

Lake County Schools

Spring Creek Charter School



2017-18 Schoolwide Improvement Plan

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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	89%
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	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Spring Creek Charter School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 several 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. As we have progressed in the Responsive Classroom journey, Spring Creek Morning Meetings are held once a month. This allows the entire school to come together for Morning Meeting hosted by a different grade level or support group each month. The hosting group invites their parents to attend.

Responsive Classroom naturally lends itself to learning student culture(s). Part of building the community in the classroom is learning about each other, the similarities/differences/uniqueness of

everyone on the school campus. This can be achieved through classroom surveys, discussions, family engagement with Morning Meeting or other events, and climate surveys. Middle school grades delve deep into cultures through social studies curriculums. Most importantly, Spring Creek faculty and staff are deeply embedded in the culture of the communities we serve. That commitment to our communities supports longevity of our staff; which in turn promotes a strong knowledge base of the culture of our campus. 70%plus of our faculty and staff live in the communities we serve. 75%plus have been at Spring Creek for more than 5 years.

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 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 a 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, explicitly teaching, modeling, and practicing guidelines
Staff and students collaborate to develop our classroom and school guidelines. The guidelines help us take care of ourselves, each other, and the school environment. Throughout the day we teach, model, practice, and reinforce our guidelines.

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 guidelines. When a guideline 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 guidelines and 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 the mistakes, and make amends. Logical consequences are 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 daily activities that provide a safe and respectful environment, we also provide guidance services with a trained and certified guidance counselor 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 are mentors to younger students. Older students work with younger students on campus who are having conflicts and assist them in finding sensible solutions to common peer conflicts as well as academic endeavors.

Adult mentors from the community are paired with students who benefit from role model and social intervention. Mentors meet with their student once a week for lunch and discussion.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	21	19	14	11	13	20	5	6	8	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Course failure in ELA or Math	5	3	0	3	2	2	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	19	20	29	13	7	8	0	0	0	0	96
Level 2 on statewide assessment	0	0	0	19	21	31	19	14	8	0	0	0	0	112
	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	4	3	0	9	11	17	5	4	7	0	0	0	0	60

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

Attendance:

- * Parents who's student is absent from school are contacted on a daily basis via One Call automated message.

- *Parents who's student is excessively absent from school are contacted person to person by either the principal, assistant principal or guidance counselor.
- *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 "special guest" 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 have reduced 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 block in all grade levels
- * Paraprofessionals work directly with students

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/445247>.

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 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, K Kids student club for 3rd thru 5th graders and Builders Club for middle school grades. The Astor Kiwanis and First Baptist Church of Astor partner with Spring Creek to reach more of our outlying community by providing dinner and a meeting place for events such as Reader's Campfire, Family Math Workshop and Mad Scientist. Through our partnerships with these 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 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 fund this program and community outreach at the school.

Through district Title 1 funding, Spring Creek Charter School 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, as well as basic needs for our students and their families. With the goal of increasing family engagement, the FSL collaborates with stakeholders to provide flexible locations for events, multiple meeting times as well as opportunities for families to be provided or purchase dinner during events.

C. Effective Leadership

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
Ferrie, Kelly	Other
Christner, Virginia	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:

facilitate 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

Renee Pinkman: MTSS (Rtl)/Testing Coordinator:

facilitate the fidelity of STAR Enterprise assessment, assist teachers, parents, and students in the interpretation of all assessments given throughout the school year, assist in the identification of students below grade level, progress monitor students and compare data after every administration period to ensure all students grow in skill level, facilitate the MTSS process by coordinating MTSS (Rtl) meetings, identifying struggling students and providing appropriate interventions; facilitate 504 process

Virginia Christner: ESE School Specialist:

provide and assist with the appropriate intervention or enrichment instruction of students in all subject areas, provide progress monitoring as needed, assist in the facilitation of the MTSS process, provide support and technical assistance for IEPs and all students with disabilities; liaison between district, school, student and parents; coordinate manifestation determination meetings

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, students, and parents with 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 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; and Literacy Teaching 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 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 no migrant students enrolled at this time. In the event Spring Creek should enroll a migrant student, SCCS will ensure the student:

- Receives free breakfast and lunch if qualified for the program.
- Takes a comprehensive needs assessment to determine grade level, reading level, writing level, math level, health concerns, and whether qualify for ELL assistance.
- And family are provided any and all available resources to meet the need if the student is in jeopardy in any of the above areas.
- The Title 1 office is notified, 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 II: Funds provide supplementary support to curriculum.

