

Volusia County Schools

Spruce Creek High School



2016-17 Schoolwide Improvement Plan

Spruce Creek High School

801 TAYLOR RD, Port Orange, FL 32127

<http://www.sprucecreekhigh.com/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	B	B

**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

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Spruce Creek High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission at Spruce Creek High School is to provide through the commitment of parents, teachers, and community, the means for each student to reach his or her potential. At Spruce Creek High School, Hawks SOAR!

Service
Opportunity
Academics
Responsibility

b. Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

2. School Environment

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

Relationships are built at Spruce Creek High School by providing opportunities for students, parents and teachers to participate in opportunities to learn more about what is happening at our school and the opportunities that are available for service, academics, opportunity and responsibility. Each teacher works to develop relationships with their students through a variety of methods such as classroom icebreakers, team building activities, surveys, etc. In addition, we work hard to build relationships throughout the school by providing opportunities for involvement that are so varied every student can find something to participate in. Some examples include:

CSALT: a student ambassador club that provides mentors to incoming freshman at orientation and throughout the school year.

We host an orientation for each class before school starts.

Our IB (International Baccalaureate) program hosts an extensive orientation for incoming 9th graders and their parents.

SGA (Student Government Association) works hard to host a variety of activities throughout the year

Project 386 is a mentor group that works with students who are identified as needing support

We have a mentor group for students who have attendance, behavior or academic concerns

We have 58 different clubs which vary from academic clubs, to service clubs, to common interest clubs

We have over 30 different athletic teams for students to participate in and build relationships

We use information from the school climate survey to target needs.

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

Building a rapport in the classroom is the first step in making students feel safe and respected, so teachers work hard to have a positive classroom climate. In addition, faculty and staff make every effort to stand outside their classroom doors during passing time to increase visibility and provide access to students. Many teachers host office hours or tutoring with students before school, during lunch and after school, which provides opportunities for students to make more connections with their

teachers.

Campus advisors are located throughout the campus. At the entrance to the parking area, campus advisors check the driver's license of people going to the main office.

The guidance office and media center have boxes where students can report bullying or other issues. These boxes are checked regularly.

We have administrators working with guidance counselors to develop procedures for positive student behavior and supportive adults available for students.

Our media center is open before school, during lunch and after school in addition to regular school hours. The mission of the media center is to provide all users with access to information needed while also providing an environment where students feel safe and respected. The media center fosters respect by providing a collection of diverse learning resources that represent a wide range of subjects and levels of difficulties, valuing students from all backgrounds.

We have a number of clubs on campus that promote student leadership. SGA, CSALT, ROTC, Band and other organizations work hard to develop student leaders who help promote an environment of respect on campus.

c. 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.

The first week of school, each grade level meets with administrators in the auditorium to review the student code of conduct and expectations of behavior on Spruce Creek High School campus. Students are made aware of campus expectations and consequences for not following them positively. Each student is given a copy of the policy and signs that they have received the information and they bring it home for parent signature.

Instructional time is a priority and announcements are made at the beginning of second period, which has a few minutes added for this purpose. Announcements are posted on the website. There is a process in place for monitoring attendance and tardies. Each teacher displays their behavioral plan in the classroom and it is part of their syllabus at the beginning of the year.

d. 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.

To ensure that the social-emotional needs of all students are being met, the school offers the following:

Bullying boxes to report concerns in main office, dean's office, 9th grade office and media.

Counselors who monitor attendance, refer students as needed to outside resources, and follow students through their 4 years at SCHS.

Mentoring programs which include specialized groups for students who show a need due to attendance, behavior or academics.

A peer tutoring space that is available in the media center before school, during lunch, and after school.

Outside speakers who address issues such as underage drinking, texting while driving, etc.

The opportunity to participate in over 58 different clubs and over 30 athletic teams, including clubs like SGA and CSALT that provide mentoring for younger students.

A school social worker and a gifted consultation teacher who are both available as resources.

A TOA who functions as a student advocate.

3. Early Warning Systems

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

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

Early warning indicators that are used are attendance reports, FCA/FSA/EOC scores, and grades.

- >Teacher on Assignment monitors attendance as part of the PST process.
- >List is shared with teachers, and counselors identifying students at risk for graduation to mentor.
- >Quarterly, administration reviews discipline concerns.
- >Reading coach monitors students with level 1 or 2 on FCAT or FSA.
- >Counselors notify parents of students failing multiple courses through letters, connect ed messages and conferences.
- >Identified seniors are monitored to ensure graduation requirements are met.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	13	30	14	2	59	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	5	2	1	9	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	20	38	15	1	74	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	27	53	22	2	104	

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. Identified areas become the focus of the intervention efforts. These concerns are addressed at department chair meetings, faculty meeting and within PLC meetings. Professional development supports differentiated instruction to meet student needs. Teachers of courses provide remediation and assistance before school, at lunch and after school.

Students with behavioral issues are followed by the administrators assigned and referred to PST or other resources as needed.

