2013-2014 SCHOOL IMPROVEMENT PLAN

Spring Creek Charter School
44440 SPRING CREEK RD
Paisley, FL 32767
352-669-3275
http://lake.k12.fl.us/sce

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	85%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	16%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Spring Creek Charter School

Principal

Robert Curry

School Advisory Council chair

Kathy Foster

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Wesley Locke	Assistant Principal
Kim O'Neal	Literacy Coach
Renee Pinkman	Guidance Counselor/Testing Coordinator
Beth Getchell	Guidance Counselor

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

As a Charter School, Florida Law allows us to utilize the school's Charter Board as the School Advisory Council. Our Charter Board/SAC is comprised of 5 members.
Kathy Foster, Board and Council Chairperson, Parent, Community Business Owner
Carla Stephens, Parent
Tony Adesso, Parent, Community Business Owner
Ron Moore, Lake County Public Library Branch Manager
Bobby Trout, Board Member of local area Kiwanis Club
None of the Charter Board/SAC members are Lake County Schools employees.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The Charter Board/SAC will be continually updated on the school's progress through regularly scheduled quarterly and special meetings. The committee will be involved in providing direction to school leadership in use of budgeted funds for instructional programs, materials, and personnel.

Projected use of school improvement funds, including the amount allocated to each project

Continued implementation and professional development of Responsive Classroom. Funding will be allocated by the charter school for Professional Learning Communities, to continue advanced training in specific RC strategies. The cost of training will amount to approximately $7000.00.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Robert Curry		
Principal	Years as Administrator: 27	Years at Current School: 13

Credentials	Degrees: BA in Elementary Education Masters of Science in Administration and Supervision Certifications: Elementary Education 1-6 School Principal K-12
Performance Record	School Grades: 2013 - C 2012 - B 2011 - A 2010 - B 2009 - A 2008 - A 2007 - A 2006 - A 2005 A 2004 - A 2003 - A 2002 - A 2001 - A

Wesley Locke		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Bachelors of Music Education - Stetson University Masters of Educational Leadership - American College of Education National Board Certification - Early Childhood Music
Performance Record	2011-12 School Grade: B 2012-13 School Grade: C

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kim O'Neal		
Full-time / School-based	Years as Coach: 3	Years at Current School: 21

Areas	Reading/Literacy
Credentials	Bachelors of Science in Elementary Education - University of Central Florida Early Childhood PK-3 Elementary Education 1-6 ESOL Endorsed National Board Certified EC/Gen Reading Endorsement
Performance Record	2013: C 2012:B 2011:A

Classroom Teachers

# of classroom teachers
33

 # receiving effective rating or higher
33, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
33, 100%

 # ESOL endorsed
27, 82%

 # reading endorsed
10, 30%

 # with advanced degrees
19, 58%

 # National Board Certified
4, 12%

 # first-year teachers
3, 9%

 # with 1-5 years of experience
13, 39%

 # with 6-14 years of experience
9, 27%

 # with 15 or more years of experience
8, 24%

Education Paraprofessionals

# of paraprofessionals
14

 # Highly Qualified
14, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
8

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

One of our most experienced, highly qualified teachers, Kim O'Neal, recruits highly qualified teaching candidates

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are paired with their grade level Key Staff person
Planned mentoring activities are shared planning times for instructional practices and feedback, as well as monthly data reviews. Key Staff and administration are available with an "open door policy" to assist new teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal:
oversee MTSS meetings with parents, drive data meetings with teachers, run administrative meetings, review teacher lesson plans
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
Literacy Coach:
assist in development of interventions throughout the MTSS process, model lessons, provide guidance and support for teachers in areas of need, train teachers in various reading interventions and assessment, provide professional development opportunities in instructional strategies and best practices, provide support to teachers with regard to the Common Core shifts, facilitate the data analysis and sorting of students into appropriate placement for intensive intervention/enrichment block
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
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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Weekly administrative meetings to discuss school data and trends
Monthly data meetings with every teacher to discuss student needs, trends and growth
MTSS (RtI) meetings every 6 weeks to discuss identified struggling readers; for RtI students, bi-weekly data will be discussed and interventions will be evaluated and modified if necessary
RtI fidelity reviewed at every meeting
The fidelity of all standardized or progress monitoring assessments will be monitored by the RtI/Testing Coordinator. Coordinator will ensure testing accommodations are administered with fidelity. Coordinator will assist with trainings, setup and administration of all standardized testing.
Administration will conduct assessment walk through at least four times a yea r.
Teacher lesson plans will be reviewed by administration to ensure and monitor core instruction as needed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Reading/Math:
STAR Enterprise assessment/4 times a year for all students K-8/monthly for any student in RtI Academic Tier 2 or 3
Reading:
Literacy First: assess individual components of reading/phonemic awareness and identify target areas for RtI students
SIPPS: extra phonics instruction based on skill level, all students receiving (remediation or enrichment)
Math:

Key Math and Do The Math: help target specific area of deficiency in math
Behavior:
Responsive Classroom social literacy approach implemented school wide, consistent behavior model with active student engagement of a positive school community, data analysis of discipline incidents or referrals
Attendance:
Attendance monitoring system to encourage an increase in attendance rates school wide (phone calls to parents, attendance "support" group, letters, child study, team meetings with parents), bi-weekly data analysis of AS400 attendance data

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development: MTSS every nine weeks, STAR Enterprise
Teacher/Parent communication after every STAR assessment to discuss student achievement trends
RtI/Testing Coordinator available to interpret data for teachers and parents.
Monthly data meetings with teacher teams
Individual cum record reviews of every student in the school with Testing Coordinator and classroom teacher

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 5,400

Many of our school population arrive at 8:00 a.m. due to bus schedules. Students are not considered tardy until 8:30. In the past, students have been contained in the school cafeteria until teachers were ready for them at 8:20. This year we have required 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 our Developmental Studies Center 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.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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 2012-13 school year to check for effectiveness of the Extended Learning program.

Who is responsible for monitoring implementation of this strategy?

The administrative and Literacy Leadership Team will be responsible for monitoring use of the program in the classroom through walk through and STAR reports.

Strategy: Before or After School Program

Minutes added to school year:

Spring Creek will receive $17,340.00 from Title 1 for use in a school based after school tutoring program. These funds will be used to pay teachers and para-professionals to provide specific and targeted tutoring to our most needy students based on 2012-13 FCAT data. We will analyze data to determine which students in our Students with Disabilities, Economically Disadvantaged, and those students below grade level in Reading and Math, need extra tutoring assistance. Teachers will use curriculum already in use in the individual students classrooms to assist in remediation and continued academic growth.

These funds may not be used for student transportation. However, SCCS owns 2 busses and we will utilize these busses to ensure all students who need tutoring will be able to attend if at all possible.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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 2012-13 school year to check for effectiveness of the After School Tutoring Extended Learning program.

Who is responsible for monitoring implementation of this strategy?

The Administrative and Literacy Leadership Team will be responsible for monitoring the effectiveness of instruction and overall student success.

Mr. Locke, our Assistant Principal will be responsible for developing a budget and establishing operating procedures for the After School Tutoring program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Robert Curry	Principal
Wesley Locke	Assistant Principal
Kim O'Neal	Literacy Coach
Renee Pinkman	RTI/Testing Coordinator
Ginger Christner	Kindergarten Key Staff
Jessica McKinnie	3rd Grade Key Staff
Maureen Coldiron	4th Grade Key Staff
Nancy Glass	6th Grade Reading Teacher
Karen Dempsey-Light	Middle Grades Reading Teacher

How the school-based LLT functions

The Literacy Leadership Team meets on a routine basis to brainstorm instructional needs from the various grade levels and monitor student achievement progress based on data.

Major initiatives of the LLT

The major initiative of the LLT is the implementation of STAR Renaissance as the progress monitoring tool for the school. The implementation will include timely assessments, while ensuring the integrity and rigor of the progress monitoring. The data will be analyzed by individual teachers, grade levels, administration and the LLT.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher in the school is utilizing the Developmental Studies Center Making Meaning with Vocabulary, Being A Writer and SIPPS curriculum. Grade levels have implemented a 30 minute, daily intensive intervention/enrichment block into the daily schedule with students being sorted into groups based on the data provided from progress monitoring. In addition, Spring Creek has implemented a school wide social literacy program, Responsive Classroom, in an effort to increase the amount of engaged academic time each student receives on a daily basis. Intensive Reading is provided as well as ESE Facilitation for those students. .