Title IX, 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 to ensure the student:

- Receives free breakfast and lunch if qualified for the program.
- Takes a comprehensive needs assessment to determine grade level, reading level, writing level, math level, health concerns, and whether qualify for ELL assistance.
- And family are provided any and all available resources to meet the need if the student is in jeopardy in any of the above areas.

*Provide tutoring services as mentioned in Title I Part A.

Spring Creek also partners with the Lake County Sheriff's Office to employ a School Resource Deputy. The Resource Deputy works with all students, and provides additional 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.

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

2016-2017 School Improvement Plan was reviewed, finalized and submitted on 11/13/2016.

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.

Based on the data available from the state, the Lake County School district's focus and the mission and vision of Spring Creek Charter School, the Charter Board/SAC determined to provide support and professional development in the areas of Academics and Authentic Literacy, Culture and Climate, and Intervention and Acceleration.

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

Spring Creek Charter School employs a certified accountant as our Chief Financial Officer and Finance Committee Chair. The CFO works with the school administration to ensure compliance within budget constraints, plans the coming year's budget, presents to the Charter Board/SAC for approval, works closely with the school administration to ensure SIP goals are financed appropriately and can be maintained throughout the school year.

Projected dates of Charter Board/SAC meetings:

December 5, 2017 March 6, 2018 May 8, 2018

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

The district does not provide funding to Spring Creek Charter School and the Charter Board does not raise funds.

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
Pinkman, Renee	Other
Ferrie, Kelly	Other
Christner, Vlrinia	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. Budgeting and providing professional development within literacy is 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, 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.

The Literacy Coach coordinates Celebrate Literacy Week, tracking of student reading goals, modeling/observing ELA lessons, and professional development for staff.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Spring Creek employs a collaborative teaching model. Each grade level is guided 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 and collaborate with the Leadership Team, providing input from instructional and classified employees. Grade levels formally plan together weekly; although several grade levels informally meet daily. The master schedule design provides extra collaborative planning time on Wednesdays. Every 3 weeks each grade level receives 2 plus hours of planning during the school day while their students are taught by our Specials Area team, Guidance Counselor, and School Resource Deputy. Collaborative instruction and planning include a targeted feedback cycle by the Literacy Coach and Administrative Team. Learning Walks provide opportunity for instructional leaders to participate in the learning/growth/collaborative process in a non-evaluative manner.

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

Candidates are initially screened by members of the Leadership Team. Available positions are advertised through the Lake County Schools application process and Teacher-Teacher.com. Spring Creek attends job fairs, such as the Great Florida Teach In, independent and in conjunction with the district. We are developing a relationship with the University of Central Florida and Stetson University in which our principal speaks directly with education majors prior to graduation about our school and the

opportunities available to them.

Teachers new to our school are paired with a highly qualified, certified-in-field teacher as their mentor.

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. Teachers new to the school or team are provided opportunities to observe in classrooms of highly effective, in-field teachers. Team Leaders and administration are available with an "open door policy" to assist new teachers with any need. 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 with topics including 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, are evidence or research based and are adopted by the state of Florida. Instructional materials align with the most current set of standards provided by the State of Florida for each subject area. Where applicable, Spring Creek utilizes Lake County Schools curriculum blueprints to align materials and instruction to standards. Math Investigations (Pearson) and Center for the Collaborative Classroom provide crosswalks between the materials and Florida's standards.

Student Success Team Meetings focus on standards being taught, assessment, remediation and mastery data of those standards. Team Leads closely monitor the embedding of standards in instruction within their grade level.

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 certified Guidance Counselor, 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 and Triumph Learning Support Coach for ELA and Math. The Center for the Collaborative Classroom and Math Investigations curriculums include embedded remediation and enrichment.

Spring Creek groups all students by ability level in the 3rd-5th grades and utilizes SIPPS to provide reading and phonics based foundation skills instruction based on student needs.

Students who are not enrolled in the Boys and Girls Club through the 21st Century Learning Grant

are selected for tutoring 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 by bus at 8:00 a.m. All teachers are required to be prepared to receive students in the classrooms at 8:00 a.m.. Students are not considered tardy until 8:30 a.m. Students who arrive prior to 8:30 a.m. are provided 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. Selected 6th, 7th, and 8th grade students also use this time to mentor and read to Kindergarten and 1st grade students. This strategy provides students with a considerable increase in quality instructional time.