Resources as well as information on students who are 504, ELL or at risk are located on a secure I-drive for teachers to refer to as they incorporate accommodations in instruction for identified students.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parent Advisory Council meets with principal or designee monthly to support school needs.

School Advisory Council meets 8 times per year with the SAC chair preparing the agenda with input from administration and the district to keep the council aware of the academic environment at Spruce Creek High School. All meetings are open to everyone, whether a voting member or not.

International Baccalaureate has quarterly parent meetings to inform the parents of happenings within this program.

AOF (Academy of Finance) has quarterly advisory meetings to provide academy information.

AITR (Academy of Information and Robotics) has parent meetings to provide updated information to parents. Radon, a community partner, has joined the AITR team as a support including internships. Most athletic teams and the performing arts groups have booster associations who hold meetings to keep parents informed.

During the course of the school year, there are numerous parent evenings with specific purpose to assist parents in financial planning for their students for college, assessments, and course offerings.

We have a very involved parent community. We have a school-wide Open House in the fall. In the spring, we have an open house for our academies and our incoming 9th graders. Our parental involvement target is to keep our involvement levels where they are and to continue to inform parents of opportunities to be involved.

2. 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.

Our business partner program has an administrator and volunteer coordinator to ensure that we make our community aware of the opportunities to support our campus programs. Spruce Creek High School has achieved the Five Star School Award each year. We are members of the Port Orange Chamber of Commerce. Our academies include business partnerships with local business including the FORD Partnership for Advanced Studies which supports our Academy of Information and Robotics. We continue to provide an opportunity for local colleges and universities to join our School Advisory Committee to be aware of the opportunities we present for student success at Spruce Creek High School. During the course of the school year, we have Financial Aid Night, invite incoming parents to a registration evening where they and the student meet with a guidance counselor, as well as other events to encourage parent participation. Our school is active in the community parades, Port Orange Family Days, the Christmas Parade and runs and operates a local Jazz Festival that draws participants from around the state. The Academy of Finance has joined with Launch Federal Credit Union to provide student interns to work with the branch that was built in the atrium of Spruce Creek High School. It is open to students and adults. The purpose of which is to train student in the Academy of Finance in

banking as well as assist students in opening bank accounts and learn how to save and manage their finances.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Sparger, Todd	Principal
Clark, Kevin	Assistant Principal
Mallory, Beverly	Assistant Principal
Cappiello, Karie	Instructional Coach
Murray, Samantha	Instructional Media
Howard, Lekita	Instructional Coach
Fulcher, Kathy	Assistant Principal
Hallett, Scott	Assistant Principal
Troutman, Lashawn	Assistant Principal

b. Duties

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

The school based leadership team identifies school based needs and resources (both material and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of existing teams such as department chairs, Problem Solving Team, lower quartile students, and literacy leadership team. The principal, as the primary instructional leader, shares his vision with the faculty and staff and guides the staff. He meets weekly with the administrative team, at least once a month with department chairs, and once a month with the faculty. He also communicates with a weekly memo to the staff of our school vision.

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

The school based leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral support that is available to students at Spruce Creek High School. We use academic and behavioral data to determine priorities to consider the current teams' roles that match the needs of the issues. We use our Problem Solving Teams, Behavioral Leadership Team and Professional Learning Communities as well as our department chairs as needed to provide intervention according to the Problem Solving Process which will identify the problem, analyze the

problem
and devise an intervention to address the problem. Using the Problem Solving Process ensures that individual, class-wide, and school-wide issues are addressed systematically using data with interventions to support the targeted problem with a plan for monitoring. The school-based leadership team meets monthly to address academic and behavioral concerns.

CTE and job training is done through our Academy of Finance and elective courses. When available Supplemental Academic Instruction (SAI) funds are used for tutoring in reading, algebra I, geometry and biology.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Samantha Murray	Teacher
Heather Alexander	Teacher
Astrid Augat	Teacher
Lori Beck	Parent
Brooke Billmeier	Parent
Kelli Bundza	Teacher
Ellen Burns Kidwell	Business/Community
Pedro Dash	Parent
Colleen DeCarlo	Education Support Employee
Sandi Dembinsky	Business/Community
Sandra Hall	Teacher
Deborah Keith	Business/Community
Kathryn Kidwell	Student
Kim Rice	Parent
Jill Yanus	Parent
Assil El-Ghali	Student
Randy Truong	Student
Lisa Bradley	Parent
James Lanni	Parent
Todd Sparger	Principal
Samantha Murray	Teacher
Mary Ann Bunn	Parent
Adam Grusauskas	Student
Raymond Hall	Student
Scott Hallett	Teacher
Nate Handlin	Parent
Valerie Jones	Parent
Debbie Keith	Business/Community
Brandon Lee	Parent
Gina Lloyd	Parent
Juanita Morales	Student
Liz Paschal	Parent
Leslie Ramshaw	Parent
Stan Schmidt	Business/Community
Michele Toliver	Parent
Mimi Williams	Parent
Mike Woelfle	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year, SAC reviewed and approved the SIP and provided feedback over the course of the year. At the end of the year, SAC reviewed the climate survey data and looked at how that feedback changed based on goals implemented with the SIP.

b. Development of this school improvement plan

As part of the School Improvement Process for Spruce Creek High School, the data from assessments are shared with the members of the SAC team. The first meeting of the year reviews the prior school improvement plan, assessment data, and problem solves with the SAC to provide input into the goals, targets and strategies for the 2016-2017 plan. Monthly meetings are used to update or inform SAC of progress toward our school goals.

