

Spring Creek Charter School

44440 SPRING CREEK RD, Paisley, FL 32767

<http://lake.k12.fl.us/sce>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	86%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	14%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

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>.

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 Spring Creek Charter School is to provide a solid academic foundation through a collaborative environment which instills cooperation, assertiveness, responsibility, empathy, and self-control. We strive to inspire, within our school family, a love of learning that empowers our students to achieve their full potential.

Provide the school's vision statement

We Believe:

- Every child has the potential to learn.
- Each person is valuable.
- We can make a difference.

School Environment

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

Spring Creek Charter School has embarked, over the last 3 years, of training our staff in Responsive Classroom. Responsive Classroom is a research and evidence based approach to education that leads to greater teacher effectiveness, higher student achievement, and an improved school climate. Responsive Classroom is a social/emotional literacy teaching model that encompasses the entire school community to include teachers, students, parents, para-professionals, and administrators. Our faculty and staff are in a multi-year process of training in this model.

Professional development in the Responsive Classroom approach strengthens educator's ability to:

- * Design lessons that are active and interactive
- * Use effective teacher language to promote academic and social growth
- * Encourage engagement by giving students meaningful choices
- * Start each day in a way that sets a positive tone for learning
- * Set high expectations and teach students how to meet them
- * Establish routines that promote autonomy and independence
- * Build a sense of community and shared purpose
- * Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation

Professional development is provided through Responsive Classroom consultants as well as opportunities provided by the Principal, Assistant Principal, Literacy Coach and Responsive Classroom Team members.

Much time is devoted to establishing a community in the classroom, at the school level, and with the parents. Teachers are trained to hold "Morning Meeting" each morning to learn about, and from, their students and discover their students' social and emotional needs.

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

The entire purpose and design behind utilizing the Responsive Classroom (RC) approach is to create an environment where children feel safe and respected throughout their time with us. The RC approach is used by our bus drivers, teacher assistants, teachers, and administrators. Thought about school environment is considered in every decision we make.

Our Guidance Department meets with all students during the year in Bully Prevention, Disability Awareness, and Character Building classes. Guidance also meets with small groups on specific needs such as peer mediation and bully prevention with students who have discipline issues stemming from bullying.

Spring Creek Charter School has a comprehensive School Security Plan developed with assistance from the district Safe Schools department and the Lake County Sheriff's Department. Our security plan covers emergency response for fire, tornado, hurricane, and lock-down situations.

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

We believe all children can be kind, respectful, caring citizens who are accountable and responsible for their actions inside an academic learning environment. Children learn and practice social skills (Cooperation, Assertion, Responsibility, Empathy, and Self-Control) when:

- There is a safe, challenging, joyful learning environment
- Students feel respected, successful and share a sense of belonging
- All staff and families teach, model, and reinforce expected behaviors

These beliefs are the foundation of Spring Creek Charter School's discipline plan.

At Spring Creek all staff will use the following strategies or interventions to help children develop self-control.

PROACTIVE STRATEGY: Creating, modeling, and practicing the rules

Staff and students collaborate to develop our classroom and school rules. The rules help us take care of ourselves, each other, and the school environment. Throughout the day we model, practice, and reinforce our rules.

INTERVENTION 1: REMINDING AND REDIRECTING

Reminders and verbal redirections are the primary means of guiding students. We recognize that sometimes children will not follow the rules. When a rule is broken, staff will speak directly and respectfully to the student about the behavior. Some students may need more than one reminder, but it is generally more effective to limit the number of reminders.

INTERVENTION 2 : LOGICAL CONSEQUENCES

Logical consequences are ways to help fix problems that result from children's words and actions when they break or forget rules. They are used when it takes more than a simple cue to stop a behavior or fix a problem. Logical consequences help children regain self-control, reflect on their mistakes, and make amends for them. Logical consequences should be respectful of the child, relevant to the situation, and reasonable.

Logical consequences we use include:

- "You break it, you fix it." – Children are expected to "fix it" if they break something or make a mess, whether intentional or not. Example: If a student throws food, or spills a tray in the cafeteria, they will be asked to clean up the mess.
- "Apology of Action" is used when a child hurts another through words or actions to solve problems between students. Example: If a child hurts another child with words they will be asked to apologize and explain what they are apologizing for.
- Loss of Privilege is the temporary removal of a privilege to help a child understand the connection between privileges and responsibility.
- "Take a Break" in the classroom is a brief time away from the class activity to allow a student to regain self-control.