This strategy will be continued this school year.

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 is used to monitor individual student progress throughout the year. Data compares student achievement to peers at the school level and national level. Teachers determine extended learning time activities based on student reports from STAR, classroom assessments, and teacher observation. Analysis of student achievement levels from last school year to current year determine the effectiveness of the strategy.

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. Tutors determine extended learning time activities based on student reports from STAR, classroom assessments, and teacher observation. Data analysis of pre and post assessment document the effectiveness.

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 host a 21st Century Learning Center (21stCLC). Approximately 125 students, grades K through 8th, are enrolled in the after school and summer programs which provide enrichment, remediation, and hands on learning. In addition to 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

Power Hour is incorporated into the 21st Century Learning Center program. Daily, students complete homework and receive tutoring.

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 growth. Students are monitored for individual academic growth as well as discipline data by the B&GC site director every 4 and 1/2 weeks.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 collaborates with Kindergarten in staff meetings and works directly with our Kindergarten teachers to ensure a smooth transition into Kindergarten. 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 meet to discuss the specific learning needs of students. Kindergarten Round-Up is held annually for incoming K students to meet teachers, register, pre-screen students for Kindergarten readiness 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 attend a parent/student meeting to discuss scheduling, college readiness, extracurricular activities, and other topics related to the transition to high school. Students tour the high school campus as well.

Gen Ed and ESE students are articulated to the appropriate middle or high school. The guidance and ESE teams collaborate in this process; meeting with each secondary school to discuss individual students and educational plans.

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 to coordinate available courses. All 8th grade students in the American History classes participate in career planning. One of the elective courses is specifically designed to allow for student input into what activities will be explored. The teacher polls students on career oriented activities students are interested in and then designs the curriculum to include activities to provide exposure and exploration in different aspects of many career fields. The guidance counselor is a former counselor for our feeder high school. The Guidance Counselor works with middle grade students, especially 8th grade and their parents, to chart the coursework necessary for success. This will give each student a plan for the high school years.

Spring Creek hosts a Career Expo in which local business partners showcase their industry and products. Parents and students are invited to observe, discuss and ask questions of the business partners. Local businesses, secondary schools and vocational programs participate in the Expo to advance college and career awareness.

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 a 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. Lessons focus on material learned from this book and about the Central Florida ecosystem in the Ocala National Forest, where our students live. Every lesson is tied to some real world experience or problem.

Middle school career-tech program of Keyboarding and Coding are incorporated to increase student technology literacy and create pathways toward high school. Keyboarding and Coding create a pathway to industry certification for 8th graders.

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

Spring Creek offers an Introduction to Computers class to every grade level 3rd through 8th. This course teaches keyboarding, computer program use, and other computer skills. This course integrates with the core academic courses by scaffolding and building life skills in the specific standards of English and or math. 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.

The Guidance Counselor teaches lessons to each class K thru 8th grade class which involves discussions about careers, career preparation, and college readiness. The middle school teachers administer the Meyers/Briggs Career Interest Survey and discuss survey results with all 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With high expectations, teachers will understand, plan, deliver and differentiate instruction in a manner which will provide Intervention and Acceleration as needed for student achievement.
- G2.** With high expectations, teachers will understand, plan, deliver and differentiate strategies to incorporate Academic Growth and Authentic Literacy in all grade levels and content areas.
- G3.** With high expectations, teachers will understand, plan, deliver and differentiate instruction in all grade levels and content areas to increase student achievement through developing the Culture and Climate of the school.

