



## Strategic Plan 2021

*Small school . . . BIG Results!*



# INTRODUCTION

The Spectrum Board of Directors and administration are committed to continuous improvement as we set direction and priorities to achieve our vision and mission. We believe the strategic planning process helps to simplify decision-making, align our priorities, and communicate a consistent message. As such, we are committed to an ongoing five-year strategic planning process that sets the course for the next five years while providing a framework for administration in implementing the plan.

The Strategic Plan 2021 reinforces our commitment to providing college preparatory curriculum, a technology integrated environment, and community-based outreach. At the same time, it acknowledges that building a high quality sustainable organization is essential to support the continuous improvement process. This starts with sound governance and financial practices. Also important are maintaining high quality staff, steady enrollment, and safe, clean facilities to meet the ever growing needs of the school.

We are proud of our past successes and our present accomplishments. We are excited about what the future holds and look forward to the process for getting there. The Spectrum Board and administration know that these achievements take the dedication of students, staff, and families and wish to thank them for making Spectrum a great place to work, learn, grow, and belong.

Spectrum Board of Directors

Spectrum Administration

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### Vision Statement

The Vision of Spectrum High School and Spectrum Middle School is to be a leader in fostering academic and personal excellence through programs emphasizing high academic standards in a small-school setting.

### Mission Statement

The Mission of Spectrum High School and Spectrum Middle School is to encourage students in attaining their maximum potential through a 3-dimensional strategy emphasizing:

- College preparatory curriculum;
- A technology integrated environment; and
- Community-based outreach.

# Our Past



In the early months of 2006, the concept of a charter school in Elk River was beginning to take shape in the minds of a small group of enterprising people, under the direction of Volunteers of America (our current authorizer). What began at infancy has grown over fourteen years into Spectrum High School and Spectrum Middle School, an educational leader that is impacting lives inside and outside of the classroom in extraordinary and often unprecedented ways. The Spectrum community has made the journey from classes held in the local Boys and Girls Club, to temporary modular buildings where we rented out gym space from a local church, to the buildings we now occupy since the 2011-2012 school year. The process to get to this point spanned six building projects, successfully defied a faltering economy, and challenged everyone involved to give all they had at every point. Each stopping place along the way met our needs, but has also served to give us a tremendous sense of gratitude.

Continued growth has been an exciting venture and ongoing challenge for Spectrum. During the 2013-2014 school year, Spectrum High School served 514 students. In 2014-2015, Spectrum opened a new 6<sup>th</sup> grade-only building and served 600 students in grades 6-12. In 2018, Spectrum opened its new grades 7/8-only Middle School building and currently serves 775 students (6-12), which is rapid growth compared to the 65 students attending the school when it opened. In the past decade, we have had the privilege of educating students we consider the very best in the state of Minnesota. Over 3,400 high school and middle school students have come through our doors over the past thirteen years, including 50 foreign exchange students and 525+ graduates from twelve senior classes. We have seen

the emergence of scholars and leaders, musicians and athletes, artists and actors. Spectrum's quality programming, outstanding student body, exceptional staff, and high academic achievement continue to bring more and more families through our doors. This growth requires strategic planning to address programming, staffing, enrollment, and facility needs. During this process, the Spectrum Board of Directors is committed to maintaining our vision to be a leader in fostering academic and personal excellence through programs emphasizing high academic standards in a small-school setting. We will accomplish this vision by encouraging students to attain their maximum potential through a 3-dimensional strategy emphasizing: college preparatory curriculum; a technology integrated environment; and community-based outreach.

While many of our successes and achievements can be measured, there are many more that cannot be so easily measured and which challenge explanation; for these, we stand in awe with thankful hearts. Through the years, Spectrum has been favored by a remarkable number of wonderful qualified staff arriving at precisely the right time to fulfill a current need. Supportive and caring families, too numerous to count, have jumped in and become an integral part of the Spectrum team. Our fiscal needs have always been met, sometimes through governmental hurdles clearing incredibly before our eyes. And our building and grounds have been safe places for the precious lives we tend.



# Our Present

Spectrum is an exceptional educational choice for families in and around the Elk River area!

The School provides a respectful and enjoyable learning environment where students are continually challenged to excel. Challenging courses are provided through our robust C@SH (College at Spectrum High) concurrent enrollment program. Spectrum offers college courses, taught by Spectrum teachers, which allow students to earn college credit while staying on its campus. Currently, Spectrum has over 20 C@SH classes offered through Anoka-Ramsey Community College, the University of Minnesota Twin Cities College in the School's program (CIS), Pine Technical and Community College, and Central Lakes College. Spectrum's class of 2019, the largest class to date with 88 graduates, graduated one student who simultaneously completed all of the necessary credits for their high school diploma, as well as the credits needed to complete the Minnesota Transfer Curriculum. Twenty-two Spectrum seniors earned an Associate of Arts degree concurrent with their high school diploma. The majority of the college credits earned by these students were taken on Spectrum's campus through our C@SH program. Additionally, the graduates earned collectively an impressive 3,248 combined college credits over their high school career, which is approximately \*\$1,055,600 in college tuition savings! *\*Based on the average per credit cost (\$324.70) of attending a four-year public college in the United States in 2018.*



Another highlight that helps to build our culture of respect and college preparation is our AVID program, which is provided to all students in 6<sup>th</sup> grade, and as an elective to students in grades 7-12. The mission of the AVID program is to close the achievement gap, and to increase college participation from traditionally underserved populations. This program teaches students invaluable skills, including: organizational management, test taking skills, reading and writing strategies, time management, and critical thinking

skills. In addition, we offer a College and Career Readiness class/curriculum that serves all students in grades 6-12.

Technology integration is also important to Spectrum as we train our students to be prepared for college and the work force. Teachers utilize Smart Boards in all classrooms. Six computer labs are available, and most classrooms are equipped with laptop or Chromebook carts. A one-to-one Chromebook program was implemented in the high school for the 2018-2019 school year – giving students 24/7 access to a computer. For the 2019-2020 school year, the program has been expanded to include students in grades 7 and 8. In addition to the hardware, we have a Technology and Communication Manager who oversees our technology department. We also have two technology staff who are available to help support, train, and assist teachers in the implementation of technology and maintenance of equipment.