At the beginning of the year, each department reviews the data and has discussion regarding the SIP Goal and strategies. From the data, Spruce Creek High School developed a plan that targets standards aligned instruction, classroom environment and the instructional shifts. Each department determined the area that they would focus on and suggested professional learning opportunities to support the school wide goal. PLC teams were re-established with courses that have EOC assessment, common courses or common professional goals.

c. Preparation of the school's annual budget and plan

From the needs identified by the departments, the focus for budget needs is on professional development and materials that will support this goal.

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

School improvement funds are used when available to support professional learning or academic needs as identified and requested. In addition to SAC funds, we look to other school funds that can support the academic or professional need.

SAC 2015-2016 Beginning Budget \$5,026.00

In addition to our SAC budget, our teachers voted to allocate 20% of the A+ funds earmarked for teacher bonuses for school needs. SAC has been working with the school leadership team and A+ committee to ensure those funds go toward a variety of needs that meet the school improvement goals. The balance in our SAC Budget for 2015-2016 ended at \$0. Some of the ways we spent the money include:

- We purchased 40 graphing calculators with charging stations to augment what students have and to replace 15+ year old science department calculators that have quit working. This was needed to help prepare students for EOCs, IB, and AP exams. \$5449.23
- We purchased class sets of high interest novels and Lexile appropriate reading materials to use in our intensive reading classes to improve engagement and increase reading fluency for the FSA. \$605.53
- We purchased a textbook that uses complex text and includes on-line resources for the dance class to increase reading in the content area. \$1176.75
- We purchased texts in Spanish and French to use in the higher level world language classes to increase fluency and assist students with AP and IB exams. \$413.92
- We purchased a class set of ACT prep books for use in the AVID program to assist students with receiving concordant scores on the ACT and to assist them with being prepared for college. \$566.25
- We purchased dry erase boards for use in questioning strategies in targeted teachers' classrooms.

\$435.60

- We purchased a classroom set of calculators that are permissible on the Geometry and Algebra 2 FSA so that students would have access to them in class. \$299.70
- We purchased dry erase boards to hang up around the room in a classroom that only had chalkboards so that the students in an AP class could create a timeline that would stay around the room to help prepare for the exam. \$349.54
- We purchased a variety of team fitness equipment for the JROTC to promote teamwork. Many of our students in JROTC are high risk students who we are targeting for mentoring programs. JROTC is fitting that need for many of them. \$1203.41
- Substitutes to provide teachers with the opportunity to participate in professional development.
- Conference registration for professional development.

SAC 2015-2016 End Budget \$0.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sparger, Todd	Principal
Clark, Kevin	Assistant Principal
Mallory, Beverly	Assistant Principal
Cappiello, Karie	Administrative Support
Murray, Samantha	Instructional Media
Howard, Lekita	Instructional Coach
Fulcher, Kathy	Assistant Principal
Hallett, Scott	Assistant Principal
Troutman, Lashawn	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team works with the faculty at regular meetings along with department meetings.

The Assistant Principal of Curriculum serves as the LLT chair and ensures that each department is represented by a teacher on the team. Monthly meetings are used to assess the schools needs, establish

goals and priorities for literacy, and develop a professional development agenda to meet goals. School

literacy team members serve as liaisons to staff and parent and community committees.

D. Public and Collaborative Teaching

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

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

The school meets monthly with department chairs. The purpose of these meetings is to share information regarding curriculum and district needs. The department chairs share needs of their department and discussion encourages solutions. The chairs take the information to their teachers at their monthly department meetings. Teachers are encouraged to give input that chairs can use to problem solve student learning needs. Bi-monthly PLC meetings support school goal for literacy.

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

Dr. Sparger, Principal, works with the administrative staff and department chairs to interview and support teachers at Spruce Creek High School. One assistant principal is designated as the Empowering Education Excellence Program contact to communicate and assist teachers who are 1st year teachers or who are in their 1st year in Volusia County. Each administrator works with a department of teachers as the primary contact for needs and concerns throughout the school year. Our district provides 1st year teachers with a PAR/mentor who assists them all year. Our 2nd year teachers are assisted with a school-based E3Y2 mentor. In addition, we have a reading coach, a TOA and a media specialist who work hard to help support and retain teachers who are new to the school. The purpose of establishing a team to monitor teacher progress and needs is to support the vision of Spruce Creek High School that learning of students is a high priority as reflected in our assessment data. Additionally, we keep a record of all resumes received for future reference when positions become available. The Spruce Creek High administrative staff encourages teachers to seek higher degrees and assists teachers with data and school related experience who are currently working toward an additional degree.