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 instruction in a manner which will provide Intervention and Acceleration as needed for student achievement. 1a

G097926

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	65.0

Targeted Barriers to Achieving the Goal 3

- Adequate Funding
- Attendance Support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Deliberate and purposeful allocation of all funding sources
- Outside consultants in specific areas of need
- Personal and intentional attention

Plan to Monitor Progress Toward G1. 8

Budgets of all funding sources including Intervention and Acceleration supports

Person Responsible

Wesley Locke

Schedule

Every 2 Months, from 9/29/2017 to 7/31/2018

Evidence of Completion

Budget analysis; charter board meeting minutes; Leadership Team minutes

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Data

Person Responsible

Renee Pinkman

Schedule

Monthly, from 10/13/2017 to 5/25/2018

Evidence of Completion

Student Progress Monitoring Data will be compared for increase in student achievement; including EWS data

G2. With high expectations, teachers will understand, plan, deliver and differentiate strategies to incorporate Academic Growth and Authentic Literacy in all grade levels and content areas. 1a

G097927

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	90.0

Targeted Barriers to Achieving the Goal 3

- Varying Levels of Training and Expertise in Curriculum
- Attendance (Tutoring)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Outside consultants
- Budgeting
- Administration
- OneCall or other forms of communication

Plan to Monitor Progress Toward G2. 8

Tutoring Attendance and # of Bus Riders

Person Responsible

Kim O'Neal

Schedule

Monthly, from 10/13/2017 to 4/27/2018

Evidence of Completion

Analysis of attendance and # of bus riders

G3. With high expectations, teachers will understand, plan, deliver and differentiate instruction in all grade levels and content areas to increase student achievement through developing the Culture and Climate of the school. 1a

G097928

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	90.0

Targeted Barriers to Achieving the Goal 3

- Varying Levels of Training

Resources Available to Help Reduce or Eliminate the Barriers 2

- Responsive Classroom Consultant
- Book Study (as determined by teacher survey)
- Flexible Coaching and Targeted Feedback

Plan to Monitor Progress Toward G3. 8

Check In

Person Responsible

Wesley Locke

Schedule

Monthly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Leadership Team Meeting Minutes

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 instruction in a manner which will provide Intervention and Acceleration as needed for student achievement. **1**

 G097926

G1.B1 Adequate Funding **2**

 B263288

G1.B1.S1 Purposeful and intentional allocation of funding to specific programs designed for remediation and enrichment **4**

 S278840

Strategy Rationale

Providing adequate funding to materials and resources allows deeper differentiated instruction

Action Step 1 **5**

Oversee the Allocation of Funding for Intervention and Acceleration

Person Responsible

Wesley Locke

Schedule

Monthly, from 9/29/2017 to 7/31/2018

Evidence of Completion

Monthly budget reports

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

Budget Review

Person Responsible

Wesley Locke

Schedule

Monthly, from 9/29/2017 to 7/31/2018

Evidence of Completion

Budget reports reviewed

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

Budget Analysis

Person Responsible

Wesley Locke

Schedule

Monthly, from 9/29/2017 to 7/31/2018

Evidence of Completion

Budget Reports

G1.B3 Attendance Support 2

B263290

G1.B3.S1 Personal Follow Up 4

S278841

Strategy Rationale

OneCall will be utilized on a daily basis. Person to person phone calls will be made to parents of students with excessive absences. Individual attention to chronic absentees by administration builds the family relationship in addition to keeping leadership aware of student needs.

Action Step 1 5

OneCall

Person Responsible

Wesley Locke

Schedule

Weekly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Attendance data will be used to generate OneCall attendance support to parents and students.

Action Step 2 5

Person to Person Phone Calls

Person Responsible

Wesley Locke

Schedule

Weekly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Principal will generate log of Person to Person Calls of attendance support to parents and students.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Members of Leadership Team will make person to person calls as needed.

Person Responsible

Kim O'Neal

Schedule

Weekly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Attendance data, phone log will be monitored for completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data Analysis

Person Responsible

Wesley Locke

Schedule

Monthly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Attendance data and phone logs will be compared.

G2. With high expectations, teachers will understand, plan, deliver and differentiate strategies to incorporate Academic Growth and Authentic Literacy in all grade levels and content areas. 1

G097927

G2.B1 Varying Levels of Training and Expertise in Curriculum 2

B263291

G2.B1.S1 Flexible Coaching and Targeted Feedback (with outside consultants who are experts in the field) 4

S278842

Strategy Rationale

Improving the quality of instruction will positively impact student achievement.

Action Step 1 5

Appropriate budget from various funding sources will be allocated to provide flexible coaching and targeted feedback from outside consultants.