An equally important component of Spectrum's educational offerings is its Service Learning/Community Outreach program. Each year, Spectrum students are given an opportunity to become involved in the community through an intentional program of Service Learning/Community Outreach where students serve the surrounding community. Each Spectrum student participates in Service Learning groups and also performs community service on their own throughout the school year. Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teaches civic responsibility, and strengthens communities. Service Learning groups meet four times a quarter during the school day for 85 minutes. There are approximately 40 Service Learning groups with a student:teacher ratio of approximately 17:1. Each group focuses on a different topic or community need. The Service Learning program culminates in the students' Senior Capstone.



Spectrum students continue to show strong academic achievement and growth on the Minnesota Comprehensive Assessments (MCA).

The following information is a summary of the student academic performance (proficiency and growth) data used by Spectrum in our decision-making processes. Formal assessments utilized by Spectrum include the Minnesota Comprehensive Assessment (MCA), PSAT, ACT, and Accuplacer. In setting long-term academic goals, aligned with our authorizer contract with Volunteers of America (VOA), Spectrum focuses on MCA testing, which is tied to Minnesota State Standards. These tests are administered in accordance with policies and procedures required by the Minnesota Department of Education to ensure fidelity.

Spectrum’s curriculum is aligned with Minnesota State Standards. MCA test results are reviewed annually and teachers modify curriculum as needed to address identified deficiencies. Re-teaching also takes place through Spectrum’s Response to Intervention (RtI) program.

The following charts represent actual and projected test scores for Spectrum students as compared with Minnesota state averages for the same years (over an 8-year period).

Spectrum High School and Spectrum Middle School MCA Results (Actual and Projected)										
Subject	Actual Results								Projected VOA Contract Goal	
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
<b>READING Proficiency</b>	69.5%	64.4%	67.5%	70.1%	67.8%	74.9%	77.8%	69.8%	TBD	TBD
<i>State Reading Proficiency</i>	75.3%	57.6%	58.8%	59.5%	59.9%	60.2%	6.1%	59.7%	N/A	
<b>Reading Growth</b>				0.1852			0.2002		0.2052	

Spectrum High School and Spectrum Middle School MCA Results (Actual and Projected)										
Subject	Actual Results								Projected VOA Contract Goal	
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
<b>MATH Proficiency</b>	44.4%	56%	62.6%	66.1%	61.1%	63.9%	67%	61.1%	TBD	TBD
<i>State Math Proficiency</i>	61.3%	60.2%	60.5%	60.2%	59.5%	58.7%	58.7%	55.5%	N/A	
<b>Math Growth</b>				0.1090			0.1240		0.1290	

Spectrum High School and Spectrum Middle School MCA Results (Actual and Projected)										
Subject	Actual Results								Projected VOA Contract Goal	
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
<b>SCIENCE Proficiency</b>	41.2%	48.4%	42.5%	58.5%	67.1%	64.3%	67%	63.9%	TBD	
<i>State Science Proficiency</i>	50.8%	52.4%	53.4%	53.4%	55%	54.2%	53.3%	50.7%		
<b>Science Growth</b>										

The following state test results from FY19 are a result of intentional efforts by Spectrum to improve student achievement and compare Spectrum students to the schools in the local district and the state as a whole.

Reading MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
Middle School	Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota
		6 <sup>th</sup>	78.5%	74.9%	63.9%	77.8%
	7 <sup>th</sup>	68.0%	69.8%	65.3%	71.8%	57.9%
High School	8 <sup>th</sup>	67.2%	62.4%	69.9%	66.4%	58.2%
	10 <sup>th</sup>	65.6%	66.5%	71.5%	72.7%	61.1%

Math MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
Middle School	Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota
		6 <sup>th</sup>	64.3%	73.9%	55.2%	74.1%
	7 <sup>th</sup>	67.5%	70.8%	71.4%	78.6%	52.5%
High School	8 <sup>th</sup>	59.7%	68.8%	70.5%	83.2%	55.7%
	11 <sup>th</sup>	47.0%	45.8%	65.6%	72.0%	45.4%

Science MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota	
Middle School (8 <sup>th</sup> )	60.8%	56.7%	55.9%	60.3%	43.0%	
High School	67.7%	64.6%	69.7%	62.0%	54.4%	

The high quality programming offered at Spectrum and ensuing results are also evidenced by the positive trend in the test data for the past five years.

Spectrum State Test Results FY13-FY19							
	Fiscal Year						
	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>READING Proficiency</b>	<b>64.4%</b>	<b>↑67.5%</b> (+3.1%)	<b>↑70.5%</b> (+3.0%)	<b>↓68.3%</b> (-2.2%)	<b>↑75.1%</b> (+6.5%)	<b>↑77.8%</b> (+2.7%)	<b>↓69.5%</b> (-8/3%)
<i>State Reading Proficiency</i>	57.6%	58.8%	60.7%	61.1%	61.4%	61.1%	59.2%
<b>MATH Proficiency</b>	<b>56.0%</b>	<b>↑62.6%</b> (+6.6%)	<b>↑67.0%</b> (+4.4%)	<b>↓62.7%</b> (-4.3%)	<b>↑64.7%</b> (+2.0%)	<b>↑67.0%</b> (+2.3%)	<b>↓60.9%</b> (-6.1%)
<i>State Math Proficiency</i>	60.2%	60.5%	61.7%	61.1%	60.2%	58.7%	55.0%
<b>SCIENCE Proficiency</b>	<b>48.4%</b>	<b>↓42.5%</b> (-5.9%)	<b>↑59.7%</b> (+17.2%)	<b>↑67.9%</b> (+8.2%)	<b>↓64.5%</b> (-2.6%)	<b>↑67.0%</b> (+2.5%)	<b>↓63.9%</b> (-3.1%)
<i>State Science Proficiency</i>	52.4%	53.4%	54.5%	56.4%	55.5%	53.3%	50.7%



# Our Plans for the Future and Process for Getting There

*However beautiful the strategy, you should occasionally look at the results.*

- Winston Churchill

Much of our first 12 years have been focused on establishing programs, finding a location to call home, and reacting to challenges inherent with any new organization. As noted in “*Our Present*”, through the hard work and dedication of many people, the development of exceptional programming, and the success of our students, Spectrum is now able to systematically plan for our future. Successful businesses plan strategically for their ongoing success and commit the necessary time and resources to get there. According to CEO and Managing Director of Leadership Strategies, Inc. and bestselling author, Michael Wilkinson, strategic planning is important for 5 reasons:

1. To set direction and priorities
2. To get everyone on the same page
3. To simplify decision-making
4. To drive alignment
5. To communicate the message

Strategic planning processes come in many shapes and sizes. However, they all tend to have certain things in common. First, they require an **analysis** of the organizations current position in the market. Second, they use the information gathered in the analysis to better define who they are and **develop a plan** for the future, including strategies and objectives. The third common aspect of most strategic plans is the often missed, but important, managing performance or **measuring results**. Spectrum set out to develop a strategic plan in the spring of 2015, knowing it would be at least a year-long process. In an effort to provide a thorough professional plan, inclusive of our broad population, the school worked with a non-profit consultant, during the fall and winter to walk us through the strategic planning process. A Strategic Planning Task Force was also formed to ensure the process moved forward, tasks were completed in a timely manner, and the School Board remained informed along the way.