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

First year teachers are given a PAR as well as an administrator who will assist with lesson planning, classroom management techniques, and the needs of the teacher and the classroom to provide a collaborative coaching team, Empowering Education Program. Monthly Chat and Chew lunch meetings support new teachers with the opportunity to work together in problem solving. Second year teachers are given a mentor who assists them with lesson planning, classroom management techniques, and other needs as part of the E3Y2 program. Department chairpersons, administrators, the reading coach, the media specialists, and the teacher on assignment work with teachers to collaborate with professional development and professional learning communities to enrich the learning environment.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The use of curriculum maps in each course drives instruction. The curriculum maps are developed with county teams and at the school level each PLC teams works to develop common lessons and assessments to measure standards being instructed upon. Data from the assessments is used to differentiate instruction and plan for remediation to meet the personalized, individual need of all students.

b. Instructional Strategies

1. 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.

PLC teams are formed by teachers who teach the same course. We have specific times and days that the language arts, reading, algebra, geometry, biology and geometry meet to ensure that differentiated instruction is provided for all students to assist in their passing requirements for these state assessments. They work together to create a common syllabus, lesson plans, formative and summative assessments. The assessment data is used to determine interventions needed for groups of students. As needed, the Teacher on Assignment can assist with further interventions through the PST process. At the PLC meetings, teachers work on planning that will support the academic needs of students in their courses. As needed, the reading coach attends PLC meetings to assist the teachers with intervention strategies or assistance in using the data to build instructional needs. In addition to PLC bi-monthly meetings, all assessed course PLC's were provided with a full day of training and collaboration. Each PLC was provided training in regards to AVID strategies, Computer Based testing, instructional shifts, instructional practice guides, current curriculum maps and data analysis utilizing the VCS district data protocol. The training focused upon how to analyze and respond to the data to drive instruction.

2. 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: After School Program

Minutes added to school year: 0

PLCs meet for the purpose of data analysis and response, intervention planning and professional development.

Strategy Rationale

At risk students need additional support in core areas. PLCs allow teachers to focus on student needs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gangi, Susan, sagangi@volusia.k12.fl.us

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

State assessments including EOC exams and FCAT are used to identify students. Student grades and scores are used to evaluate the success.

Strategy: Weekend Program

Minutes added to school year: 0

After school programs for identified students

Strategy Rationale

Spruce Creek High and the YMCA's Project 396 partnered to send more than 35 students from Spruce Creek's Aspire Higher and You-nique Girls mentoring groups on a weekend camping trip to Camp Winona. The Spruce Creek students who participated in the mentoring groups have made a personal commitment to work hard toward the goal of graduation.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hallett, Scott, shallett@volusia.k12.fl.us

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

Teachers maintain data and share with counselors.

Strategy: After School Program

Minutes added to school year: 2,160

After school programs for identified students

Strategy Rationale

Inclusion opportunity for lower quartile / EWS students to assist with increasing student achievement. transportation and refreshments are provided. Students have the opportunity to attend once a week on Wednesdays.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hallett, Scott, shallett@volusia.k12.fl.us

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

Teachers maintain data and share with counselors.

Strategy: After School Program

Minutes added to school year: 0

An Early Warning Systems PLC was established. Teachers were provided with a common planning to meet monthly with the Data AP and the Curriculum AP. Teachers were scheduled with similar student populations (similar to an academic team). this allows the teachers to review the EWS data and conversation regarding students behavior and student achievement.

Strategy Rationale

At risk students are the focus of this PLC.. Teachers use behavioral and academic data to personalize each students experience and assist them with being successful.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Fulcher, Kathy, kfulch@volusia.k12.fl.us

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

EWS, EOC and FSA data are used to identify and monitor student progress.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Parent and student night is planned in February for incoming 8th graders.

In March, each feeder school is scheduled for evening registration with guidance counselors for parents and students.

The week before school begins, there is a scheduled freshman orientation. Students are led by a student ambassador to pick up their schedules, choose their locker and get a tour of the campus. Each class has an orientation before school to receive their schedule.

The first week of school each grade level meets with administration in an assembly where expectations for academics, behavior and attendance are shared.

The first week of school Student Ambassadors (CSALT) wear t-shirts identifying them on campus as a resource for new students to ask for assistance.

b. College and Career Readiness

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

The school offers students elective courses in art, business, technology, and career study. Many of these

courses focus on job skills and offer students internships, especially students enrolled in our Academy of

Finance and Academy of Technology and Robotics.

Launch Credit Union became a business partner with the Academy of Finance. It accepts interns to the bank branch that has opened on campus as well as assists students in understanding how to

open and utilize a bank account.

Academy of Information and Robotics partners with Raydon a local manufacturing company and business partner for internships.