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Spring Creek Charter School has one Title 1 funded Pre-K class. Our Pre-K teacher is included in all 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 conjuction 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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Seventh and eighth grade are incorporating the Thematic Unit on 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students are given the opportunity to select core and elective courses that meet their future plans. The middle grades team discusses 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.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	50%	No	70%
American Indian				
Asian				
Black/African American				
Hispanic	70%	38%	No	73%
White	68%	48%	No	71%
English language learners	50%	40%	No	55%
Students with disabilities	41%	10%	No	47%
Economically disadvantaged	62%	45%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	28%	40%
Students scoring at or above Achievement Level 4	76	21%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	200	55%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	49	54%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	56%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	79	26%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	45%	No	70%
American Indian				
Asian				
Black/African American				
Hispanic	73%	5%	No	76%
White	66%	34%	No	69%
English language learners	58%	30%	No	63%
Students with disabilities	52%	19%	No	57%
Economically disadvantaged	63%	38%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	25%	40%
Students scoring at or above Achievement Level 4	64	18%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	195	54%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	53	59%	61%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		43%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		70%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	20%	40%
Students scoring at or above Achievement Level 4	13	13%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		10
Participation in STEM-related experiences provided for students	591	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	65	13%	8%
Students retained, pursuant to s. 1008.25, F.S.	25	5%	1%
Students who are not proficient in reading by third grade	53	54%	20%
Students who receive two or more behavior referrals	34	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	19	25%	10%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	17%	8%
Students who fail a mathematics course	8	9%	5%
Students who fail an English Language Arts course	4	5%	2%
Students who fail two or more courses in any subject	10	12%	5%
Students who receive two or more behavior referrals	13	16%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	14	88%	50%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Spring Creek Charter School will:
*Provide parents with frequent reports on their children's progress
*Provide parents reasonable access to staff
*Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
*Enlist the input of parents in the process of School Improvement planning.
Spring Creek Charter School strives to involve parents in our annual Title I meeting and monthly PTO meetings. These meetings give parents ongoing opportunities to participate in the planning, review and improvements of Title I programs including being involved in the decisions regarding the utilization of parent involvement funds. Our Parent-Teacher Organization asks for parents and teachers to participate at the end of the previous school year.
VPK
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.
Family School Liaison
Title 1 has supplied Spring Creek Charter School with a Family School Liaison position to be a conduit between teachers and parents. Our Family School Liaison will coordinate the implementation of parent education programs such as Readers of the Caribbean (Grades K-2), 5th Grade Family Fun Night, and Science Night (Grades 3-5 and Grades 6-8). The Family School Liaison will also work with teachers and parents to supply supplemental educational materials to students teachers identify as needing remedial assistance.
ESE/RtI
Spring Creek's ESE and Curriculum departments use the Response to Intervention process to develop specific educational strategies to assist teachers, students, and parents with individual student challenges. The ESE/RtI team meets with teachers and parents to implement interventions. Regular meetings are held every 20 days to monitor student progress and inform parents on the results of interventions.
The leadership and staff of Spring Creek Charter School have a strong belief in the importance of parental involvement and have put measures in place to offer parent meetings at times that are convenient for parents. Parent workshops are held at various times throughout the year. Our parent resource center is open at various times to better accommodate working parents. The parent resource center is open Tuesdays through Fridays from 8:30 to 3:30. Individual appointment times are available to meet the parents' schedules.
The Family School Liaison sends a flyer informing parents of the on-campus resource center and the multitude of resources available to parents to enable them to more fully participate in the education of their children. The Parent Resource Center is advertised at every school function in which parents are in attendance. The school's monthly newsletter also advertises the Parent Resource Center and it's hours. The hours of the resource center are varied to better meet the schedules of the parents.
Throughout the school year various methods of communication are utilized to inform parents of meetings, trainings, curriculum descriptions, proficiency expectations, student progress, conferences, Title I programs, volunteer/chaperone opportunities, programs and activities, and opportunities for input in decisions relating to the education of their children. Monthly school newsletters, flyers, website, telephone calls, newspaper notices, parent-teacher conferences, and home visits are all utilized to communicate with parents. The annual Title I meeting informs parents of the school wide program, and opportunities for parental involvement.
To better communicate with parents with limited English proficiency, all school communications are translated in Spanish, when feasible. A bilingual parent volunteer and a staff member make telephone calls and translate teacher notes to parents. These translators are also on hand on parent conference nights and during LEP and ESE meetings to ensure that parents are able to fully participate in these meetings. The PIP will be posted on the school website and a hardcopy available in the office and the parent resource center. Parents with disabilities will be provided accommodations on a case-by-case basis so they can participate. Include: When necessary and feasible, documents will be sent home in a language parents can understand.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Family Day (Eat lunch with your child at school)	227	38%	43%
Pirates of Paisley Literacy Night	136	23%	30%
Mad Science Night	166	28%	33%
5th Grade Family Fun Night	49	49%	54%
Parent Resource Room	220	37%	42%
Parent Conference Nights	740	%	%
Parent/Teacher Organization Meetings (PTO)	52	9%	25%

Goals Summary

G1. Spring Creek Charter School will improve the level of student progress monitoring and data collection through the purchase and use of STAR Renaissance progress monitoring tool for both Reading and Math. Monthly data analysis meetings will be held.