Knowing that a quality strategic planning process requires a thorough **analysis** of our organizations

current standing, the school set out to gather stakeholder feedback in many forms. This included a survey sent out in the fall of 2015, interviews completed with parents and staff, and a demographic study (described below). The resulting summary of *Strategic Planning Key Topics* can be found on the next page.

A SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis (Figure 1.5) was also completed at a School Board retreat in January 2016.

	Positive	Negative
Internal	<b>Strengths</b> <ul style="list-style-type: none"> <li>• <i>What do you and others perceive as strengths</i></li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>• <i>What competitors do that's better than you – real and perceived</i></li> </ul>
External	<b>Opportunities</b> <ul style="list-style-type: none"> <li>• <i>Items that Spectrum could exploit to its advantage</i></li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>• <i>Trends/conditions that could affect your ability to be successful</i></li> </ul>

Spectrum publishes an *Annual Report and World's Best Workforce Report* each fall highlighting the school's strengths, opportunities for improvement, and important information to show stakeholders our many successes. This was another tool used to define our current status.

Additionally, given Spectrum's growth over its first 10 years, facilities at capacity, and desire to plan strategically for any further growth, the School Board sought a demographic study of Elk River and surrounding communities, which was completed by Triangle Associates. The study set out to determine the potential future supply of elementary, middle, and high school students; and how these numbers change when extending beyond the current drawing area.

The parameters of the study included the following:

- growth (or decline) in school-age population within the school's drawing area;
- market share captured by private vs. public schools;

- any further study warranted and marketing to K-8 private schools and homeschools;
- the degree of shift (if any) in racial or ethnic composition of the area; and
- the general demographical climate, including economic factors in the region.



## Strategic Planning Key Topics – January 2016

**Background:** Based on work completed by the Spectrum High School Strategic Planning Committee and reviewed by the School Board at their January 23<sup>rd</sup>, 2016 Strategic Planning Retreat, the Board will be focusing on the following 7 Strategic Topics. These topics were identified through an environmental scan via constituent surveys, individual interviews, and a demographic study by Triangle & Associates. The School Board intends to discuss these topics over the next several Board meetings and consider them for inclusion in Spectrum’s strategic plan currently under development.

Timeline	Strategic Topic	Note
Strategic Planning Meeting January 23, 2016	Consider revisions to the school <u>Mission and Vision Statements</u>	This was completed at the January 23 <sup>rd</sup> School Board Strategic Planning Retreat. It is up for approval at the January 28 <sup>th</sup> School Board Meeting.
January 28, 2016 Board Meeting	Continuing to <u>attract and retain quality faculty, staff, and administration</u> to gest implement Spectrum’s vision and mission	Teachers with a master’s degree can be harder to attract and retain (required for CaSH classes)
January 28, 2016 Board Meeting	Ensuring that the <u>Spectrum School Board</u> maximizes its productivity and is able to attract ongoing involvement of skilled board members	The Board needs to be properly populated to effectively perform its role and conduct itself according to charter school board best practices.
February Board Meeting	Determining to what degree Spectrum should seek to provide additional learning opportunities for students in the areas of career and technical training and habits to ensure success in high school and beyond	The Board determined that Spectrum will focus its efforts on encouraging students to maximize the current technology courses offered within the schedule.
February Board Meeting	Executive Director Succession Planning	The Board approved a transition plan in December 2015 and voted in April to hire Dan DeBruyn as the Interim Executive Director, with the intention for him to transition with Ms. Spark into the Executive Director role over the next year.
March Board Meeting	Determining the best way to group students by age/grade at Spectrum (6 and 7-12; 6-8 and 9-12; etc.)	This concept is addressed in the application for the Charter School’s Program (CSP) Grant for Replication and Expansion of High-Quality Charter Schools. The grant necessitates an overall enrollment increase up to 935 students. This necessitates planning for an implementation of appropriate indoor and outdoor space for the students.  The grant specifies a 6-8 building and a 9-12 building. The Board voted in April to give administration authority to pursue facility options to achieve these objectives.
March Board Meeting	Ensuring adequate sources of revenue for Spectrum beyond state and federal allocations.	As the school ages, the Board will need to anticipate the need to cover replacement and periodic maintenance costs, including how special projects, such as technology upgrades, will be funded. Currently, Spectrum is on the first year of the Charter School Program (CSP) grant.

*A satisfied customer is the best business strategy of all.*

*Michael LeBoeuf*

This SWOT Analysis was completed by the Spectrum Board as part of its Strategic Planning Process at the annual board retreat held on Saturday, January 23, 2016.

**Spectrum High School S<sub>t</sub>rengths W<sub>e</sub>aknesses O<sub>p</sub>portunities T<sub>h</sub>reats Analysis (Real and Perceived)**