Project 396 is a partnership with the YMCA and works with our identified youth for mentoring.

We also have an AVID program that includes sharing information about colleges with students.

We provide college visit opportunities for our students, some of these opportunities are provided through AVID.

We are going to administer the ASVAB assessment to any student who desires to participate.

We have a new position, CTE Liaison, who works with the local community on behalf of our CTE programs.

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

The school offers students elective courses in art, business, technology, and career study. Many of these

courses focus on job skills and offer students internships. A daily focus of the school is for teachers and

students to ask each other, “why are we learning this?” to ensure that instruction is always relevant.

Teachers are using reading activities which include articles and text relating to current events.

Certifications are available through our Career and Technical Education courses (CTE). Certifications include but are not limited to Adobe Photoshop, Adobe Flash, Autodesk Inventor, Adobe Dream Weaver, HTML 5, Java Script, WISE, Ready to Work, Adobe Illustrator, Adobe Premier and the Microsoft Office Bundle.

We also have a new position, CTE Liaison, who works with the local community on behalf of our CTE programs.

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

- Dual Enrollment
 - Early College
 - Career Academies
 - High School Showcase
 - Career and Technical Education Classes
 - IB Diploma
 - Advanced Placement Opportunities
 - College Expo
 - College Representatives Visits
 - Academy of Finance
 - AITR Academy (Academy of Robotics and Technology)
- JROTC

4. 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.

School PLCs are planning together to ensure instruction is aligned to the standards and the shifts. PLC teams are also using a variety of data to (EWS, DIA, SMT, Common Assessments) to plan for data driven instruction and to personalize student learning.

The goal for 2016-2017 is to align instruction to the standards with an emphasis on classroom environment and instructional shifts. Professional development for this school year will support different opportunities to engage in teaching strategies (behavioral and academic) that can be

implemented in the classroom and utilized for DPP evaluative purposes. Instructional strategies regarding technology were presented first in the year to support the District's mission and vision regarding a 21st Century personalized learning experience for students. Additional Professional learning opportunities will focus upon the instructional strategies and are being determined based upon the feedback from PLC surveys instructional strategy needs.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Spruce Creek High School implements Standards Aligned Instruction with a focus on Classroom Environment and Instructional Shifts then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Spruce Creek High School implements Standards Aligned Instruction with a focus on Classroom Environment and Instructional Shifts then student achievement will increase. 1a

G083544

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	90.0
Algebra I EOC Pass Rate	72.0
FSA ELA Achievement	72.0
U.S. History EOC Pass	80.0
Geometry EOC Pass Rate	80.0
Algebra II EOC Pass Rate	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge and engagement regarding standards and shifts.
- Student behavior and attendance.
- Time (lack of time for collaboration).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development will be offered that is specialized for PLC needs in the areas of differentiated instruction, planning, assessment and technology.
- Early release professional development days will be utilized to provide time for professional learning in PLC groups.
- We will develop a system through google forms to support accountability and provide access to teachers throughout the school to see what each PLC is working on. We will have a school PLC website that will provide resources for each meeting www.CreekPLC.weebly.com.
- EWS data will provided to the EWS PLC at each monthly meeting.
- Professional learning will focus upon teaching strategies to assist teachers with their professional practice.
- PLC days provided to teachers with an EOC/FSA assessment

Plan to Monitor Progress Toward G1. 8

Monitoring will be through DIAs and VLTs in Eduphoria, Gradebook, PLC notes, EOC and FSA results.

Person Responsible

Scott Hallett

Schedule

Quarterly, from 9/1/2016 to 9/1/2016

Evidence of Completion

VLT assessments through Language Arts classes as entered in Eduphoria. DIA and SMT assessments for courses that have them Gradebook PLC notes EOC/FSA results

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. If Spruce Creek High School implements Standards Aligned Instruction with a focus on Classroom Environment and Instructional Shifts then student achievement will increase. 1

 G083544

G1.B5 Lack of teacher knowledge and engagement regarding standards and shifts. 2

 B221636

G1.B5.S1 Implement standards-aligned instruction and SHIFTS within all classrooms 4

 S233887

Strategy Rationale

When teachers align their instruction to the standards and instructional shifts student engagement and proficiency/mastery of content will increase.

Action Step 1 5

Spruce Creek High school will create a survey for the faculty to assess their knowledge of Instructional Shifts.

Person Responsible

Samantha Murray

Schedule

Evidence of Completion

PLC members will complete a survey upon completion of an Early Release Professional learning opportunity and submit their feedback via <http://creekplc.weebly.com/>.

Action Step 2 5

Spruce Creek High School will create Professional learning opportunities based upon teacher survey results.

Person Responsible

Scott Hallett

Schedule

Annually, from 9/7/2016 to 5/31/2017

Evidence of Completion

The results from the survey will determine what the Early release professional learning days will focus on. Teachers will submit feedback of training's through Google docs on creekplc.weebly.com. Additonal opportunities will be funded based upon teacher request. All Professional Learning opportunities will be related to Standards aligned instruction, Instructional Shifts, Classroom Environment, effective PLCs, student engagement, questioning and/or assessment.