G2. Spring Creek Charter School will increase student achievement in the area of reading. This goal will be reached through the purchase and implementation in grades K-8 of the Developmental Studies Center Making Meaning with Vocab, Being A Writer, SIPPS

G3. Spring Creek Charter School will train all staff on the Responsive Classroom teaching model. Responsive Classroom will provide a framework for Social/Emotional Literacy to be woven throughout the entire curriculum.

Goals Detail

G1. Spring Creek Charter School will improve the level of student progress monitoring and data collection through the purchase and use of STAR Renaissance progress monitoring tool for both Reading and Math. Monthly data analysis meetings will be held.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Professional Development provided by STAR Renaissance
- Computer availability in classrooms
- Purchased through budgeted Charter School funds
- Dedicated RtI/Testing Coordinator position budgeted into the schools operating budget

Targeted Barriers to Achieving the Goal

- Continued staff training

Plan to Monitor Progress Toward the Goal

Progress will be monitored monthly by the LLT and administration during Data Meetings with each grade level. These meetings have been planned for in the school calendar.

Person or Persons Responsible
Literacy Leadership Team

Target Dates or Schedule:
Data Meetings to be held monthly with focus on progress shown with individual students.

Evidence of Completion:
STAR Renaissance data reports Teacher input LLT data collection of all STAR Renaissance testing given

G2. Spring Creek Charter School will increase student achievement in the area of reading. This goal will be reached through the purchase and implementation in grades K-8 of the Developmental Studies Center Making Meaning with Vocab, Being A Writer, SIPPS

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

Resources Available to Support the Goal

- purchased through budgeted Charter funds

- Professional Development available through DSC

- collaborative effort with two other Lake County Schools for DSC Pilot

- purchased through budgeted Charter funds

- Professional Development available through DSC

- collaborative effort with two other Lake County Schools for DSC Pilot

Targeted Barriers to Achieving the Goal

- teacher training

Plan to Monitor Progress Toward the Goal

STAR, Literacy First, Report Card Grades, Data Meeting Discussions

Person or Persons Responsible
classroom teachers K-8 Literacy Leadership Team Administrative Team

Target Dates or Schedule:
progress monitor quarterly data meetings monthly

Evidence of Completion:
reports discussions classroom observations

G3. Spring Creek Charter School will train all staff on the Responsive Classroom teaching model. Responsive Classroom will provide a framework for Social/Emotional Literacy to be woven throughout the entire curriculum.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Budgeted funds for staff development for Responsive Classroom
- Teacher Enthusiasm
- Responsive Classroom PLC materials
- Parent and student buy-in
- Administrative support

Targeted Barriers to Achieving the Goal

- Continued funding sources for staff development and training

Plan to Monitor Progress Toward the Goal

Portfolio monitor/progress

Person or Persons Responsible

Participant Principal Assistant Principal

Target Dates or Schedule:

Monthly check in

Evidence of Completion:

Certification as RC Trainer

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Spring Creek Charter School will improve the level of student progress monitoring and data collection through the purchase and use of STAR Renaissance progress monitoring tool for both Reading and Math. Monthly data analysis meetings will be held.

G1.B3 Continued staff training

G1.B3.S2 RtI/Testing Coordinator and Literacy Coach available to assist teachers with analysis of data

Action Step 1

student by student analysis of positive or negative achievement with creation of strategies to implement best practices and instructional strats that impact student gains

Person or Persons Responsible

RtI/Testing Coordinator Literacy Coach

Target Dates or Schedule

monthly

Evidence of Completion

RtI meetings data meetings discussions during faculty meetings

Facilitator:

RtI/Testing Coordinator Literacy Coach

Participants:

RtI/Testing Coordinator Literacy Coach

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Data Meetings data comparison of classes and other schools

Person or Persons Responsible

Administrative Team RtI/Testing Coordinator Literacy Coach

Target Dates or Schedule

weekly every 6 weeks monthly

Evidence of Completion

Data Binders STAR Reports

Plan to Monitor Effectiveness of G1.B3.S2

Reading and Math

Person or Persons Responsible

Classroom teachers RtI/Testing Coordinator

Target Dates or Schedule

STAR at least four times a year Literacy First as needed K: FAIR AP1/FLKRS

Evidence of Completion

During monthly Data Meetings with the grade levels and administrative team, all data will be reviewed. Successes celebrated. Negative results will be reevaluated and action plan created to remediate those identified students.