Person Responsible

Wesley Locke

Schedule

Monthly, from 8/10/2016 to 7/31/2017

Evidence of Completion

Administration Team and Instructional Coaches: Observation of Implementation; Teacher Survey

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

Leadership Team will develop consulting plan

Person Responsible

Kim O'Neal

Schedule

Quarterly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Consultant Agreements; Schedules; Teacher Survey

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

Teacher Input to Meet Needs

Person Responsible

Kelly Ferrie

Schedule

Quarterly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Analysis of teacher survey upon completion of coaching and feedback cycle

G2.B3 Attendance (Tutoring) 2

 B263293

G2.B3.S1 Provide Transportation 4

 S278846

Strategy Rationale

Transportation is a deterrent for most of our population. When provided transportation home from tutoring, more of our students participate. Last year's Title One After School Tutoring program data showed 84% of students who participated made growth on progress monitoring assessments.

Action Step 1 5

Busing will be provided to tutoring students.

Person Responsible

Kim O'Neal

Schedule

Quarterly, from 9/29/2017 to 4/30/2018

Evidence of Completion

Contract with bus driver and invoice

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Check In

Person Responsible

Kim O'Neal

Schedule

Weekly, from 10/12/2017 to 4/30/2018

Evidence of Completion

Tutoring attendance compared to numbers of bus riders

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Data Analysis of Prior Year Tutoring Attendance with Current Year

Person Responsible

Kim O'Neal

Schedule

Monthly, from 10/9/2017 to 4/27/2018

Evidence of Completion

Compare: Individual students: 1) # of days attended 2) utilized transportation Compare: the individual student attendance from last year to this year Compare: number of students making learning gains

G3. With high expectations, teachers will understand, plan, deliver and differentiate instruction in all grade levels and content areas to increase student achievement through developing the Culture and Climate of the school. 1

G097928

G3.B1 Varying Levels of Training 2

B263294

G3.B1.S1 Responsive Classroom: Flexible Coaching and Feedback (Outside Consultant) 4

S278847

Strategy Rationale

By providing on site coaching and feedback, all staff will implement Responsive Classroom strategies with increased confidence and competence.

Action Step 1 5

Provide flexible coaching and feedback with Responsive Classroom Consultant

Person Responsible

Kim O'Neal

Schedule

On 7/31/2018

Evidence of Completion

Sign in sheets, feedback forms, teacher survey

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

Schedule for Caltha Crowe

Person Responsible

Kim O'Neal

Schedule

On 10/13/2017

Evidence of Completion

Schedule

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

Teacher Survey and Feedback

Person Responsible

Kim O'Neal

Schedule

On 7/31/2018


Evidence of Completion

Teacher Survey results; implementation of strategies into Spring Creek Morning Meeting

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.A1 A375701	Appropriate budget from various funding sources will be allocated to provide flexible coaching and...	Locke, Wesley	8/10/2016	Administration Team and Instructional Coaches: Observation of Implementation; Teacher Survey	7/31/2017 monthly
G3.B1.S1.MA1 M406063	Schedule for Caltha Crowe	O'Neal, Kim	10/13/2017	Schedule	10/13/2017 one-time
G2.MA1 M406061	Tutoring Attendance and # of Bus Riders	O'Neal, Kim	10/13/2017	Analysis of attendance and # of bus riders	4/27/2018 monthly
G2.B3.S1.MA1 M406059	Data Analysis of Prior Year Tutoring Attendance with Current Year	O'Neal, Kim	10/9/2017	Compare: Individual students: 1) # of days attended 2) utilized transportation Compare: the individual student attendance from last year to this year Compare: number of students making learning gains	4/27/2018 monthly
G2.B3.S1.MA1 M406060	Check In	O'Neal, Kim	10/12/2017	Tutoring attendance compared to numbers of bus riders	4/30/2018 weekly
G2.B3.S1.A1 A375704	Busing will be provided to tutoring students.	O'Neal, Kim	9/29/2017	Contract with bus driver and invoice	4/30/2018 quarterly
G1.MA2 M406055	Progress Monitoring Data	Pinkman, Renee	10/13/2017	Student Progress Monitoring Data will be compared for increase in student achievement; including EWS data	5/25/2018 monthly
G3.MA1 M406064	Check In	Locke, Wesley	9/29/2017	Leadership Team Meeting Minutes	5/25/2018 monthly
G1.B3.S1.MA1 M406052	Data Analysis	Locke, Wesley	9/29/2017	Attendance data and phone logs will be compared.	5/25/2018 monthly
G1.B3.S1.MA1 M406053	Members of Leadership Team will make person to person calls as needed.	O'Neal, Kim	9/29/2017	Attendance data, phone log will be monitored for completion	5/25/2018 weekly
G1.B3.S1.A1 A375699	OneCall	Locke, Wesley	9/29/2017	Attendance data will be used to generate OneCall attendance support to parents and students.	5/25/2018 weekly
G1.B3.S1.A2 A375700	Person to Person Phone Calls	Locke, Wesley	9/29/2017	Principal will generate log of Person to Person Calls of attendance support to parents and students.	5/25/2018 weekly
G2.B1.S1.MA1 M406056	Teacher Input to Meet Needs	Ferrie, Kelly	9/29/2017	Analysis of teacher survey upon completion of coaching and feedback cycle	5/25/2018 quarterly
G2.B1.S1.MA1 M406057	Leadership Team will develop consulting plan	O'Neal, Kim	9/29/2017	Consultant Agreements; Schedules; Teacher Survey	5/25/2018 quarterly
G1.MA1 M406054	Budgets of all funding sources including Intervention and Acceleration supports	Locke, Wesley	9/29/2017	Budget analysis; charter board meeting minutes; Leadership Team minutes	7/31/2018 every-2-months
G1.B1.S1.MA1 M406050	Budget Analysis	Locke, Wesley	9/29/2017	Budget Reports	7/31/2018 monthly
G1.B1.S1.MA1 M406051	Budget Review	Locke, Wesley	9/29/2017	Budget reports reviewed	7/31/2018 monthly
G1.B1.S1.A1 A375698	Oversee the Allocation of Funding for Intervention and Acceleration	Locke, Wesley	9/29/2017	Monthly budget reports	7/31/2018 monthly
G3.B1.S1.MA1 M406062	Teacher Survey and Feedback	O'Neal, Kim	9/29/2017	Teacher Survey results; implementation of strategies into Spring Creek Morning Meeting	7/31/2018 one-time