Logical Consequences are not seen as punishments, but as additional forms of redirection.

Afterward, the teacher checks in with the student to make sure he/she understands the reason for the logical consequence.

INTERVENTION 3 : "TAKE A BREAK" IN BUDDY TEACHER'S ROOM

If misbehavior continues during or right after a "break" the student will be asked to "take a break" in a

nearby classroom. Once the student returns to his or her classroom the teacher and the student will talk together about what caused the problem and how it can be prevented in the future.

INTERVENTION 4 : ACCESSING ADDITIONAL INTERVENTION

If a student is disruptive in the buddy teacher's room or continues to be disruptive upon returning, the office will be called. A member of the administrative team will come to the classroom for assistance, with the goal of getting the student back on track in the classroom as soon as possible. This may involve escorting the student to the office. The purpose of the removal is to help the student regain self-control, problem solve, plan and rehearse how to re-enter the class, and deal with similar situations in the future. Once the student is back in the classroom and resettled, the teacher and the student will talk together about what caused the problem and how it can be prevented in the future. It may be appropriate to skip earlier interventions and go directly to Intervention 4 for a serious or unsafe behavior issue.

INTERVENTION 5 : BEHAVIOR CONTRACT

These interventions to self-control may not be enough for some children to be successful. In such cases, behavior contracts will be developed and implemented with the knowledge they may include the help of families, teachers, specialists, and other possible discipline interventions. Behavior contracts will identify specific strategies and interventions to help the child develop self-control.

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

Along with our daily activities that provide a safe and respectful environment, we also provide guidance services with two trained and certified guidance counselors on staff. We also partner with LifeStream Behavioral Services who send a trained counselor who meets with students weekly whose parents have requested special services.

Since we are a combination school we have older students (6th, 7th, and 8th grade) who we are training to be peer mediators. These students will work with other students on campus who are having conflicts and assist them in finding sensible solutions to common peer conflicts.

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 following events are used as early warning indicators for Spring Creek Charter School:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or Mathematics
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- *A Level 2 score on the statewide, standardized assessments in English Language Arts or Mathematics

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
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	1	3	4	1	1	5	2	0	3	20
One or more suspensions	4	1	2	2	7	8	2	2	1	29
Course failure in ELA or Math	10	1	0	12	8	9	4	4	2	50
Level 1 on statewide assessment	0	0	0	18	23	42	10	10	14	117
Level 2 on statewide assessment	0	0	0	42	53	44	19	13	15	186

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

Indicator	Grade Level						Total
	3	4	5	6	7	8	
Students exhibiting two or more indicators	15	21	33	8	8	13	98

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

Attendance:

- * Teachers will conference with students at the beginning of the year to discuss last year's attendance and set individual attendance goals for each student.
 - * Reward students who have "AWESOME ATTENDANCE" with a lunch with "someone special" once every nine weeks.
 - * Each class that has perfect attendance in the morning will be announced on the intercom before dismissal in the afternoon.
 - * Students will monitor their own attendance with some form of record keeping tool (chart, folder, etc...)
- Spring Creek Charter Board has approved an attendance policy for SCCS. The policy is more rigorous than the Lake County School Board attendance policy.
- *5 Absences per semester may be excused by parent note.
 - *A doctor's note required for any further absences.
 - *After 5 absences, any absences that are not excused with a doctor's note would be unexcused.
 - *To receive credit for missed work, work must be made up within 3 days of the absence.
 - *A letter would be sent to the parents when the student reaches 5 absences.

Discipline:

Spring Creek will continue to provide professional development in Responsive Classroom. Responsive Classroom techniques will reduce disciplinary issues and student confrontations through social and emotional education and community building.

Academics:

- * Monthly grade level Student Success Team meetings to discuss individual student progress and needs
- * PLC: Vertical teams, grade level teams, subject area, Responsive Classroom, modified Lesson Study
- * After School Tutoring
- * MTSS
- * SIPPS
- * Classroom teachers provide specific academic input to the Boys and Girls Club Power Hour (through the 21st Century Learning grant) with regard to student needs
- * 30 minute intervention group in all grade levels
- * Paraprofessional work directly with 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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/203771>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Spring Creek Charter School has developed strong relationships with the Umatilla and Astor Kiwanis Clubs. Our administrators attend Kiwanis Club meetings weekly and take students to these meetings to interact with the local community leaders. These civic organizations support our school throughout the year by providing judges for our annual Science Fair, monetary contributions for many school projects, the BUG Award grade recognition program, and our K Kids student club for 3rd thru 5th graders and our Builders Club for middle school grades. Through our partnerships with these two civic groups many other opportunities for community involvement and support develop.