G1.B3.S3 RtI/Testing Coordinator and Literacy Coach available to assist teacher with best practices and instructional strategies for areas of need

Action Step 1

Continued assistance with best practices and instructional strats for reading

Person or Persons Responsible

Renee Pinkman, MTSS/Testing Coordinator Kim O'Neal, Literacy Coach

Target Dates or Schedule

monthly PLC, faculty meeting, as needed

Evidence of Completion

sign in sheets, evidence of strats in lesson plans, MTSS process

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Spring Creek Charter School will increase student achievement in the area of reading. This goal will be reached through the purchase and implementation in grades K-8 of the Developmental Studies Center Making Meaning with Vocab, Being A Writer, SIPPS

G2.B1 teacher training

G2.B1.S1 Utilize DSC professional development that is included in the purchase of the curriculum and collaboration with other pilot schools

Action Step 1

Professional Development in implementation of instructional practices.

Person or Persons Responsible

Kim O'Neal, Literacy Coach

Target Dates or Schedule

Professional Development Days, Wednesday afternoon trainings as developed in a support plan by DSC and the three schools participating in the pilot

Evidence of Completion

Observation of practices in the classroom STAR progress monitor data and analysis Data Meetings and

Facilitator:

DSC Staff/SCCS Literacy Coach

Participants:

Kim O'Neal, Literacy Coach

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

informal: observation and discussion formal: Data Meetings

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

informally: weekly formally: monthly

Evidence of Completion

observation data presented discussion

Plan to Monitor Effectiveness of G2.B1.S1

STAR progress monitoring increased achievement of FCAT 2.0 scores

Person or Persons Responsible

classroom teachers K-8

Target Dates or Schedule

informal: weekly formal: monthly

Evidence of Completion

Data Reports from teachers, grade levels and administration

G3. Spring Creek Charter School will train all staff on the Responsive Classroom teaching model. Responsive Classroom will provide a framework for Social/Emotional Literacy to be woven throughout the entire curriculum.

G3.B1 Continued funding sources for staff development and training

G3.B1.S2 Spring Creek Charter School or the Lake County School Board becomes the sponsoring agent for 2 to 3 teachers to become Responsive Classroom trainers. We would then have trainers on staff who could provide continuous training to new teachers and those who need support.

Action Step 1

The SCCS Charter Board would be responsible for sending 2 to 3 teachers to Responsive Classroom II training during the summer of 2014. After this step, the teachers would begin the self-assessment process provided by RC to monitor the use of RC techniques in their classrooms. RC and the SCCS Charter Board would work together to facilitate coaching of these teachers by RC trainers until the teachers can complete their portfolio. SCCS would then send the teachers to RC trainer orientation the following summer (2015) to become certified.

Person or Persons Responsible

The SCCS Charter Board (or possibly the Lake County School Board) would be the sponsoring agency.

Target Dates or Schedule

Teachers (2 to 3) would need to be sent to Responsive Classroom II training the summer of 2014 to begin the RC certification process.

Evidence of Completion

*Successful RC II completion *Successful completion of self-assessment portfolio and coaching portfolio

Facilitator:

SCCS Administrative Team and Responsive Classroom staff

Participants:

The SCCS Charter Board (or possibly the Lake County School Board) would be the sponsoring agency.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Review evidence of completion of all necessary steps for RC certification

Person or Persons Responsible

SCCS administrative team

Target Dates or Schedule

Summer of 2014, then monthly monitoring checks after completion of RC II

Evidence of Completion

RC II Completion Certificate RC Self-assessment portfolio

Plan to Monitor Effectiveness of G3.B1.S2

Completion of certification

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Portfolio monitor monthly Class completion

Evidence of Completion

Certification as Responsive Classroom trainer

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 3-8); Readers Raise the Roof Reading Night (K-2); School based After School tutoring program with a $17,300 budget to pay SCCS teachers; Family School Liaison (6 hour/day position); professional development ($24,000); Pre-K program, including a full-time assistant.

