

Spring Creek Charter School

44440 SPRING CREEK RD, Paisley, FL 32767

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

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)
Combination School PK-8	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	15%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	F

**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 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 Spring Creek Charter School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

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.

b. Provide the school's vision statement.

We Believe:

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

2. School Environment

a. 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 4 years, 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.

b. 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.

Spring Creek Charter School sponsors a on campus Boys and Girls' Club 21st Century Learning Community for after school care. The Boys and Girls' Club is an vital piece of the safe and respectful climate. B&GC partner hand in hand with SCCS for parent workshops, curriculum nights, service projects and academic focus.

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.

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; and
- 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.

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.

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.

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.

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

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	6	14	10	13	10	13	6	1	2	0	0	0	0	75
One or more suspensions	0	2	3	3	3	9	7	2	5	0	0	0	0	34
Course failure in ELA or Math	5	3	0	2	10	1	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	3	33	38	25	10	15	0	0	0	0	124
Level 2 on statewide assessment	0	0	0	1	34	30	28	24	13	0	0	0	0	130

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	3	1	0	5	39	40	29	14	15	0	0	0	0	146

c. 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 is sent to the parent(s) 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

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316831>.

2. Description

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

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.

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.

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
Locke, Wesley	Principal
O'Neal, Kim	Assistant Principal
Pinkman, Renee	Other
McKinnie, Jessica	Other
Ferrie, Kelly	Other

b. Duties

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

Wesley Locke: Principal:

drive data meetings with teachers, run administrative meetings, monitor teacher planning and instruction, provide targeted feedback, budget for professional development, provide support to parents

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:

model lessons, provide guidance, support and targeted feedback 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

Victoria Harris: 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 (RtI)/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 (RtI) 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

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.

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 provides funding for a VPK teacher and paraprofessional. In addition, tutoring for homeless students with academic need who are not served by other Title I Tutoring services is provided.

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 one migrant student enrolled at this time. Spring Creek will:

- Ensure student is receiving free breakfast and lunch if qualified for the program.
- Take a comprehensive needs assessment to determine grade level, reading level, writing level, math level, health concerns, and whether 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 progresses with the following protocol:

- Ensure students are receiving free breakfast and lunch if 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.
- *Provide tutoring services as mentioned in Title I Part A.

Spring Creek also partners with the Lake County Sherriff'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.

2. School Advisory Council (SAC)

a. Membership

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

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

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

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 June 2016 meeting.

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

b. 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 June 2016 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 with an increase in the intentionality of instruction.

c. 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:
 December 6, 2016 March 7, 2017 May 2, 2017

2. 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.

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
O'Neal, Kim	Assistant Principal
Locke, Wesley	Principal
McKinnie, Jessica	Other
Pinkman, Renee	Other
Ferrie, Kelly	Other

b. Duties

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

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. The LLT also makes budgeting and providing professional development within literacy a priority. 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.

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.

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 where the administration seeks 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.

2. 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 and Teacher-Teacher.com. Spring Creek also attends job fairs, such as the Great Florida Teach In independent of the district as well as in conjunction with the district. We are developing a relationship with the University of Central Florida and Stetson University in which our principal will speak directly with education majors prior to their graduation about our school and the opportunities available to them. In addition, Spring Creek mentors teachers new to our school with highly effective teachers.

3. 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 or a highly effective teacher on the grade level.

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/targeted feedback as well as presentations regarding Marzano, Responsive Classroom, Lesson Study, Math Investigations and Center for the Collaborative Classroom curriculum.

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.

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.

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.

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, PENDA.

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.

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: 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. 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 2016-17 school year we plan to continue this strategy.

Strategy Rationale

Additional instructional time for individualized remediation or enrichment benefits student achievement.

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.

Strategy Rationale

Small group instruction focused on individual student need increases student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

O'Neal, Kim, onealm@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. Individual student growth is 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 which is taught by trained volunteers and certified teachers.

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.

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.

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, DeLand High School, Lake Tech and other guidance departments to provide multiple opportunities for our 8th grade students to become acquainted with the high school and vocational 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 schools to tour the campus and see activities.

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.

Students are given the opportunity to select core and elective courses that match 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. Our guidance counselor is a former counselor for our feeder high school. Mrs. Harris will be working with middle grade students, especially 8th grade and their parents, to chart the needed course work for success. This will give each student a plan for the high school years.