Action Step 3 5

Spruce Creek High School's Professional learning focus for 9/19 will include – instructional shifts across curricula and the Technology Integration Matrix (TIM).

Person Responsible

Scott Hallett

Schedule

Evidence of Completion

Participation and Google form feedback from each faculty member after attending the Septemebr 19th professional learning day.

Action Step 4 **5**

Spruce Creek High School will provide 5 ERPL days and additional PLC day for assessed subject areas.

Person Responsible

Scott Hallett

Schedule

Annually, from 9/7/2016 to 5/31/2017

Evidence of Completion

Teachers will receive training regarding teaching strategies when attending Early Release professional Development days. Additionally, teachers of EOC assessed courses will be provided an initial meeting day to learn about AVID, Computer Based testing, Instructional Shifts, Instructional Practice Guides, Curriculum maps, assessments and data analysis. PLC's will continue to meet bi-monthly to continue the conversation regarding the initial training.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

The Spruce Creek High School Leadership Team will receive feedback from the ERPL google documents and PLC participant feedback.

Person Responsible

Scott Hallett

Schedule

Annually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, assessments, gradebook, Eduphoria and EOC/FSA results. PLC follow up meetings.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

DIA, SMT, EOC and FSA results will reflect the fact that teachers are aligning their instruction to the standard and demonstrating an understanding of the instructional shifts.

Person Responsible

Scott Hallett

Schedule

Quarterly, from 9/1/2016 to 5/31/2017


Evidence of Completion

Evidence will be gathered from Eduphoria, Gradebook, FSA and EOC results.

G1.B6 Student behavior and attendance. 2

 B221637

G1.B6.S1 Implement a response intervention system of support 4

 S233888

Strategy Rationale

Identifying at risk students with data provided via the EWS report will allow for the development of inclusion opportunities for students to build relationships to increase achievement of the lower quartile.

Action Step 1 5

The Spruce Creek High School Leadership Team will identify and disseminate At-Risk students identified by the EWS report.

Person Responsible

Kathy Fulcher

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Data from the EWS report will allow for identification of students within the EWS PLC.

Action Step 2 5

Spruce Creek High School will develop monitoring programs and provide inclusion opportunities for students identified as At-Risk via the EWS report.

Person Responsible

Scott Hallett

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Inclusion opportunities and mentoring opportunities will be provided to students identified.

Action Step 3 5

The Spruce Creek High School faculty will utilize the PST process and guidance counselors to provide support for identified At-Risk students.

Person Responsible

Scott Hallett

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Students identified will be recommended for a PST regarding attendance and academics.

Action Step 4 5

E-learning opportunities will be provided on campus for At-Risk identified students.

Person Responsible

Scott Hallett

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Students will be registered to the E-Learning lab for success. A waiting list will be created to service additional students when prior students admitted to the program complete.

Action Step 5 5

The AVID coordinator will share AVID strategies shared with core teachers to assist At-Risk students regarding mastery of content.

Person Responsible

Scott Hallett

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

The AVID teacher on campus will meet with core teachers, departments and PLCs to share AVID strategies to assist with student achievement.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Administrators will assist and monitor the progress of the EWS PLC, E-Learning lab, AVID and additional inclusion opportunities.

Person Responsible

Scott Hallett

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

EWS report, EWS PLC minutes, PLC Visits, Student participation in E-Learning and mentoring programs

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

The Spruce Creek High School Leadership Team will monitor student performance through the year and student achievement via assessments and grading reports.

Person Responsible

Scott Hallett

Schedule

Quarterly, from 9/1/2016 to 5/31/2017


Evidence of Completion

Student performance on DIAs, SMTs, EOCs and FSAs as well as EWS interim reports and graduation rates.

G1.B7 Time (lack of time for collaboration). 2

 B221638

G1.B7.S1 Expand and support opportunities for teacher collaboration. 4

 S233889

Strategy Rationale

When teachers are given the time to meet regularly and learn collaboratively, their understanding of standards aligned instruction and the instructional shifts will help increase student achievement.

Action Step 1 5

The Spruce Creek High School Leadership Team will conduct school based learning walks.

Person Responsible

Scott Hallett

Schedule

Semiannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Data collected by the learning walk teams will be collected and shared with faculty.

Action Step 2 5

Spruce Creek High School will train PLC leaders to facilitate data chats.

Person Responsible

Scott Hallett

Schedule

On 5/31/2017

Evidence of Completion

PLCs of assessed courses will provided a 1 day Professional Learning opportunity to learn how to analyze and respond to data

Action Step 3 5

Spruce Creek High School will expand PLC participation to include horizontal and vertical teaming within curricula.