Historically, Spring Creek has not had migrant students enrolled, however, if we were to receive any migrant students we would:

•Ensure students are receiving free breakfast and lunch if they qualified for the program.

•Take a comprehensive needs assessment to determine grade level, reading level, writing level, math level, health concerns, and whether they qualify for ELL assistance.

•If the student is in jeopardy in any of the above areas, we will provide the family and student with any and all available resources to meet these needs.

•Notify the Title 1 office, specifically the Migrant Education Program Specialist, to see if their program is already aware of the student and coordinate efforts between the school and the MEP.

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

•Ensure students are receiving free breakfast and lunch if they qualified for the program.

•Take a comprehensive needs assessment to determine grade level, reading level, writing level, math level, health concerns.

•Determine if the family has immediate needs regarding safety and well being.

•If the student is in jeopardy in any of the above areas, we will provide the family and student with any and all available resources to meet these needs.

The following research-based programs are implemented at our school: Too Good for Drugs (grades K-5), Too Good for Violence (grades K, 1, & 4), and Second Step (Grade 6). 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Spring Creek Charter School will improve the level of student progress monitoring and data collection through the purchase and use of STAR Renaissance progress monitoring tool for both Reading and Math. Monthly data analysis meetings will be held.

G1.B3 Continued staff training

G1.B3.S2 RtI/Testing Coordinator and Literacy Coach available to assist teachers with analysis of data

PD Opportunity 1

student by student analysis of positive or negative achievement with creation of strategies to implement best practices and instructional strats that impact student gains

Facilitator

RtI/Testing Coordinator Literacy Coach

Participants

RtI/Testing Coordinator Literacy Coach

Target Dates or Schedule

monthly

Evidence of Completion

RtI meetings data meetings discussions during faculty meetings

G2. Spring Creek Charter School will increase student achievement in the area of reading. This goal will be reached through the purchase and implementation in grades K-8 of the Developmental Studies Center Making Meaning with Vocab, Being A Writer, SIPPS

G2.B1 teacher training

G2.B1.S1 Utilize DSC professional development that is included in the purchase of the curriculum and collaboration with other pilot schools

PD Opportunity 1

Professional Development in implementation of instructional practices.

Facilitator

DSC Staff/SCCS Literacy Coach

Participants

Kim O'Neal, Literacy Coach

Target Dates or Schedule

Professional Development Days, Wednesday afternoon trainings as developed in a support plan by DSC and the three schools participating in the pilot

Evidence of Completion

Observation of practices in the classroom STAR progress monitor data and analysis Data Meetings and

G3. Spring Creek Charter School will train all staff on the Responsive Classroom teaching model. Responsive Classroom will provide a framework for Social/Emotional Literacy to be woven throughout the entire curriculum.

G3.B1 Continued funding sources for staff development and training

G3.B1.S2 Spring Creek Charter School or the Lake County School Board becomes the sponsoring agent for 2 to 3 teachers to become Responsive Classroom trainers. We would then have trainers on staff who could provide continuous training to new teachers and those who need support.

PD Opportunity 1

The SCCS Charter Board would be responsible for sending 2 to 3 teachers to Responsive Classroom II training during the summer of 2014. After this step, the teachers would begin the self-assessment process provided by RC to monitor the use of RC techniques in their classrooms. RC and the SCCS Charter Board would work together to facilitate coaching of these teachers by RC trainers until the teachers can complete their portfolio. SCCS would then send the teachers to RC trainer orientation the following summer (2015) to become certified.

Facilitator

SCCS Administrative Team and Responsive Classroom staff

Participants

The SCCS Charter Board (or possibly the Lake County School Board) would be the sponsoring agency.

Target Dates or Schedule

Teachers (2 to 3) would need to be sent to Responsive Classroom II training the summer of 2014 to begin the RC certification process.

Evidence of Completion

*Successful RC II completion *Successful completion of self-assessment portfolio and coaching portfolio

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source		Total
	$0	$0
Total	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Spring Creek Charter School will improve the level of student progress monitoring and data collection through the purchase and use of STAR Renaissance progress monitoring tool for both Reading and Math. Monthly data analysis meetings will be held.

G1.B3 Continued staff training

G1.B3.S3 RtI/Testing Coordinator and Literacy Coach available to assist teacher with best practices and instructional strategies for areas of need

Action Step 1

Continued assistance with best practices and instructional strats for reading

Resource Type

Resource

Funding Source

Amount Needed