Spring Creek has partnered with the Boys and Girls Club of Lake and Sumter Counties (B&GC) to provide the facilities for an after school and summer 21st Century Learning Community. We currently host the largest B&GC in the two counties. Our students receive after school tutoring and enrichment activities through this partnership. The B&GC and Spring Creek Charter School worked together to write a grant application to the Florida Department of Education, and received a 5 year renewable grant of \$500,000.00 to run this program at the school.

Through district Title 1 funding, Spring Creek Charter School also employs a Family School Liaison (FSL). The FSL, Debbie Drake, works in conjunction with the school, families, community and outside partnerships to provide learning opportunities for students and parents, as well as basic needs for our students and their families.

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:

Name	Title
Locke, Wesley	Principal
O'Neal, Kim	Assistant Principal
Getchell, Beth	Guidance Counselor
Pinkman, Renee	Other
McKinnie, Jessica	Other
Ferrie, Kelly	Other

Duties

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

Wesley Locke: Principal:

oversee MTSS meetings with parents, drive data meetings with teachers, run administrative meetings, review teacher lesson plans

Kim O'Neal: Assistant Principal:

support all principal duties, run meetings in absence of principal, encourage attendance by showing a personal interest in students identified with attendance issues and their parents

Kelly Ferrie: Literacy Coach:

assist in development of interventions throughout the MTSS process, model lessons, provide guidance and support for teachers in areas of need, train teachers in various reading interventions and assessment, provide professional development opportunities in instructional strategies and best practices, provide support to teachers with regard to the Common Core shifts, facilitate the data analysis and sorting of students into appropriate placement for intensive intervention/enrichment block

Elizabeth Getchell: Guidance Counselor:

provide Tier 1 level of behavioral support for entire school through classroom guidance lessons, provide Tier 2 level of support for identified students with behavioral challenges, teach group lessons on behaviors that interfere with classroom learning, provide opportunities for peer mediation in problem solving conflicts

Renee Pinkman: MTSS (Rtl)/Testing Coordinator:

facilitate the fidelity of STAR Enterprise assessment, assist teachers, parents, and students in the interpretation of all assessments given throughout the school year, assist in the identification of students below grade level, progress monitor students and compare data after every administration period to ensure all students grow in skill level, facilitate the MTSS process by coordinating MTSS (Rtl) meetings, identifying struggling students and providing appropriate interventions

Jessica McKinnie: Accelerated Resource Teacher:

provides and assists with the appropriate intervention or enrichment instruction of students in all subject areas, provides progress monitoring as needed, assists in the facilitation of the MTSS process

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

STAR Enterprise is used as a universal screener for grades K-8. STAR Math and Reading Assessments provide teachers, administrators, and parents with student achievement data, projected growth, and projected proficiency on state testing. All students will be screened 4 times throughout

the year. After each screening window teachers and administrators will meet to discuss class and grade level results, trends, and identify individual struggling students. Based upon the target area of deficiency, teachers will group students into ability groupings and provide remediation. During data meetings each class will be compared to overall grade level performance. In addition, grade level performance will be compared with other schools within the Lake County School District who use the same STAR Enterprise screener. Teachers will receive support from the Literacy Coach, as well as one another, in sharing instructional ideas to reteach to the individual student deficits.

The following services are provided through federal Title 1 funds to ensure students requiring additional remediation are assisted: Full-time literacy coach position; Additional para-professional hours (18); 2 full-time teacher positions; Science Night (grades K-8); Reading Night (K-8); School based After School tutoring program with budgeted funds to pay SCCS teachers; Family School Liaison (6 hour/day position); professional development; Pre-K program which includes a full-time assistant.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Spring Creek has two migrant students enrolled at this time. Spring Creek will:

- Ensure students are receiving free breakfast and lunch if they qualified for the program.
- Take a comprehensive needs assessment to determine grade level, reading level, writing level, math level, health concerns, and whether they qualify for ELL assistance.
- If the student is in jeopardy in any of the above areas, we will provide the family and student with any and all available resources to meet these needs.
- Notify the Title 1 office, specifically the Migrant Education Program Specialist, to see if their program is already aware of the student and coordinate efforts between the school and the MEP.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