2. 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.

3. 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 2016-17 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.

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.

NA

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.

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

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" 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)

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With high expectations, teachers will understand, plan, deliver and differentiate strategies to increase attendance and decrease behavior referrals and suspensions for all students, Pre-K-8th Grade.

- G2.** With high expectations, teachers will understand, plan, deliver and differentiate standards based instruction with all content areas for all students.

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. With high expectations, teachers will understand, plan, deliver and differentiate strategies to increase attendance and decrease behavior referrals and suspensions for all students, Pre-K-8th Grade. 1a

G086837

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent communication from school/teachers to parents with regard to EWS
- Different levels of Responsive Classroom training and implementation within the faculty.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Barrier 1: Administration, Guidance Counselor, Data Clerk, OneCallNow Parent Communication System
Barrier 2: Planned Responsive Classroom professional development, RC Book Studies, Academic Coaches, Administration, Targeted Feedback

Plan to Monitor Progress Toward G1. 8

Data will show per individual student: number of days missed, parent attendance at requested meeting, number of OneCall messages received and the increase/decrease in student attendance.

Person Responsible

Renee Pinkman

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

OneCall Reports, Parent Meeting Log, Parent Letter LogFamily School Liaison will assist as needed.

G2. With high expectations, teachers will understand, plan, deliver and differentiate standards based instruction with all content areas for all students. 1a

G086838

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (VAM)	80.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of standards, blueprints, scope and sequence for instructional planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS, Florida Standards, District Blueprints, FSA Test Item Specs, Achievethecore.org, Administration, Academic Coaches, Curriculum Resource Teacher, Accelerated Resource Teacher, collaborative planning, professional development

Plan to Monitor Progress Toward G2. 8

STAR Reading Growth Comparison

Person Responsible

Wesley Locke

Schedule

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

Evidence of Completion

Student and Class reports

Plan to Monitor Progress Toward G2. 8

STAR Growth Comparison

Person Responsible

Wesley Locke

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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. With high expectations, teachers will understand, plan, deliver and differentiate strategies to increase attendance and decrease behavior referrals and suspensions for all students, Pre-K-8th Grade. 1

G086837

G1.B1 Inconsistent communication from school/teachers to parents with regard to EWS 2

B230853

G1.B1.S1 Data Clerk will monitor daily student attendance, implement OneCall message daily and send letters to parents as needed. 4

S243554

Strategy Rationale

If we implement the OneCall messages and parent letters notifying of attendance concerns in a timely manner then student attendance should improve.

Action Step 1 5

Administration will create standard attendance message to be sent via OneCall when a student is absent.

Person Responsible

Wesley Locke

Schedule

On 9/12/2016

Evidence of Completion

OneCall Reports, Daily Attendance Records

Action Step 2 5

Data Clerk will create standard attendance letter to be sent to parent when student is absent for 3 days.

Person Responsible

Wesley Locke

Schedule

On 8/10/2016

Evidence of Completion

Letter approved by administration

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

Develop and utilize administrative schedule to review OneCall reports and Parent Letter Log

Person Responsible

Wesley Locke

Schedule

Quarterly, from 8/10/2016 to 6/12/2017

Evidence of Completion

OneCall Report shows recipients, message and date of call.

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

Comparison of attendance data for individual students

Person Responsible

Renee Pinkman

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data will show per individual student: number of days missed, parent attendance at requested meeting, number of OneCall messages received and the increase/decrease in student attendance.

G1.B2 Different levels of Responsive Classroom training and implementation within the faculty. 2

B230854

G1.B2.S1 Responsive Classroom Professional Development with RC Consultant 4

S243556

Strategy Rationale

If we provide more in depth training and targeted feedback which is differentiated for faculty, then faculty will implement strategies which will decrease discipline referrals.

Action Step 1 5

Faculty will receive Targeted Feedback Professional Development with Caltha Crowe, RC Consultant

Person Responsible

Schedule

On 9/14/2016

Evidence of Completion

Feedback Notes, PLC discussion/work

Action Step 2 5

Responsive Classroom Course (RCC)

Person Responsible

Wesley Locke

Schedule

On 7/15/2016

Evidence of Completion

Certificate of Completion, Observation of Implementation

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

Develop and implement an administrative and coach schedule to monitor RC implementation

Person Responsible

Kim O'Neal

Schedule

On 9/12/2016

Evidence of Completion

Targeted Feedback Logs, Coaching Feedback Forms, Classroom Walk Through

G1.B2.S2 Responsive Classroom Training for teachers new to Spring Creek 4

 S243557

Strategy Rationale

If we provide training or teachers new to SC in RC strategies, the correct and timely implementation of these strategies will decrease discipline incidents.