<b><u>Strengths</u> (internal)</b>	<b><u>Weaknesses</u> (internal)</b>
<ul style="list-style-type: none"> <li>• C@SH program</li> <li>• Small school/classes</li> <li>• Visionary administration</li> <li>• Perception of excellence</li> <li>• Community service commitment</li> <li>• Ability to grow/adapt</li> <li>• High expectations (behavioral and academic)</li> <li>• Community/family feel</li> <li>• College planning (guidance)</li> <li>• Safety (environment)</li> <li>• Integrity (staff/students)</li> <li>• Teachers (quality/openness to growth/teamwork, etc.)</li> <li>• Adherence to mission/vision</li> <li>• Dedicated and committed teachers, administration and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Limited funds available</li> <li>• Small school limits offerings (academic and extracurricular)</li> <li>• Maintaining and attracting students in high school grades</li> <li>• Teacher/staff retention</li> <li>• Consistently competitive athletics</li> <li>• Growing pains</li> <li>• Meeting needs of all students</li> <li>• Perception of charter schools and Spectrum specific (parents, staff, community)</li> <li>• Parking/location (perception of what a school should look like)</li> <li>• Limited space</li> <li>• Workload</li> <li>• Defining and implementing technology-rich</li> <li>• Service learning (consistency and expectations)</li> </ul>
<b><u>Opportunities</u> (external)</b>	<b><u>Threats</u> (external)</b>
<ul style="list-style-type: none"> <li>• Expansion leading to increased extracurricular/academic opportunities, offerings, and competitiveness</li> <li>• Maximize online and local resources for course options</li> <li>• More space (expansion)</li> <li>• Capitalize on parents looking for options locally (school of excellence)</li> <li>• Better communication to community about our mission/clarify identity</li> <li>• Expansion would allow 7/8 to build on 6<sup>th</sup> grade success and life skills training</li> <li>• Working with local businesses (Rotary, Chamber, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Off campus PSEO/Maintaining balance and appeal w/ on-campus C@SH courses)</li> <li>• Sustaining/maintaining enrollment</li> <li>• Maintaining focus on mission (small school feel)</li> <li>• Competition in market</li> <li>• Overextending/losing who we are</li> <li>• Rigor (can cause limit on enrollment and perception in community)</li> <li>• Local district offerings (academic and extracurricular)</li> <li>• Economy (growth)</li> <li>• Not growing/Becoming stagnant (includes #'s and overall improvement process)</li> <li>• Competitive salaries/staff retention</li> </ul>

The School Board reviewed the materials and results from the first step (analysis) in our strategic planning process. In addition, the Board considered our current academic results (as noted in the “*Our Present*” section of this plan).

The second step in the strategic planning process requires the **development of a plan** for the future, including strategies and objectives. Having recently revised the school’s vision and mission, the School Board decided to use the mission as the driving force behind the strategic plan. This ensures that the school remains focused on results tied to our mission. In addition, to be a leader, as noted in our vision statement, requires sustainability. So, the Board felt it was important to include sustainability as one aspect of the strategic plan.

The School Board also considered our Belief Statements to ensure the school remains true to itself (see page 13).

**In the following pages, we have laid out our four Goal Areas tied to our mission:**

1. College preparatory curriculum;
2. A technology integrated environment;
3. Community-based outreach; and
4. A high quality sustainable organization.

Following each Goal Area are **Focus Areas** that help to further break down each of the goals into practical areas. **Strategies** the school is implementing that ensure we are addressing our Focus Areas are also included.



The third step in developing a strategic plan involves **measuring results**. For each of the Focus Areas found under our four goals, we have identified specific **Targets** by which we will measure our performance and effectiveness.

In order to ensure that this strategic plan remains a living document, the goals, strategies, and targets will be reviewed annually in preparation for the school’s *Annual Report and World’s Best Workforce Report*.

This Strategic Plan was intended to cover a 5-year period of time. While the plan development began in 2014, the final plan was not officially approved by the School Board until May Of 2016. This plan continues to be updated and will serve the school through 2021.

**Vision Statement**

The Vision of Spectrum High School and Spectrum Middle School is to be a leader in fostering academic and personal excellence through programs emphasizing high academic standards in a small-school setting.

**Mission Statement**

The Mission of Spectrum High School and Spectrum Middle School is to encourage students in attaining their maximum potential through a 3-dimensional strategy emphasizing:

- College preparatory curriculum;
- A technology integrated environment; and
- Community-based outreach.

## **Spectrum High School's Belief Statements**

- **S**mall schools meet individual needs and foster a welcoming atmosphere.
- **P**eople of integrity, including staff, faculty, and students is imperative.
- **E**xcellence in academics will increase knowledge and build self-confidence.
- **C**ollege readiness is achieved through rigorous course work.
- **T**echnological literacy is vital to future success.
- **R**eaching the community through service creates positive change.
- **U**nderstanding self and meeting high behavioral expectations builds discipline, self-respect, and self-reliance.
- **M**odeling quality through continuous improvement is essential.



### **STRATEGIC PLANNING GOALS, FOCUS AREAS, STRATEGIES, AND TARGETS FOR MEASURING PROGRESS**

## Goal Area One: COLLEGE PREPARATORY CURRICULUM

### GOAL #1

All Students will graduate from Spectrum High School prepared to enroll and succeed in courses at a **college or university** (without remediation).

### THREE FOCUS AREAS:

1. Academic proficiency
2. Academic growth
3. Challenging and advanced coursework

### GOAL #1 STRATEGIES

#### Focus Areas 1 and 2 (*Academic Proficiency and Growth*)

- a. Implement formative assessments tied to state standards in the classroom – leading to interim assessments (3-4 times annually) in all grades. Spectrum teachers also monitor student progress weekly and provide assistance through Response to Intervention during Sting Time two days a week.
- b. Students participate in College Readiness courses throughout their high school career.
- c. All Spectrum teachers participate in the collaborative inquiry process in their professional learning communities (PLC). Annual academic goals are set by teachers toward meeting the school-wide goals for proficiency and growth. PLC's are an integral part of Spectrum's continued growth and are paramount to student success and achievement. PLC teams meet often to discuss professional goals, , interpret data, and participate in other vital organizational and academic activities.
- d. Spectrum participates in the Q-Compensation (Q-Comp) program through the Minnesota Department of Education. An Instructional Coach observes faculty throughout the year assists in implementing best instructional practices, and offers a time for reflection, conversation, and encouragement.
- e. Spectrum utilizes rubrics from Kim Marshal's Supervision and Evaluation Model and WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. Spectrum makes after school homework assistance available to all students and in-school assistance when possible.
- f. Spectrum maintains small class sizes.
- g. Curriculum is reviewed for alignment to state standards to ensure rigor and assist in assessing academic proficiency and growth.