Spring Creek Charter School has instances of homelessness among our students. When this occurs our Guidance Department follows the following protocol:

- Ensure students are receiving free breakfast and lunch if they qualified for the program.
- Take a comprehensive needs assessment to determine grade level, reading level, writing level, math level, health concerns.
- Determine if the family has immediate needs regarding safety and well being.
- If the student is in jeopardy in any of the above areas, we will provide the family and student with any and all available resources to meet these needs.

Spring Creek also partners with the Lake County Sheriff's Office to provide a School Resource Deputy for our school. The Resource Deputy works with all students, but also provides educational support to 6th, 7th, and 8th grade classes related to gang awareness and drug and alcohol abuse.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kathy Foster	Business/Community
Carla Stephens	Parent
Bobby Trout	Business/Community
Ron Moore	Business/Community
David Kelly	Parent
Wesley Locke	Principal

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

Spring Creek Charter School's Charter Board functions as its SAC. School employees are prohibited from being Charter Board members.

The SCCS Charter Board/SAC reviewed last year's SIP at the October 20, 2015 meeting. The review included a look at the data received by the state with proposed cut scores and the previous goals. The overall academic alignment to the proposed cut scores shows the Science goal for 5th grade was met. 8th grade Science scores dipped. The writing goal was not met.

Family and Community Involvement was successful in the areas outlined in the SIP.

Development of this school improvement plan

The Charter Board/SAC is given regular quarterly reports by the school leadership team. Reports include student progress shown on test scores and progress monitoring tools, budget expenditures, and parental involvement. The board provides direction to the school leadership on school improvement goals and budgetary expenditures.

The Charter Board/SAC met on October 20, 2015 to discuss the upcoming year's SIP. Based on the data available from the state, the Charter Board/SAC determined to focus on moving Level 2s to Level 3s.

Preparation of the school's annual budget and plan

Spring Creek Charter School employs a certified accountant as our Chief Financial Officer. She works weekly with the school administration to ensure we are staying within our yearly budget constraints. She also plans the coming year's budget to be presented to the Charter Board/SAC for approval. She works closely with the school administration to ensure SIP goals are financed appropriately, and can be maintained throughout the school year.

Dates of Charter Board/SAC meetings to discuss Title 1 budget and plans:

July 30, 2015 October 20, 2015 December 17, 2015 March 17, 2016 June 23, 2016

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

Spring Creek had no allocation of school improvement funds; used discretionary lottery funding for general operating expenses.

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:

Name	Title
O'Neal, Kim	Assistant Principal
Locke, Wesley	Principal
Getchell, Beth	Guidance Counselor
McKinnie, Jessica	Other
Pinkman, Renee	Other
Ferrie, Kelly	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT of Spring Creek Charter School promotes literacy within the school by ensuring the rigor and intensity of the ELA curriculum, writing curriculum, accountability and progress monitoring. Data is analyzed by individual teachers, grade levels, administrative team and the LLT. The LLT meets monthly with each grade level in Student Success Team meetings to discuss student progress, both individual student needs and whole group needs. The LLT also promotes literacy in the community with workshops designed to assist parents with understanding and assisting their child(ren) in the area of literacy.

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

Spring Creek operates a team teaching model. Each grade level is led by a Team Leader who directs the team in instructional planning and reports to the school administration on behalf of the grade level. The Team leaders regularly meet with the Leadership Team to discuss many decisions the administration feels need input from teachers and paraprofessionals. Grade levels plan together weekly. We have also designed a schedule for Wednesdays where each grade level is given a block of time in which they plan together. On a rotating basis, every 3 weeks, each grade level receives 2 hours of planning during the school day while their students are taught by our Specials Area team, Guidance Counselor, Accelerated Resource Teacher, and School Resource Deputy.

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

One of our most experienced, highly qualified educators, Kim O'Neal, recruits highly qualified teaching candidates. We advertise available positions through the Lake County Schools applicant process. We are developing a relationship with the University of Central Florida in which our principal will speak directly with education majors prior to their graduation about our school and the opportunities available to them.