Person Responsible

Scott Hallett

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

PLCs are expected to meet once a month in addition to the ERPL days. When meeting within the ERPL setting, teachers have the opportunity to meet with courses not regularly part of their PLC to include but not limited to Pre-requisite courses, feeder courses, elective courses, etc. Teachers will document their PLC time (vertical and horizontal) via Google documents.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Google forms shared via creekplc.weebly.com will provide evidence of meeting with PLC's vertically and horizontally as well as the topics of discussion.

Person Responsible

Samantha Murray

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

evidence will be found within feedback from teachers through the PLC website

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

formative assessments, summative assessments, DIAs, EOCs and FSA results

Person Responsible

Scott Hallett

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Gradebook, Eduphoria, EOC and FSA results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B5.S1.A1 A300327	Spruce Creek High school will create a survey for the faculty to assess their knowledge of...	Murray, Samantha	9/7/2016	PLC members will complete a survey upon completion of an Early Release Professional learning opportunity and submit their feedback via http://creekplc.weebly.com/ .	No End Date one-time
G1.B5.S1.A3 A300329	Spruce Creek High School's Professional learning focus for 9/19 will include – instructional shifts...	Hallett, Scott	9/19/2016	Participation and Google form feedback from each faculty member after attending the Septemebr 19th professional learning day.	No End Date one-time
G1.MA1 M304782	Monitoring will be through DIAs and VLTs in Eduphoria, Gradebook, PLC notes, EOC and FSA results.	Hallett, Scott	9/1/2016	VLT assessments through Language Arts classes as entered in Eduphoria. DIA and SMT assessments for courses that have them Gradebook PLC notes EOC/FSA results	9/1/2016 quarterly
G1.B5.S1.MA1 M304776	DIA, SMT, EOC and FSA results will reflect the fact that teachers are aligning their instruction to...	Hallett, Scott	9/1/2016	Evidence will be gathered from Eduphoria, Gradebook, FSA and EOC results.	5/31/2017 quarterly
G1.B5.S1.MA1 M304777	The Spruce Creek High School Leadership Team will receive feedback from the ERPL google documents...	Hallett, Scott	9/1/2016	Lesson Plans, assessments, gradebook, Eduphoria and EOC/FSA results. PLC follow up meetings.	5/31/2017 annually
G1.B5.S1.A2 A300328	Spruce Creek High School will create Professional learning opportunities based upon teacher survey...	Hallett, Scott	9/7/2016	The results from the survey will determine what the Early release professional learning days will focus on. Teachers will submit feedback of training's through Google docs on creekplc.weebly.com . Additional opportunities will be funded based upon teacher request. All Professional Learning opportunities will be related to Standards aligned instruction, Instructional Shifts, Classroom Environment, effective PLCs, student engagement, questioning and/or assessment.	5/31/2017 annually
G1.B5.S1.A4 A300330	Spruce Creek High School will provide 5 ERPL days and additional PLC day for assessed subject areas.	Hallett, Scott	9/7/2016	Teachers will receive training regarding teaching strategies when attending Early Release professional Development days. Additionally, teachers of EOC assessed courses will be provided an initial meeting day to learn about AVID, Computer Based testing, Instructional Shifts, Instructional Practice Guides, Curriculum maps, assessments and data analysis. PLC's will continue to meet bi-monthly to continue the conversation regarding the initial training.	5/31/2017 annually
G1.B6.S1.MA1 M304778	The Spruce Creek High School Leadership Team will monitor student performance through the year and...	Hallett, Scott	9/1/2016	Student performance on DIAs, SMTs, EOCs and FSAs as well as EWS interim reports and graduation rates.	5/31/2017 quarterly
G1.B6.S1.MA1 M304779	Administrators will assist and monitor the progress of the EWS PLC, E-Learning lab, AVID and...	Hallett, Scott	9/1/2016	EWS report, EWS PLC minutes, PLC Visits, Student participation in E-Learning and mentoring programs	5/31/2017 monthly
G1.B6.S1.A1 A300331	The Spruce Creek High School Leadership Team will identify and disseminate At-Risk students...	Fulcher, Kathy	9/1/2016	Data from the EWS report will allow for identification of students within the EWS PLC.	5/31/2017 monthly
G1.B6.S1.A2 A300332	Spruce Creek High School will develop monitoring programs and provide inclusion opportunities for...	Hallett, Scott	9/1/2016	Inclusion opportunities and mentoring opportunities will be provided to students identified.	5/31/2017 quarterly