#### Focus Area 3 (*Challenging and Advanced Coursework*)

- a. Implement AVID strategies of writing, inquiry, collaboration, organization, and reading help. Each student learns the skills necessary to collaborate, ask questions, and keep themselves organized.
- b. Students attend college visits and college fairs – particularly AVID students.
- c. Spectrum offers College at Spectrum High (C@SH) courses for students in grades 10-12 to obtain college credit while remaining on campus. Spectrum currently has partnerships with Anoka-Ramsey Community College, Pine Technical and Community College, the University of Minnesota Twin Cities, and Central Lakes College – currently offering 77 college credits over three years. In addition, Spectrum offers a number of Advanced Placement courses for students.
- d. Spectrum provides school counselors (at a low student/counselor ratio of approximately 246:1) to work with students in preparing for college and other challenging courses, helping students reach college and career goals.
- e. Spectrum provides a College and Career Coordinator to assist the Counseling Department in their work to prepare students for college and career.
- f. Spectrum has invested in a College and Career Center on campus to provide spaces for collaboration and comradery, and access to resources.
- g. Spectrum ensures students are college ready in all 4 areas of (ACT) benchmark scores by the time of graduation.
- h. Spectrum uses assessment data such as MCA, PSAT, ACT, formative and summative assessments, and Accuplacer to advance student progress.
- i. In middle school, Spectrum provides challenging courses (honors) in language arts and ability level instruction in math.

### Goal #1 College Preparation Targets

**Goal #1 – All students will graduate from Spectrum High School prepared to enroll and succeed in courses at a college or university (without remediation).**

Focus Area 1: Academic Proficiency						
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019--2020 Target/VOA Goals
% of all students enrolled October 1 in grades 6-11 who earn an achievement level of Meets the Standards or Exceeds the Standards on all <b>READING</b> state accountability tests (MCA, MOD, MTAS) will increase an average of 2.0% annually.	70.8%	69.2%	75.1%	77.8%	69.5%	
% of all students enrolled October 1 in grades 6-11 at Spectrum High School who earn an achievement level of Meets the Standards or Exceeds the Standards on all <b>MATH</b> state accountability tests (MCA, MOD, MTAS) will increase an average of 1.5% annually.	67.8%	63.3%	64.6%	67.0%	60.9%	
% of all students enrolled October 1 in grades 6-11 at Spectrum High School who earn an achievement level of Meets the Standards or Exceeds the Standards on all <b>SCIENCE</b> state accountability tests (MCA, MOD, MTAS) will increase an average of 2.0% annually.	58.7%	67.7%	64.5%	67.0%	63.9%	

**NEW ACCADEMIC CONTRACT GOALS – VOA CONTRACT 2019-2024**

Goal #1 – Students are performing well on state examinations or other agreed upon exams (i.e. NWEA) in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Reading MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
Middle School	Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota
	6 <sup>th</sup>	78.5%	74.9%	63.9%	77.8%	63.2%
	7 <sup>th</sup>	68.0%	69.8%	65.3%	71.8%	57.9%
High School	8 <sup>th</sup>	67.2%	62.4%	69.9%	66.4%	58.2%
	10 <sup>th</sup>	65.6%	66.5%	71.5%	72.7%	61.1%

Math MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
Middle School	Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota
	6 <sup>th</sup>	64.3%	73.9%	55.2%	74.1%	50.9%
	7 <sup>th</sup>	67.5%	70.8%	71.4%	78.6%	52.5%
High School	8 <sup>th</sup>	59.7%	68.8%	70.5%	83.2%	55.7%
	11 <sup>th</sup>	47.0%	45.8%	65.6%	72.0%	45.4%

Science MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota	
Middle School (8 <sup>th</sup> )	60.8%	56.7%	55.9%	60.3%	43.0%	
High School	67.7%	64.6%	69.7%	62.0%	54.4%	

**NEW ACCADEMIC CONTRACT GOALS – VOA CONTRACT 2019 – 2024**

Goal #2 – Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (An alternative measure will be used when cell size is too small or in the case of a stand-alone high school).

Focus Area 2: Growth					
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 Targets
<i>While measuring growth is an important factor in determining success, the Minnesota Department of Education is in the process of determining how they will calculate growth under the new ESSA federal law. This will be added back to Spectrum’s Strategic Plan once the process has been finalized.</i>	N/A	N/A	N/A	N/A	N/A

**NEW ACCADEMIC CONTRACT GOALS – VOA CONTRACT 2019-2024**

Goal #3 – The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination or other agreed upon exam (i.e. NWEA) data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Focus Area 3: Challenging and Advanced Coursework														
Performance Indicator	2014-2015	State Avg. 2014-2015	2015-2016	State Avg. 2015-2016	2016-2017	State Avg. 2016-2017	2017-2018	State Avg. 2017-2018	2018-2019	State Avg. 2018-2019	2019-2020	State Avg. 2019-2020	2020-2021	State Avg. 2020-2021
Average composite ACT score (Data for seniors that graduated that year, not the juniors who took the test).	22.9	22.7	21.6	21.1	22.8	21.5	22.3	21.3	23.7	21.4				
English benchmarks (ACT)	22.6 (2016)	21.8	20.5	20.0	22.8	20.4	21.7	20.2	23.0	20.3				
Math benchmarks (ACT)	22.3 (2016)	22.8	21.6	21.2	22.1	21.5	22.0	21.4	23.1	21.4				
Reading benchmarks (ACT)	24.1 (2016)	23.0	22.0	21.3	23.4	21.8	22.8	21.7	24.8	21.7				
Science benchmarks (ACT)	22.3 (2016)	22.7	21.8	21.3	22.4	21.6	22.2	21.4	23.4	21.6				
% of students who were college ready in all 4 areas (ACT) Benchmark Scores: Eng. 18; Math 22; Rdg. 22; Science 23	39%	39%	25%	29%	40%	31%	32%	30%	43%	30%				
% of students graduating from Spectrum High School in 4 years	91.8%	81.9%	87.5% On MN report card	82.2%	93.5% Est. based on our data.	82.7%	92.31%	83.2%	98.3%					
% of graduating seniors who enroll in and plan to attend a post-secondary institution / military after graduation (as of the date of graduation)	79%	NA	96%	NA	80%		94%	N/A	90%					

# of college credits offered at SHS in the specific year	50	NA	51	NA	70	NA	66	N/A	Maintain					
# of students attending full-time PSEO SHS believes the students and school are better served remaining on campus while earning college credits.	6/118 = 5%	NA	15/119 = 12.6%	NA	16/130 = 12.3%	N/A	17/148 = 11.5%	N/A	Below 15% of jrs./srs. combined.					

**Graduation Rate Results Explained:** Upon review of Spectrum’s Minnesota Report Card and 2016 graduation rates, a discrepancy was discovered between Spectrum’s graduation records and what was reported by MDE. After looking into this detail and working with MDE, it was learned that Spectrum had been checking a “no show” box in Infinite Campus for students who dropped their Spectrum enrollment over the summer. By checking this box, it prevents the MARSS enrollment record for these summer-leavers from being reported to MDE. These students then became unknown to MDE which then affects the graduation cohort for which they were included and are subsequently counted against Spectrum’s graduation rate. Unfortunately, the 2016-17 MARSS reporting timeframe is closed and according to MDE there is nothing further that can be done about the 4 year graduation cohort.