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

New teachers are paired with their grade level Team Leader. Planned mentoring activities are shared planning times for instructional practices and feedback, as well as monthly data reviews. Team Leaders and administration are available with an "open door policy" to assist new teachers. Literacy Coach, Kelly Ferrie, actively coaches every teacher on campus. Teachers benefit from informal observations, side by side coaching, video coaching, modeled lessons, written and collaborative feedback as well as presentations regarding Marzano, Responsive Classroom, Lesson Study, Math Investigations and Center for the Collaborative Classroom curriculum.

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

All instructional materials are reviewed by the Leadership Team and Team Leaders. Instructional materials are aligned with the most current set of standards provided by the State of Florida for each subject area. Spring Creek also utilizes Lake County Schools curriculum blueprints where applicable to align materials and instruction to standards. Math Investigations (Pearson) and Center for the Collaborative Classroom also provide crosswalks between the materials and Florida's standards.

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

Spring Creek has a full time position, staffed by a trained Guidance Counselor, which is dedicated to studying data and assisting teachers with the implementation of MTSS and forms of differentiation. We use many supplemental materials which are tailored to the needs of individual students. These materials include, but are not limited to: SIPPS, Read Naturally, Great Leaps, Accelerated Math. Spring Creek groups all students by ability level in the K-5th grades and utilizes SIPPS to provide reading and phonics instruction based on student needs. Tutoring students who are not enrolled in the Boys and Girls Club through the 21st Century Learning Grant are selected based on school wide progress monitoring data as provided through STAR Reading 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: 5,400

Most of our school population arrives at 8:00 a.m. due to bus schedules. Students are not considered tardy until 8:30 a.m. In the 2015-16 school year we require all teachers to be ready to receive students in their classrooms at 8:00 a.m.. Students who arrive prior to 8:30 are provided with time for Individual Daily Reading conferences (a component of the Center for Collaborative Classroom reading program), small group instruction, individualized interventions, homework assistance, and other academic learning opportunities. Our 6th, 7th, and 8th grade students also use this time to mentor and read to Kindergarten and 1st grade students. This strategy provides our teachers with considerable time to aide in presenting quality instruction. In the coming 2015-16 school year we plan to continue this strategy.

Strategy Rationale

Any added instructional time we can provide our students will boost academic acheivement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Locke, Wesley, lockew@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

STAR Enterprise progress monitoring will be used to monitor individual student progress throughout the year. Teachers will determine extended learning time activities based on student reports from STAR, classroom assessments, and teacher observation. We will look at individual student growth as compared to the previous school year to check for effectiveness of the Extended Learning program.

Strategy: Extended School Day

Minutes added to school year: 2,520

Through the use of Title 1 funds, Spring Creek will provide after school tutoring for students in 3rd thru 8th grade. Center for the Collaborative Classroom After School Literacy and Math programs will be utilized in grades 3-6.

Strategy Rationale

After school tutoring has been proven to improve student's academic growth.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Locke, Wesley, lockew@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

STAR Enterprise progress monitoring will be used to monitor individual student progress throughout the year. Teachers will determine extended learning time activities based on student reports from STAR, classroom assessments, and teacher observation. We will look at individual student growth as compared to the previous school year to check for effectiveness of the Extended Learning program.

Strategy: Extended School Day

Minutes added to school year: 25,920

Spring Creek has partnered with the Lake and Sumter Boys and Girls Club to open a 21st Century Learning Center on SCCS property. Approximately 125 SCCS students are enrolled in the after school and summer programs which provide enrichment, remediation, and hands on learning to students in first through eighth grades. In addition to the academic learning, B&GC teaches life skills, work ethic, and numerous social and emotional literacy skills. Students are engaged in hands on, project based learning.

Strategy Rationale

The 21st Century Learning Center incorporates a Power Hour into their day. Students are required to complete homework and receive tutoring daily.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Locke, Wesley, lockew@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

STAR Enterprise progress monitoring will be used to monitor individual student progress throughout the year. This extended learning opportunity is in its first year. However, the students will be monitored for individual academic growth as well as discipline data.