Action Step(s) Missing for Goal #1, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G2. With high expectations, teachers will understand, plan, deliver and differentiate standards based instruction with all content areas for all students. 1

G086838

G2.B1 Inconsistent use of standards, blueprints, scope and sequence for instructional planning. 2

B230855

G2.B1.S1 Provide professional development on standards based instruction with a specific focus on integration of knowledge and ideas standards. 4

S243558

Strategy Rationale

If we provide professional development to deepen teacher understanding of these standards, this area will be strengthened across all grade levels and areas of achievement.

Action Step 1 5

Create and Provide Professional Development for Instructional Personnel

Person Responsible

Kelly Ferrie

Schedule

On 8/8/2016

Evidence of Completion

Agenda, Sign In Sheet, Feedback

Action Step 2 5

Implementation of AVID Strategies

Person Responsible

Wesley Locke

Schedule

On 5/26/2017

Evidence of Completion

AVID Site Plan, Team Meeting Agendas/Minutes, AVID Strategies in Lesson Plans, Observation of AVID Strategies in Classroom, AVID Training Agendas/Minutes

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

Literacy Coach will create agenda, presentation, sign in sheets, and feedback for training.

Person Responsible

Kelly Ferrie

Schedule

On 8/12/2016

Evidence of Completion

Agenda, Sign In Sheets, PPT, Feedback Forms

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

AVID Site Team will create agenda, take minutes, sign in sheets and provide feedback for implementation

Person Responsible

Wesley Locke

Schedule

On 5/26/2017

Evidence of Completion

Agenda, Sign In Sheets, Observation of Implementation in the Classroom

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

Literacy Leadership Team will monitor implementation of strategies and student achievement.

Person Responsible

Wesley Locke

Schedule

Monthly, from 8/8/2016 to 6/8/2017

Evidence of Completion

SSTM notes, STAR student results, LLT notes

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

Administrative Team will monitor implementation of AVID strategies and impact on student achievement