Upon the recommendation of MDE, a new MARSS enrollment record for these students in the current 2017-18 school year was created and the appropriate status end code and state aid category were listed. From there, MDE is able to correct Spectrum’s 5 and 6 year cohorts. This work has been completed and verified in the MARSS reporting system, and all enrollment records for students that had the “no show” box checked for 2016-2017 and 2017-2018 school year have been updated.

The “no show” box has been utilized by Spectrum to prevent a schedule from being created for a student who has informed Spectrum that they are not returning during registration or over the summer. If not utilized, class sizes would be inflated and/or overloaded. Moving forward, at the start of each new school year, the check box will be removed to avoid this MARSS reporting issue in the future.

## Goal Area TWO: TECHNOLOGY INTEGRATION

Technology integration is the use of technology resources, such as computers, mobile devices, digital cameras, social media platforms and networks, software applications, and the Internet in ways that can impact engagement and learning for all students. Technology is integrated when it is used as a tool to enhance teaching and learning, leading to professional growth for teachers and improved academic achievement for students.

### GOAL #2

Spectrum High School will optimize performance and student achievement by strengthening meaningful technology use and integration throughout the school.

### FOUR FOCUS AREAS

1. Technology Resources
2. Technology Education
3. Technology Integration
4. IT Security/Data Privacy

### GOAL #2 STRATEGIES

#### Focus Area 1 (*Technology Resources*)

- a. Maintain a computer replacement plan.
- b. Provide all teachers with laptops; students with access to classroom Chromebooks/computers or a 1:1 device; and a stable network and wireless network for the entire school.
- c. Maintain a 1:1 Chromebook program for 7-12<sup>th</sup> grade students. Continue operating an in-house Chromebook repair depot and providing in-house Chromebook insurance to families.
- d. Provide a personalized learning environment by ensuring all students have access to digital tools and resources to complete work at school.
- e. Support teachers to develop interactive & engaging content and assessments in the learning management system – Schoology.
- f. Increase collaboration in the classroom by using collaborative digital tools such as Google Apps for education and Schoology.
- g. Ensure teacher utilize Interactive White Boards and document cameras in their classrooms.
- h. Provide the Infinite Campus program to streamline many educational processes and promote communication and collaboration between teachers, students, and parents.
- i. Provide a Technology and Communication Manager to oversee the Technology Department, a Network Administrator and a Technology Specialist to support, train, and assist teachers in the implementation of technology.

#### Focus Area 2 (*Technology Education*)

##### Students

- a. Ensure all students are trained by teachers in the use of common technology resources (e.g. Google Drive, Infinite Campus, Schoology, 1-to-1 Chromebooks).
- b. Spectrum will continue to offer relevant technology resources and creatively market them toward student interests.
- c. Spectrum is seeking out certification programs and college credit articulation for high school courses.

##### Teachers

- a. Improve teacher technology skills and increase technology integration through teacher professional development.
- b. Develop training resources in Schoology for teachers.
- c. Provide individualized technology support for teachers who need extra help with technology.
- d. Ensure new staff are trained on Google, Infinite Campus, and Schoology.
- e.

## Parents

- Provide parents resources to maximize/utilize their parent accounts chosen software and data management systems (such as Schoology, Infinite Campus, and Securly).
- Provide training tutorials for parent account setup in chosen software and management systems (such as Infinite Campus and Schoology).

### Focus Area 3 (Technology Integration)

- Continued development of online course content and digital resources to engage students and support learning. Spectrum recognizes and develops 21<sup>st</sup> century skills, such as collaboration, creativity, critical thinking, and problem solving, to foster student success in a technology-driven society.
- Develop a personalized learning environment, which will include options for flipped classrooms, hybrid learning environments, and online courses to help differentiate instruction.
- Maintain district-wide plan and training for students to use digital binders and portfolios in Google Drive to organize work and showcase growth.
- Provide students access to MCIS (MN Career Information System) through College and Career Readiness and AVID courses which offers career, college, and labor information.
- Spectrum will utilize a 6-12 technology scope and sequence.
- Facilitate ongoing conversations with teachers to support and encourage effective use of technology and gain insight into status of technology integration for planning more focused support and training.
- Increase teacher collaboration within departments for developing and refining effective teaching strategies utilizing tech integration to convey course content.  
Maintain a list of digital resources approved for teacher use that have been vetted for FERPA and COPPA compliance, including collecting parent signatures for middle school students to comply with COPPA requirements.
- Provide and maintain online security (filtering, etc.) for all computers – including all Chromebooks on and off campus.

### Focus Area 4 (Security/Data Privacy)

- Ensure secure access to system by enforcing password length policy, two-step authentication on Google, and setting a password reset requirement twice a year.
- Segmenting shared network drives and restricting access by role for increased security and data privacy.
- Providing online security training to all staff.
- Reviewing and documenting security measures in place.

## #2 Technology-Integration Targets

Focus Area 1: Technology Resources							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Targets	2020-2021 Targets
Ratio of computers to staff in technology	Baseline	N/A	1133:2.5 or 453.2:1	470:1	480:1	500:1	500:1
% of technology equipment not to exceed the age of scheduled replacement cycle (excluding infrastructure)	Baseline	91%	93%	96%	78%	80%	80%
Schoolwide network outages not to exceed 5 days/year	Baseline	N/A	No school-wide outages	No school-wide outages	No schoolwide outage – NS ½ day outage	No schoolwide outage – MS 1/2 day outage	No schoolwide outage - MS ½ day outage
Considerations for future goals and performance indicators:							
<ul style="list-style-type: none"> <li>Move toward online resource availability (i.e., online textbooks)</li> <li>Monetary investment and fundraising</li> </ul>							

Focus Area 2: Technology Education							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Targets	2020-2021 Targets
# of technology training hours for teachers per school year	N/A	New in FY17	100	6 Hrs.	2 trainings/# of Hours	2 trainings/# of Hours	2 trainings/# of Hours
# of technology integration staff attending technology training annually (followed by sharing with staff)	2 Tech Int. Teachers	2 teachers and Tech Manager attended TIES Conf.	2 teachers and Tech Manager attended TIES Conf.	2 teachers and Tech Manager attended TIES Conf.	Maintain	Maintain	Maintain