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

Spring Creek Charter School has one Title 1 funded Pre-K class. Our Pre-K teacher is included in Kindergarten staff meetings and works directly with our Kindergarten teachers to ensure a smooth transition into Kindergarten for her students. The Title I office in conjunction with the VPK office coordinate transition programs for students entering the regular public school program. Activities include coordinated meetings with parents, VPK teachers and the kindergarten teachers to discuss the specific learning needs of students. Kindergarten RoundUp is held annually for incoming K students to meet teachers, register, prescreen and to provide parents with pertinent information. Spring Creek works directly with the Umatilla High School guidance department to provide multiple opportunities for our 8th grade students to become acquainted with the high school environment. Guidance personnel from the high school come to our school and discuss scheduling, college readiness, extracurricular activities, and other topics related to the transition to high school. Students are taken to the high school to tour the campus and see activities.

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

Students are given the opportunity to select core and elective courses that meet their future plans. The middle grades team and guidance counselor discuss course options with each student individually to determine interests and future goals so they may be aligned with available courses. Career planning is done with all 8th grade students in the American History classes. One of our elective courses is specifically designed to allow for student input into what activities will be explored. The teacher polls students on career oriented activities that students are interested in and then designs the curriculum to include activities chosen by the students so they may explore different aspects of many career fields.

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

Seventh and eighth grade are incorporating the Thematic Unit based on the book "A Land Remembered". All core subjects (Reading/Language Arts, Math, Science, and Social Studies) are concentrating on the Big Scrub environment of our local ecosystem and incorporating lessons designed to focus on the material learned from this book and about the Central Florida ecosystem in the Ocala National Forest, where our students live. Every lesson will be tied to some real world experience or problem.

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

In the 2015-16 school year Spring Creek will offer a Introduction to Computers class to every grade level from 3rd through 8th. This course will teach students keyboarding skills, computer program use, and other computer skills. All grade levels have Laptop Labs available for check out and assigned Laptop Labs. In addition, iPads are in every classroom and iPad carts are available for check out. Our Guidance Counselor teaches lessons to each class K thru 8th grade class which involves discussions about careers, career preparation, and college readiness. Our middle school teachers also administer the Meyers/Briggs Career Interest Survey and hold discussions about survey results with all our 8th grade students.

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Area of Strength:

Moving Level 1 students to Level 2

Area of Need:

Moving Level 2 students to Level 3

Writing Instruction

Decrease the amount of downward trend in Reading and Math

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Students of Poverty:

85%+ of SCCS students qualify for FRL

Students lack resources at home for school

Primary caregiver for many students is not the biological parent

Other factors: parent incarceration, single parent homes, families in survival mode

Underdeveloped Skills:

Due to lack of experiential exposure at home, students are underdeveloped in critical thinking, social and Kindergarten readiness skills. Lack of appropriate social/emotional skills and exposure to appropriate social modeling

Curriculum and Instructional:

Reading and Math Curriculum were lacking the ability to meet the social literacy needs of our students as well as the academic needs. SCCS made curriculum changes (Center for the Collaborative Classroom, Math Investigations, Responsive Classroom, Science Inquiry)

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.** 55% of students in grades 3 through 8 will score “on grade level” or higher on the Florida Standards Assessment in ELA.

- G2.** 55% of students in grades 3 thru 8 will score “on grade level” or higher on the Florida Standards Assessment in Math.

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. 55% of students in grades 3 through 8 will score “on grade level” or higher on the Florida Standards Assessment in ELA. 1a

G071225

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0

Resources Available to Support the Goal 2

- Teacher Outreach to Communities
- Community Partners
- Continued Professional Development in Center for the Collaborative Classroom curriculum
- In depth coaching provided by the Literacy Coach

Targeted Barriers to Achieving the Goal 3

- Lack of Community Involvement
- Integrity of ELA instruction across all grade levels

Plan to Monitor Progress Toward G1. 8

Spring Creek will track parent and student involvement in extracurricular ELA activities.

Person Responsible

Wesley Locke

Schedule

Semiannually, from 8/31/2015 to 6/8/2016

Evidence of Completion

Parent sign in sheets at each event.

G2. 55% of students in grades 3 thru 8 will score “on grade level” or higher on the Florida Standards Assessment in Math. 1a

G071226

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	55.0

Resources Available to Support the Goal 2

- Accelerated Resource Teacher will focus on improving math instruction
- Math Investigations (Activation Day, Modified Lesson Study days, continue PD)
- Peer Coaching
- Additional Common Planning Time through the use of Super Specials

Targeted Barriers to Achieving the Goal 3

- Lack of parental ability to assist with Math Investigations

Plan to Monitor Progress Toward G2. 8

STAR Math results

Person Responsible

Wesley Locke

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Student and Class reports

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. 55% of students in grades 3 through 8 will score “on grade level” or higher on the Florida Standards Assessment in ELA. **1**

 G071225

G1.B1 Lack of Community Involvement **2**

 B185808

G1.B1.S1 Facilitate the interaction of community members and resources to enhance the knowledge of parents and students in the ELA arena. **4**

 S197227

Strategy Rationale

SCCS' families are located in a 50+ square mile area. By taking the interaction closer to our families, the participation in these should increase.

