacher, Adult
Riva, Tera	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Identify areas of need after analyzing student performance data at each meeting. Plan, develop, and execute professional development with all teachers in the areas of literacy, technology, and behavior. The team will also promote the importance of literacy on a school-wide level while celebrating student success in literacy. Professional development in this area will be based on the needs of our students and teachers. Teacher collaboration through PLCs will continue their focus on reading in the various subject content areas while aslo differentiating instruction in preparation for the changing state assessments.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Spectrum is focusing on Professional Learning Communities (PLSs) to provide meaningful collaboration among our faculty in order to promote increased student achievement. The master schedule is designed to allow for common planning of all teachers. During common planning times teachers are able to participate in professional learning communities (PLC) to help build positive working relationships and collaboration between teachers. With the new schedule is also a focus on collaborative teaching teams between general education teachers and ESE teachers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal will on an ongoing basis review HR Novus online applicants to identify high quality teachers.
Interview applicants meeting qualifications for position
Call at least 3 references
Provide ongoing support and direction
Supervise instruction and provide positive and constructive feedback
Provide/encourage training opportunities

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The principal encourages new teachers (less than 3 years experience) to participate in the district mentoring program. Opportunities are made to pair teachers at Spectrum with same content teachers at one of the comprehensive high schools. Veteran teacher(s) at the school site are paired with new teachers to help model instructional and behavioral strategies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Spectrum ensures its core instructional programs and materials are aligned to Florida's Standards by ongoing professional development. The academic professional learning community (PLC) at the site has continuous staff development on the following: CPalms, district curriculum maps, Florida Standards Assessment, and end of year (EOY) assessments.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Spectrum uses data provided by Performance Matters, Edgenuity, and formative assessments to differentiate instruction to meet the needs of a diverse student population.
Examples of how instruction is modified or supplemented:
1. Students participate in a blended curriculum. Virtual and traditional instruction.
2. Small group instruction
3. Individualized instruction
4. Support facilitation model is in place to help struggling students in the areas of ELA and Math

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,500

Before School Instruction Lab
Learning needs analysis is done by the guidance upon enrollment to determine course deficiencies and learning needs. Students are provided an opportunity to attend morning computer labs from 8:00 -8:45 a.m. Monday through Friday to improve past course deficiencies and to improve learning within their current course assignments as directed by teacher of record for the student's class schedule.

Strategy Rationale

To provide students the opportunity to make up credit(s) they are deficient and to provide the opportunity to graduate with their cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mills, Janice, millsj@martin.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring is done in real time with Edgenuity computer curriculum. Professional Learning Communities (PLC) meets weekly to monitor and re-evaluate student progress and needs.

Strategy: Extended School Day

Minutes added to school year: 0

ABC Collaborative Learning Group
Weekly all core subject educators and support staff meet as a Professional Learning Community (PLC) to evaluate and determine strategies to stablize and improve attendance, behavior and learning through course work(ABC's) for optimum learning.

Strategy Rationale

To provide students the opportunity to understand how Attendance, Behavior, and Coursework impacts all aspects of learning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Mills, Janice, millsj@martin.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance will be monitored through Pinnacle.
Behavior will be monitored through RTI:B
Coursework will be monitored through Edgenuity and Pinnacle

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

When students transition to Spectrum Jr. / Sr. High School student, parent(s), and school staff are all involved with an intake process. All expectations of the school are explained and interventions (academic and behavior) provided as soon as the student enters the school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Upon entry to this Alternative School setting, students and parents meet with the principal and/or guidance counselor to establish an attendance/behavioral/academic (ABC) plan for their assigned duration of placement. This plan is based on the students earned credits, graduation requirements and graduation/post-graduation goals. The student must stabilize and/or improve the ABC requirements in order to complete their temporary Spectrum placement before being returned to their sending school.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Strategies for improving student readiness:
Opportunities through a blended curriculum are offered to take high level courses.
Opportunities are provided to students to earn their volunteer hours.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. The percent of all students scoring at a proficient level on the 2014-2015 FSA reading assessment.

G2. Reduce the total number of major student infractions by 20% During the 2013-2014 school year there were a total of 576 major infractions.

G3. As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid loss of learning opportunities. (PD for teachers to move from time percentage basis to actual scope and sequence)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The percent of all students scoring at a proficient level on the 2014-2015 FSA reading assessment. `1a`

Targets Supported `1b`

G050214

Indicator	Annual Target
ELA/Reading Gains	50.0

Resources Available to Support the Goal `2`

- Benchmark data, prior FCAT data, trend student achievement data.