Person Responsible

Wesley Locke

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

AVID Site Plan, Agenda/Minutes, Student Feedback/Achievement Data

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					
G2.MA1 M326574	STAR Reading Growth Comparison	Locke, Wesley	8/17/2015	Student and Class reports	6/9/2016 monthly
G1.B2.S1.A2 A315110	Responsive Classroom Course (RCC)	Locke, Wesley	7/12/2016	Certificate of Completion, Observation of Implementation	7/15/2016 one-time
G2.B1.S1.A1 A315111	Create and Provide Professional Development for Instructional Personnel	Ferrie, Kelly	8/8/2016	Agenda, Sign In Sheet, Feedback	8/8/2016 one-time
G1.B1.S1.A2 A315108	Data Clerk will create standard attendance letter to be sent to parent when student is absent for 3...	Locke, Wesley	8/9/2016	Letter approved by administration	8/10/2016 one-time
G2.B1.S1.MA1 M326572	Literacy Coach will create agenda, presentation, sign in sheets, and feedback for training.	Ferrie, Kelly	8/1/2016	Agenda, Sign In Sheets, PPT, Feedback Forms	8/12/2016 one-time
G1.B1.S1.A1 A315107	Administration will create standard attendance message to be sent via OneCall when a student is...	Locke, Wesley	8/10/2016	OneCall Reports, Daily Attendance Records	9/12/2016 one-time
G1.B2.S1.MA1 M326568	Develop and implement an administrative and coach schedule to monitor RC implementation	O'Neal, Kim	8/10/2016	Targeted Feedback Logs, Coaching Feedback Forms, Classroom Walk Through	9/12/2016 one-time
G1.B2.S1.A1 A315109	Faculty will receive Targeted Feedback Professional Development with Caltha Crowe, RC Consultant		9/13/2016	Feedback Notes, PLC discussion/work	9/14/2016 one-time
G2.MA2 M326575	STAR Growth Comparison	Locke, Wesley	8/15/2016	Student and Class Reports	5/26/2017 monthly
G2.B1.S1.MA4 M326571	Administrative Team will monitor implementation of AVID strategies and impact on student...	Locke, Wesley	8/15/2016	AVID Site Plan, Agenda/Minutes, Student Feedback/Achievement Data	5/26/2017 quarterly
G2.B1.S1.MA3 M326573	AVID Site Team will create agenda, take minutes, sign in sheets and provide feedback for...	Locke, Wesley	9/1/2016	Agenda, Sign In Sheets, Observation of Implementation in the Classroom	5/26/2017 one-time
G2.B1.S1.A2 A315112	Implementation of AVID Strategies	Locke, Wesley	9/1/2016	AVID Site Plan, Team Meeting Agendas/Minutes, AVID Strategies in Lesson Plans, Observation of AVID Strategies in Classroom, AVID Training Agendas/Minutes	5/26/2017 one-time
G1.MA1 M326569	Data will show per individual student: number of days missed, parent attendance at requested...	Pinkman, Renee	8/10/2016	OneCall Reports, Parent Meeting Log, Parent Letter LogFamily School Liaison will assist as needed.	5/31/2017 monthly
G1.B1.S1.MA1 M326566	Comparison of attendance data for individual students	Pinkman, Renee	8/10/2016	Data will show per individual student: number of days missed, parent attendance at requested meeting, number of OneCall messages received and the increase/decrease in student attendance.	5/31/2017 quarterly
G2.B1.S1.MA1 M326570	Literacy Leadership Team will monitor implementation of strategies and student achievement.	Locke, Wesley	8/8/2016	SSTM notes, STAR student results, LLT notes	6/8/2017 monthly
G1.B1.S1.MA1 M326567	Develop and utilize administrative schedule to review OneCall reports and Parent Letter Log	Locke, Wesley	8/10/2016	OneCall Report shows recipients, message and date of call.	6/12/2017 quarterly

V. Professional Development Opportunities

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

G1. With high expectations, teachers will understand, plan, deliver and differentiate strategies to increase attendance and decrease behavior referrals and suspensions for all students, Pre-K-8th Grade.

G1.B2 Different levels of Responsive Classroom training and implementation within the faculty.

G1.B2.S1 Responsive Classroom Professional Development with RC Consultant

PD Opportunity 1

Faculty will receive Targeted Feedback Professional Development with Caltha Crowe, RC Consultant

Facilitator

Kim O'Neal

Participants

SCCS Faculty

Schedule

On 9/14/2016

PD Opportunity 2

Responsive Classroom Course (RCC)

Facilitator

Kim O'Neal

Participants

Instructional New to SCCS

Schedule

On 7/15/2016

G2. With high expectations, teachers will understand, plan, deliver and differentiate standards based instruction with all content areas for all students.

G2.B1 Inconsistent use of standards, blueprints, scope and sequence for instructional planning.

G2.B1.S1 Provide professional development on standards based instruction with a specific focus on integration of knowledge and ideas standards.

PD Opportunity 1

Create and Provide Professional Development for Instructional Personnel

Facilitator

Kelly Ferrie

Participants

All Instructional Staff

Schedule

On 8/8/2016

PD Opportunity 2

Implementation of AVID Strategies

Facilitator

Nancy Glass in conjunction with Rebecca Hunt (LCS)

Participants

Instructional Personnel in grades 6-8 are targeted; interested instructional personnel for other grade levels may be included

Schedule

On 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administration will create standard attendance message to be sent via OneCall when a student is absent.				\$770.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0631 - Spring Creek Charter School	Title I, Part A		\$770.00
2	G1.B1.S1.A2	Data Clerk will create standard attendance letter to be sent to parent when student is absent for 3 days.				\$0.00
3	G1.B2.S1.A1	Faculty will receive Targeted Feedback Professional Development with Caltha Crowe, RC Consultant				\$6,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0631 - Spring Creek Charter School	Title II		\$6,400.00
4	G1.B2.S1.A2	Responsive Classroom Course (RCC)				\$0.00
5	G2.B1.S1.A1	Create and Provide Professional Development for Instructional Personnel				\$0.00
6	G2.B1.S1.A2	Implementation of AVID Strategies				\$0.00
Total:						\$7,170.00