Action Step 1 **5**

Spring Creek will offer special events (Reading Night and Science Night) located in the outlying communities our school serves (Astor and Lake Mack) in place of having parents transport students to the school in the evenings for these events.

Person Responsible

Wesley Locke

Schedule

Semiannually, from 8/31/2015 to 6/8/2016

Evidence of Completion

Agendas and Sign In Sheets

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

Sign In Sheets will be used to track attendance and participation, which will be compared to participation in previous years.

Person Responsible

Wesley Locke

Schedule

Semiannually, from 8/31/2015 to 6/8/2016

Evidence of Completion

Parent sign in sheets will be used and collected from each outreach opportunity

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

Comparison of Participation Data from Last Year to Current Year

Person Responsible

Wesley Locke

Schedule

Semiannually, from 8/31/2015 to 6/8/2016

Evidence of Completion

Comparison of number of families and students participating

G1.B2 Integrity of ELA instruction across all grade levels 2

B185809

G1.B2.S1 Ongoing In Depth Coaching 4

S197228

Strategy Rationale

By increasing fluency of instructional personnel in strategies to enhance student learning, achievement gains should be noted.

Action Step 1 5

In depth coaching, mentoring and collaborative opportunities within in the Responsive Classroom framework will be provided to all instructional personnel and non instructional personnel (as applies to their daily work load).

Person Responsible

Kim O'Neal

Schedule

Quarterly, from 8/3/2015 to 6/17/2016

Evidence of Completion

Sign in sheets for professional developments

Action Step 2 5

In depth coaching, mentoring and collaborative opportunities within in the Center for the Collaborative Classroom framework will be provided to all instructional personnel and non instructional personnel (as applies to their daily work load).

Person Responsible

Kim O'Neal

Schedule

On 6/17/2016

Evidence of Completion

Sign in sheets for professional developments

Action Step 3 5

Charter School Professional Development Day

Person Responsible

Wesley Locke

Schedule

On 10/23/2015

Evidence of Completion

TNL Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Collaborative and Reflective Coaching with Quality Feedback

Person Responsible

Kelly Ferrie

Schedule

Quarterly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Coach's Logs and Anecdotal Records

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teacher Feedback/Survey

Person Responsible

Wesley Locke

Schedule

On 6/17/2016

Evidence of Completion

Anecdotal records, teacher conversations

G2. 55% of students in grades 3 thru 8 will score “on grade level” or higher on the Florida Standards Assessment in Math. **1**

G071226

G2.B1 Lack of parental ability to assist with Math Investigations **2**

B185810

G2.B1.S1 Increase parental participation in Math Night **4**

S197229

Strategy Rationale

Spring Creek's zone is 25+ square miles. Our families do not have the resources to assist their student with the type of math produced in Math Investigations. By increasing parent participation in Math Night, more parents will receive hands on training and participation with the curriculum. By bridging this gap into the home, parents should have knowledge of resources to assist their student.

Action Step 1 **5**

Plan and Prepare Math Night

Person Responsible

Jessica McKinnie

Schedule

Monthly, from 11/17/2015 to 11/19/2015

Evidence of Completion

Agendas from Math Night Sign In Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Comparison of this year's attendance to last years

Person Responsible

Jessica McKinnie

Schedule

Monthly, from 11/17/2015 to 11/19/2015

Evidence of Completion

Hard count of participants sorted into grade level

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

Monthly Student Success Team meetings, Data PLC, administrative observations, parent survey

Person Responsible

Wesley Locke

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson plans, STAR data, parent survey results