Lake - 0631 - Spring Creek Charter School - 2017-18 SIP
Spring Creek Charter School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1  A375705	Provide flexible coaching and feedback with Responsive Classroom Consultant	O'Neal, Kim	9/29/2017	Sign in sheets, feedback forms, teacher survey	7/31/2018 one-time

V. Professional Development Opportunities

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

G2. With high expectations, teachers will understand, plan, deliver and differentiate strategies to incorporate Academic Growth and Authentic Literacy in all grade levels and content areas.

G2.B1 Varying Levels of Training and Expertise in Curriculum

G2.B1.S1 Flexible Coaching and Targeted Feedback (with outside consultants who are experts in the field)

PD Opportunity 1

Appropriate budget from various funding sources will be allocated to provide flexible coaching and targeted feedback from outside consultants.

Facilitator

Center for the Collaborative Classroom: Dr. Taylor Wenzel
Responsive Classroom: Caltha Crowe
Math Investigations: Judy Peede

Participants

All Instructional

Schedule

Monthly, from 8/10/2016 to 7/31/2017

G3. With high expectations, teachers will understand, plan, deliver and differentiate instruction in all grade levels and content areas to increase student achievement through developing the Culture and Climate of the school.

G3.B1 Varying Levels of Training

G3.B1.S1 Responsive Classroom: Flexible Coaching and Feedback (Outside Consultant)

PD Opportunity 1

Provide flexible coaching and feedback with Responsive Classroom Consultant

Facilitator

Caltha Crowe, Responsive Classroom Consultant

Participants

All Instructional

Schedule

On 7/31/2018

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	Oversee the Allocation of Funding for Intervention and Acceleration				\$0.00
2	G1.B3.S1.A1	OneCall				\$770.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0631 - Spring Creek Charter School	Title, I Part A		\$770.00
3	G1.B3.S1.A2	Person to Person Phone Calls				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0631 - Spring Creek Charter School			\$0.00
4	G2.B1.S1.A1	Appropriate budget from various funding sources will be allocated to provide flexible coaching and targeted feedback from outside consultants.				\$9,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0631 - Spring Creek Charter School	Title II		\$9,600.00
			<i>Notes: in collaboration with Title 1, Part A</i>			
5	G2.B3.S1.A1	Busing will be provided to tutoring students.				\$0.00
6	G3.B1.S1.A1	Provide flexible coaching and feedback with Responsive Classroom Consultant				\$0.00
					Total:	\$10,370.00