Volusia - 4436 - Spruce Creek High School - 2016-17 SIP
Spruce Creek High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A3  A300333	The Spruce Creek High School faculty will utilize the PST process and guidance counselors to...	Hallett, Scott	9/1/2016	Students identified will be recommended for a PST regarding attendance and academics.	5/31/2017 quarterly
G1.B6.S1.A4  A300334	E-learning opportunities will be provided on campus for At-Risk identified students.	Hallett, Scott	9/1/2016	Students will be registered to the E-Learning lab for success. A waiting list will be created to service additional students when prior students admitted to the program complete.	5/31/2017 quarterly
G1.B6.S1.A5  A300335	The AVID coordinator will share AVID strategies shared with core teachers to assist At-Risk...	Hallett, Scott	9/1/2016	The AVID teacher on campus will meet with core teachers, departments and PLCs to share AVID strategies to assist with student achievement.	5/31/2017 quarterly
G1.B7.S1.MA1  M304780	formative assessments, summative assessments, DIAs, EOCs and FSA results	Hallett, Scott	9/1/2016	Gradebook, Eduphoria, EOC and FSA results	5/31/2017 quarterly
G1.B7.S1.MA1  M304781	Google forms shared via creekplc.weebly.com will provide evidence of meeting with PLC's vertically...	Murray, Samantha	9/1/2016	evidence will be found within feedback from teachers through the PLC website	5/31/2017 monthly
G1.B7.S1.A1  A300336	The Spruce Creek High School Leadership Team will conduct school based learning walks.	Hallett, Scott	9/1/2016	Data collected by the learning walk teams will be collected and shared with faculty.	5/31/2017 semiannually
G1.B7.S1.A2  A300337	Spruce Creek High School will train PLC leaders to facilitate data chats.	Hallett, Scott	9/1/2016	PLCs of assessed courses will provided a 1 day Professional Learning opportunity to learn how to analyze and respond to data	5/31/2017 one-time
G1.B7.S1.A3  A300338	Spruce Creek High School will expand PLC participation to include horizontal and vertical teaming...	Hallett, Scott	9/1/2016	PLCs are expected to meet once a month in addition to the ERPL days. When meeting within the ERPL setting, teachers have the opportunity to meet with courses not regularly part of their PLC to include but not limited to Pre-requisite courses, feeder courses, elective courses, etc. Teachers will document their PLC time (vertical and horizontal) via Google documents.	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. If Spruce Creek High School implements Standards Aligned Instruction with a focus on Classroom Environment and Instructional Shifts then student achievement will increase.

G1.B5 Lack of teacher knowledge and engagement regarding standards and shifts.

G1.B5.S1 Implement standards-aligned instruction and SHIFTS within all classrooms

PD Opportunity 1

Spruce Creek High school will create a survey for the faculty to assess their knowledge of Instructional Shifts.

Facilitator

Scott Hallett/Samantha Murray

Participants

Spruce Creek High Faculty

Schedule

PD Opportunity 2

Spruce Creek High School will create Professional learning opportunities based upon teacher survey results.

Facilitator

Scott Hallett

Participants

Spruce Creek High Faculty

Schedule

Annually, from 9/7/2016 to 5/31/2017

PD Opportunity 3

Spruce Creek High School's Professional learning focus for 9/19 will include – instructional shifts across curricula and the Technology Integration Matrix (TIM).

Facilitator

Scott Hallett/Samantha Murray

Participants

Spruce Creek High Faculty

Schedule

PD Opportunity 4

Spruce Creek High School will provide 5 ERPL days and additional PLC day for assessed subject areas.

Facilitator

Scott Hallett

Participants

EOC assessed courses - full day PLC; ERPL - all Faculty

Schedule

Annually, from 9/7/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B5.S1.A1	Spruce Creek High school will create a survey for the faculty to assess their knowledge of Instructional Shifts.				\$0.00
2	G1.B5.S1.A2	Spruce Creek High School will create Professional learning opportunities based upon teacher survey results.				\$0.00
3	G1.B5.S1.A3	Spruce Creek High School's Professional learning focus for 9/19 will include – instructional shifts across curricula and the Technology Integration Matrix (TIM).				\$0.00
4	G1.B5.S1.A4	Spruce Creek High School will provide 5 ERPL days and additional PLC day for assessed subject areas.				\$0.00
5	G1.B6.S1.A1	The Spruce Creek High School Leadership Team will identify and disseminate At-Risk students identified by the EWS report.				\$0.00
6	G1.B6.S1.A2	Spruce Creek High School will develop monitoring programs and provide inclusion opportunities for students identified as At-Risk via the EWS report.				\$0.00
7	G1.B6.S1.A3	The Spruce Creek High School faculty will utilize the PST process and guidance counselors to provide support for identified At-Risk students.				\$0.00
8	G1.B6.S1.A4	E-learning opportunities will be provided on campus for At-Risk identified students.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4436 - Spruce Creek High School	School Improvement Funds		\$600.00
9	G1.B6.S1.A5	The AVID coordinator will share AVID strategies shared with core teachers to assist At-Risk students regarding mastery of content.				\$0.00
10	G1.B7.S1.A1	The Spruce Creek High School Leadership Team will conduct school based learning walks.				\$0.00
11	G1.B7.S1.A2	Spruce Creek High School will train PLC leaders to facilitate data chats.				\$3,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4436 - Spruce Creek High School	Other		\$3,800.00
			Notes: Principal's discretionary fund			
12	G1.B7.S1.A3	Spruce Creek High School will expand PLC participation to include horizontal and vertical teaming within curricula.				\$0.00
Total:						\$4,400.00