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
G1.B1.S1.A1	Spring Creek will offer special events (Reading Night and Science Night) located in the outlying communities our school serves (Astor and Lake Mack) in place of having parents transport students to the school in the evenings for these events.	Locke, Wesley	8/31/2015	Agendas and Sign In Sheets	6/8/2016 semiannually
G1.B2.S1.A1	In depth coaching, mentoring and collaborative opportunities within in the Responsive Classroom framework will be provided to all instructional personnel and non instructional personnel (as applies to their daily work load).	O'Neal, Kim	8/3/2015	Sign in sheets for professional developments	6/17/2016 quarterly
G2.B1.S1.A1	Plan and Prepare Math Night	McKinnie, Jessica	11/17/2015	Agendas from Math Night Sign In Sheets	11/19/2015 monthly
G1.B2.S1.A2	In depth coaching, mentoring and collaborative opportunities within in the Center for the Collaborative Classroom framework will be provided to all instructional personnel and non instructional personnel (as applies to their daily work load).	O'Neal, Kim	8/3/2015	Sign in sheets for professional developments	6/17/2016 one-time
G1.B2.S1.A3	Charter School Professional Development Day	Locke, Wesley	10/23/2015	TNL Sign In Sheets	10/23/2015 one-time
G1.MA1	Spring Creek will track parent and student involvement in extracurricular ELA activities.	Locke, Wesley	8/31/2015	Parent sign in sheets at each event.	6/8/2016 semiannually
G1.B1.S1.MA1	Comparison of Participation Data from Last Year to Current Year	Locke, Wesley	8/31/2015	Comparison of number of families and students participating	6/8/2016 semiannually
G1.B1.S1.MA1	Sign In Sheets will be used to track attendance and participation, which will be compared to participation in previous years.	Locke, Wesley	8/31/2015	Parent sign in sheets will be used and collected from each outreach opportunity	6/8/2016 semiannually
G1.B2.S1.MA1	Teacher Feedback/Survey	Locke, Wesley	8/10/2015	Anecdotal records, teacher conversations	6/17/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Collaborative and Reflective Coaching with Quality Feedback	Ferrie, Kelly	8/10/2015	Coach's Logs and Anecdotal Records	6/10/2016 quarterly
G2.MA1	STAR Math results	Locke, Wesley	8/17/2015	Student and Class reports	6/9/2016 monthly
G2.B1.S1.MA1	Monthly Student Success Team meetings, Data PLC, administrative observations, parent survey	Locke, Wesley	8/17/2015	Lesson plans, STAR data, parent survey results	6/9/2016 monthly
G2.B1.S1.MA1	Comparison of this year's attendance to last years	McKinnie, Jessica	11/17/2015	Hard count of participants sorted into grade level	11/19/2015 monthly

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 Opportunities

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

G1. 55% of students in grades 3 through 8 will score “on grade level” or higher on the Florida Standards Assessment in ELA.

G1.B2 Integrity of ELA instruction across all grade levels

G1.B2.S1 Ongoing In Depth Coaching

PD Opportunity 1

In depth coaching, mentoring and collaborative opportunities within in the Responsive Classroom framework will be provided to all instructional personnel and non instructional personnel (as applies to their daily work load).

Facilitator

Kim O'Neal

Participants

instructional personnel and non instructional personnel as applies to daily work load

Schedule

Quarterly, from 8/3/2015 to 6/17/2016

PD Opportunity 2

In depth coaching, mentoring and collaborative opportunities within in the Center for the Collaborative Classroom framework will be provided to all instructional personnel and non instructional personnel (as applies to their daily work load).

Facilitator

Kim O'Neal

Participants

instructional personnel and non instructional personnel as applies to daily work load

Schedule

On 6/17/2016

PD Opportunity 3

Charter School Professional Development Day

Facilitator

Linda Bartberger

Participants

instructional personnel

Schedule

On 10/23/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Spring Creek will offer special events (Reading Night and Science Night) located in the outlying communities our school serves (Astor and Lake Mack) in place of having parents transport students to the school in the evenings for these events.	\$0.00
2	G1.B2.S1.A1	In depth coaching, mentoring and collaborative opportunities within in the Responsive Classroom framework will be provided to all instructional personnel and non instructional personnel (as applies to their daily work load).	\$0.00
3	G1.B2.S1.A2	In depth coaching, mentoring and collaborative opportunities within in the Center for the Collaborative Classroom framework will be provided to all instructional personnel and non instructional personnel (as applies to their daily work load).	\$0.00
4	G1.B2.S1.A3	Charter School Professional Development Day	\$0.00
5	G2.B1.S1.A1	Plan and Prepare Math Night	\$0.00
Total:			\$0.00