Focus Area 3: Technology Integration							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2018-2019 Targets	2020-2021 Targets
% of students utilizing a digital portfolio in grades 9-12 (using the Minnesota Career Information System – MCIS)	Baseline	36%	Approx. 39-45%	78%	100%	100% of 9-11 <sup>th</sup> graders	100% of 9-11 <sup>th</sup> graders
% of students integrated into 1:1 Chromebook program.	Baseline	0	21 AVID students or 7.2% (pilot)	21 AVID in school/13 take home	98%	100%	100%

Focus Area 4: Security/Data Privacy							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Targets	2020-2021 Targets
Staff passwords reset twice a year	N/A	N/A	N/A	N/A	100% Compliance	100%	100%
2-step authentication compliance	N/A	N/A	N/A	N/A	100% Teachers	100% Teachers/	100% Teachers
Digital Resources: To be reviewed and posted on digital tool resources for parent access	N/A	N/A	N/A	N/A	90%	90%	90%
COPPA: Middle School parent signatures received before computer access granted to student.	N/A	N/A	N/A	N/A	100%	100%	100%

Comprehensive Technology Goal							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Targets	2020-2021 Targets
Rating on (annual) climate survey indicating satisfaction with technology integration	Baseline	AdvancED Survey given	Parents 86%  HS Students 78%  MS Students 94%  Staff 80%	Parents: 76.19%  MS Students: 93.31%  HS Students: 69.82%  Staff: 72.73%	Parents: 86.73%  HS Students: 82.45%  MS Students: 90.91%  Staff: 76.19%	TBD	TBD



## Goal Area Three: COMMUNITY-BASED OUTREACH

### Goal #3

Spectrum will cultivate a safe and supportive school environment by empowering and unifying our communities (internal and external) through service, education, and action.

#### THREE FOCUS AREAS

1. School Environment
2. Service Learning (service)
3. Involvement in the School Community (action)

#### GOAL #3 STRATEGIES

##### Focus Area 1 (School Environment)

- a. Maintain high academic and behavioral expectations.
- b. Maintain a safe learning environment and facilities.
- c. Maintain respect towards students and property.
- d. Community involvement extends to students having a voice in their school. Spectrum has an active Student Council. Students participate on the School Improvement/World's Best Workforce Committee. Student leaders are also encouraged to attend and share their voice at the School Board meetings.
- e. Students fill out a climate survey each school year and results are used to help guide school improvement.
- f. The principals may have occasional meetings with Student Council or groups of students to gather feedback towards positive change.
- g. Orientation: WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 6<sup>th</sup> and 7<sup>th</sup> graders and makes them feel comfortable throughout their middle school experience in new buildings. Link Crew at the high school provides a similar experience for 9<sup>th</sup> graders>

- h. Youth Frontier character retreats for students annually in grades 7 (Courage) and, 9 (Respect)

##### Focus Area 2 (Service Learning)

- a. Students perform service (providing needed assistance) for individuals or organizations outside of their own family.
- b. Participation in Service Learning classes by students (with staff) 4 times a quarter during school hours.
- c. Provide opportunities for students to letter in community service.
- d. Ensure all students are working on service with a community organization through Service Learning.
- e. Provide opportunity for students to assess the effectiveness of their Service Learning experiences.
- f. Provide students leadership opportunities by developing their project planning and communication skills.
- g. Distinguish "service learning" from "community service" connecting it to school curriculum, offering students' unique opportunities to acquire new skills as they learn responsibility, make connections through reflection, experience satisfaction, and provide benefit to the wider community.
- h. Service Learning experiences in grades 6-12 culminate in the senior capstone/legacy experience, paper, and presentation.

**Focus Area 3 Involvement in the School Community)**

- a. Offer a variety of extracurricular opportunities – both athletic and non-athletic.

- b. Provide opportunities for students to help other students.
- c. Survey student interests and brainstorm extracurricular opportunities.

**Goal #3 Community-Based Outreach Targets**

Focus Area 1: School Environment							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 Results	2019-2020 Targets	2020-2021
Average <u>parent</u> rating on the modified climate survey regarding maintaining <u>high expectations</u> for students.	Not Asked	4.59	Not Asked	91.27%	95.26%	TBD	Maintain 4 or better (out of 5) or 85% or better agrees/strongly agrees
Average <u>student</u> rating on people being <u>treated with respect</u> in their school. (Combined Students treat adults with respect and Staff and Teachers treat students with respect.)	Not Asked	Baseline	MS: 86% HS: 74%	MS: 76.2% (w/18.77% <i>Neither Agree/nor Disagree</i> )  HS: 58.5% (w/ 29% <i>Neither Agree/nor Disagree</i> )	MS: 71.27%  HS: 75.48%	TBD	Maintain 4 or better (out of 5) or 85% or better agrees/strongly agrees
Average student rating on property being treated with respect in their school.	Not Asked	Not Asked	MS: 76% HS: 69%	MS: 65.89% (w/ 30.43% <i>Neither Agree/nor Disagree</i> )  HS: 58.95% (w/ 25.61% <i>Neither Agree/nor Disagree</i> )	MS: 71.50%  HS: 69.52%	TBD	Maintain 4 or better (out of 5) or 85% or better agrees/strongly agrees
Average <u>parent</u> rating on the climate survey regarding maintaining a <u>safe learning environment</u> .	Not Asked	4.5	Not Asked	90.47%	95.26%	TBD	Maintain 4 or better (out of 5) or 85% or better agrees/strongly agrees
Average staff rating on the climate survey regarding maintaining <u>facilities</u> that contribute to a safe environment.	Not Asked	4.64	Not Asked	91.3%	96.67%	TBD	Maintain 4 or better (out of 5) or 85% or better agrees/strongly agrees