Targeted Barriers to Achieving the Goal `3`

- Students transitioning in and out of the school.

Plan to Monitor Progress Toward G1. `8`

Academic and behavioral data will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Janice Mills

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Behavioral data will be monitored through RTI:B, attendance data through Pinnacle, and academic data through Performance Matters and Edgenuity.

G2. Reduce the total number of major student infractions by 20% During the 2013-2014 school year there were a total of 576 major infractions. 1a

🔍 G045174

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Resources Available to Support the Goal 2

- SIP funds for PBIS incentives

Targeted Barriers to Achieving the Goal 3

- Training

Plan to Monitor Progress Toward G2. 8

Implementation of behavioral strategies

Person Responsible
Janice Mills

Schedule
Quarterly, from 9/30/2014 to 4/15/2015

Evidence of Completion
Through iObservation data will be tracked on the implementation of the behavioral strategies

G3. As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid loss of learning opportunities. (PD for teachers to move from time percentage basis to actual scope and sequence) `1a`

Targets Supported `1b`

`G043402`

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	10.0

Resources Available to Support the Goal `2`

- Collaboration between Spectrum, sending schools,student services, and ESE services to provide behavioral and academic histories in order to place at-risk student immediately into a learning environment after suspension (in lieu of expulsion).

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G3. `8`

Spreadsheet

Person Responsible

Schedule

Evidence of Completion
reduction in transition days

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. The percent of all students scoring at a proficient level on the 2014-2015 FSA reading assessment. `1`

🔑 G050214

G1.B1 Students transitioning in and out of the school. `2`

🔑 B125793

G1.B1.S1 Work on transition plans with each comprehensive middle or high school. `4`

🔑 S137681

Strategy Rationale

If students can transition smoothly between schools and open communication is maintained then a higher level of performance/expectations can be maintained.

Action Step 1 `5`

Student achievement data will be maintained on all students who attend Spectrum during the 2014-2015 school year.

Person Responsible

Janice Mills

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Spreadsheet that is maintained and communicated to sending/receiving schools.

Action Step 2 5

Support from literacy coaches and district professional development

Person Responsible

Janice Mills

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

PLC agenda/minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Quarterly meetings will be held to discuss the academic and behavioral progress of students.

Person Responsible

Janice Mills

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

The successful number of students who transition back to comprehensive schools.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Weekly Leadership Team meetings to discuss the academic and behavioral effectiveness of implementation.

Person Responsible

Janice Mills

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Behavioral data will be monitored through RTI:B, attendance data through Pinnacle, and academic data through Performance Matters and Edgenuity.

G2. Reduce the total number of major student infractions by 20% During the 2013-2014 school year there were a total of 576 major infractions. [1]

🔑 G045174

G2.B1 Training [2]

🔑 B111489

G2.B1.S1 Work with district to help coordinate with USF to provide training. [4]

🔑 S122938

Strategy Rationale

USF traditionally provides a 3 day training for staff prior to the start of school.

Action Step 1 [5]

Implement a Positive Behavior System school wide

Person Responsible

Janice Mills

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

PBIS product book

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Data will be monitored through RTI:B

Person Responsible

Janice Mills

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Reports run from RTI:B. Data to be shared with staff and SAC members

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Maintain PD schedule with fidelity.

Person Responsible

Janice Mills

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Agendas and attendance at professional development trainings

G3. As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid loss of learning opportunities. (PD for teachers to move from time percentage basis to actual scope and sequence) `1`

🔍 G043402

G3.B1 Expediting placement process by sending school and student services or ESE services to provide Spectrum with data to immediately enroll the at-risk students `2`

🔍 B106360

G3.B1.S1 Once placement decision is made by the sending school and district, immediately provide behavioral history (discipline card for past year) and curriculum scope and sequence and transfer grades (preferably just before the suspension period) . We will not allow students into the classroom without a comprehensive behavioral/academic plan for success. `4`

🔍 S117654

Strategy Rationale

Following the state's MTSS model to ensure the success of all students.

Action Step 1 `5`

Collaborative principals meeting with student services and ESE services.