Focus Area 2: Service Learning (Service)							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 Results	2019-2020 Targets	2020-2021 Targets
Service Learning program will be aligned to Service Learning Standards (adopted from the National Youth Leadership Council.	N/A	N/A	N/A	N/A	NA	50%	100%
A Service Learning EXPO will be added to the program to be implemented in the 2019/2020 school year. This will highlight connections in the community, work being done, possible chosen Senior Capstone , and a speaker from one of our Service Learning connections talking about impact in the community.	NA	NA	NA	NA	NA	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Focus Area 3: Involvement in the School Community (Action)							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 Results	2019-2020 Results	2020-2021 Targets
# of extracurricular activities available per year to students in grade 6.	Baseline	N/A	8	2	14	13	TBD
# of different <u>athletic</u> extracurricular options available each year to students in grades <u>7-8</u>	Baseline	N/A	N/A	18	17 Varsity athletic teams and 9 co-op athletic teams.	17 Varsity athletic teams and 13 co-op athletic teams	Maintain
# of <u>non-athletic</u> extracurricular opportunities available each year to students in grades <u>7-8</u>	Baseline	N/A	N/A	7	12	12	Maintain
# of different <u>athletic</u> extracurricular options available each year to students in grades <u>9-12</u>	Baseline	N/A	N/A	18	17 Varsity athletic teams and 9 co-op athletic teams	17 Varsity athletic teams and 13 co-op athletic teams	TBD
# of <u>non-athletic</u> extracurricular opportunities available each year to students in grades <u>9-12</u>	Baseline	N/A	N/A	8	6	6	TBD
Goal for the 2018-2019 school year: Implement a comprehensive program for after school activities specific to middle school students	N/A	N/A	N/A	N/A	At least 4 after school activities available at all times.	20	

## Goal Area Four: HIGH QUALITY SUSTAINABLE ORGANIZATION

### Goal #4

Spectrum will implement practices that lead to an effective and sustainable high quality organization.

#### FIVE FOCUS AREAS

1. Board Governance
2. Staffing/Human Resources
3. Enrollment
4. Facilities
5. Finances

#### GOAL #4 STRATEGIES

##### Focus Area 1 (*Board Governance*)

- a. Initial board training for all new board members in governance, employment, and finances; annual Data Practices training, and ongoing as available
- b. Agreed upon Board Operating Protocols governing board interactions and operations
- c. Clear separation of responsibilities and understanding of roles between board and administration
- d. Clear conflict of interest policy
- e. Annual board self-evaluation and analysis
- f. Annual board retreat (as needed) to review strategic planning
- g. Annually seek to attain the VOA Governance Award

##### Focus Area 2 (*Staffing/Human Resources*)

- a. Annual staff satisfaction survey
- b. Opportunities for staff leadership on teams and school-wide.
- c. Salary and benefits competitive with comparable schools
- d. Ongoing analysis of job descriptions and organizational structure
- e. Maintaining high expectations including accountability tied to performance
- f. Strong sense of community, belonging, and ownership
- g. Ensure clear understanding and fit with Spectrum culture
- h. Celebrate successes!

##### Focus Area 3 (*Enrollment*)

- a. Seek to overenroll by at least 1% of budgeted enrollment numbers
- b. Promote Spectrum's ongoing successes through a variety of media outlets
- c. Participate in community events building Spectrum's positive reputation and networking
- d. Hold Information and Tour Nights, as needed, to promote Spectrum's program and increase exposure to the community
- e. Collaborate with local public, private, and home schools to attract and transition students to Spectrum
- f. Analyze Spectrum programs for continuous improvement, strengthen areas needing attention, and highlight those that attract and retain students

##### Focus Area 4 (*Facilities*)

- a. Analyze facility needs on an ongoing basis
- b. Implement facility improvements through various funding sources
- c. Utilize the Safety Committee to ensure facilities provide a safe learning environment
- d. Adapt facilities to meet ever-changing curricular and extracurricular program needs and strengths

##### Focus Area 5 (*Finances*)

- a. Annually seek to attain the VOA Finance Award and MDE Finance Award
- b. Seek out grant opportunities and other revenue sources consistent with Spectrum's vision and mission
- c. Work with financial outsourcing company to ensure sound financial practices and oversight
- d. Seek value and quality of products at competitive rates
- e. Maintain a conservative fund balance of 20-25%
- f. Ensure a decision-making model that allows for expeditious use of funds
- g. Ensure a sound investment strategy to maximize available savings

## Goal #4 High Quality Sustainable Organization Targets

Focus Area 1: Board Governance						
Performance Indicator	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 Targets
Board Retreat held annually	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
New Board members begin statutorily required training within 6 months of taking office and complete within 12 months	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Board agrees to operating protocols annually	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
VOA Governance Award received annually	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				

Focus Area 2: Staffing/Human Resources						
Performance Indicator	2015-2016	2016-2017	2017-2018	2018-2019 Targets	2019-2020 Targets	2020-2021 Targets
% of staff indicating they are satisfied or mostly satisfied with working at Spectrum based on the annual staff survey	Baseline	95%	95.66%	95%	95%	95%
Salary and Benefits analysis completed every three years and modified as the budget allows	Completed in FY14	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No In process	<input checked="" type="checkbox"/> Yes Tching Staff, Only	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Staffing analysis completed and staffing modified as the budget allows	Completed in FY16	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No In process	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Focus Area 3: Enrollment																		
Performance Indicator	2015-2016 B=Budget A=Actual			2016-2017			2017-2018			2018-2019 Targets Exceed by 1.0%			2019-2020 Targets Exceeds by 1.0%			2020-2021 Targets Exceeds by 1.0%		
	B	A	%	B	A	%	B	A	%	B	A	%	B	A	%	B	A	%
Average enrollment exceeds budgeted enrollment numbers	636	631.83	99% (4.17 students under)	655	662.63	1.02% (7.63 students over)	680	673.82	99% (6.18 students under)	731	716.21	98% (14.79 students under)						

Focus Area 3: Enrollment						
Performance Indicator	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hold no less than four Information and Tour Nights per year:	NA	NA	11.13.17 12.10.17 1.7.18 1.17.18	11.12.18 12.10.18 1.7.19 1.17.19	11.21.19 12.9.19 1.17.20 1.14.20	TBD

<b>Focus Area 4: Facilities</b>						
<b>Performance Indicator</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Separate 7 <sup>th</sup> /8 <sup>th</sup> grade facility completed by FY19	NA	NA	In process	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	NA	NA
College and Career Center established by FY19	NA	NA	In process	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	NA	NA
Average staff rating on the Climate Survey regarding maintaining facilities that contribute to a safe environment at 85% or better (agrees or strongly agrees)	4.64		TBD	Maintain 85% or better agrees/strongly agrees FY19 = Current 96.67%	TBD	TBD

<b>Focus Area 5: Finances</b>						
<b>Performance Indicator</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
VOA Finance Award received	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
MDE Finance Award received	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Finance Committee goals met	100%	100%	In process	100%	TBD	TBD
Fund balance %	23%	24.9%	28.3	20%-25% FY19 = 23%	TBD	TBD