Person Responsible

Schedule

Evidence of Completion

Shorten period between sending school suspension and Spectrum enrollment

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Track number of days students are absent between suspension and enrollment

Person Responsible

Schedule

Evidence of Completion

Stats from Guidance

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

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

Person Responsible

Schedule

Evidence of Completion

reduce transition days from 10 to 5.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Collaborative principals meeting with student services and ESE services.		Shorten period between sending school suspension and Spectrum enrollment	one-time	
G2.B1.S1.A1	Implement a Positive Behavior System school wide	Mills, Janice	9/10/2014	PBIS product book	5/29/2015 weekly
G1.B1.S1.A1	Student achievement data will be maintained on all students who attend Spectrum during the 2014-2015 school year.	Mills, Janice	9/2/2014	Spreadsheet that is maintained and communicated to sending/receiving schools.	5/29/2015 biweekly
G1.B1.S1.A2	Support from literacy coaches and district professional development	Mills, Janice	9/2/2014	PLC agenda/minutes	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Academic and behavioral data will be collected and reviewed throughout the year to determine progress toward the goal.	Mills, Janice	9/2/2014	Behavioral data will be monitored through RTI:B, attendance data through Pinnacle, and academic data through Performance Matters and Edgenuity.	5/29/2015 weekly
G1.B1.S1.MA1	Weekly Leadership Team meetings to discuss the academic and behavioral effectiveness of implementation.	Mills, Janice	9/2/2014	Behavioral data will be monitored through RTI:B, attendance data through Pinnacle, and academic data through Performance Matters and Edgenuity.	5/29/2015 weekly
G1.B1.S1.MA1	Quarterly meetings will be held to discuss the academic and behavioral progress of students.	Mills, Janice	9/2/2014	The successful number of students who transition back to comprehensive schools.	5/29/2015 quarterly
G2.MA1	Implementation of behavioral strategies	Mills, Janice	9/30/2014	Through iObservation data will be tracked on the implementation of the behavioral strategies	4/15/2015 quarterly
G2.B1.S1.MA1	Maintain PD schedule with fidelity.	Mills, Janice	9/10/2014	Agendas and attendance at professional development trainings	5/29/2015 monthly
G2.B1.S1.MA1	Data will be monitored through RTI:B	Mills, Janice	8/18/2014	Reports run from RTI:B. Data to be shared with staff and SAC members	6/5/2015 weekly
G3.MA1	Spreadsheet		reduction in transition days	one-time	
G3.B1.S1.MA1	Monitor enrollment gap between sending school and when student is successfully in class and on-track academically.		reduce transition days from 10 to 5.	once	
G3.B1.S1.MA1	Track number of days students are absent between suspension and enrollment		Stats from Guidance	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. The percent of all students scoring at a proficient level on the 2014-2015 FSA reading assessment.

G1.B1 Students transitioning in and out of the school.

G1.B1.S1 Work on transition plans with each comprehensive middle or high school.

PD Opportunity 1

Support from literacy coaches and district professional development

Facilitator

Mary Gucciardo, Patty Morris, Shannon Blount

Participants

Spectrum Teachers

Schedule

Weekly, from 9/2/2014 to 5/29/2015

G2. Reduce the total number of major student infractions by 20% During the 2013-2014 school year there were a total of 576 major infractions.

G2.B1 Training

G2.B1.S1 Work with district to help coordinate with USF to provide training.

PD Opportunity 1

Implement a Positive Behavior System school wide

Facilitator

Robyn Vanover

Participants

Spectrum Staff

Schedule

Weekly, from 9/10/2014 to 5/29/2015

G3. As temporary placement facility, students, parents, and sending schools must transition at-risk students in a timely manner to avoid loss of learning opportunities. (PD for teachers to move from time percentage basis to actual scope and sequence)

G3.B1 Expediting placement process by sending school and student services or ESE services to provide Spectrum with data to immediately enroll the at-risk students

G3.B1.S1 Once placement decision is made by the sending school and district, immediately provide behavioral history (discipline card for past year) and curriculum scope and sequence and transfer grades (preferably just before the suspension period) . We will not allow students into the classroom without a comprehensive behavioral/academic plan for success.

PD Opportunity 1

Collaborative principals meeting with student services and ESE services.

Facilitator

Terry Stone, Brian Quinn, Kris Neller, Elaine Kaufman, and Janice Mills

Participants

Spectrum Teachers

Schedule

Budget Rollup

Summary	
Description	**Total**
Goal 2: Reduce the total number of major student infractions by 20% During the 2013-2014 school year there were a total of 576 major infractions.	500
Grand Total	**500**

Goal 2: Reduce the total number of major student infractions by 20% During the 2013-2014 school year there were a total of 576 major infractions.		
Description	**Source**	**Total**
B1.S1.A1 - PBIS Incentives	School Improvement Funds	500
Total Goal 2		**500**