Spruce Creek High School

2018-19 Schoolwide Improvement Plan

Spruce Creek High School

801 TAYLOR RD, Port Orange, FL 32127

http://www.sprucecreekhigh.com/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	A	A*

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

Table of Contents

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.

2018-19 DA Category and Statuses for Spruce Creek High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Spruce Creek High School provides all students with a challenging, creative curriculum that fosters graduates who are knowledgeable, contributing members of our community and world.

Hawks SOAR with our Student Centered, Opportunity Driven, Academically Engaging and Relevant Curriculum!
How will YOUR story take flight?

b. Provide the school's vision statement.

Our Vision at Spruce Creek High School is to create a better world through education.

2. School Environment

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

Relationships are built at Spruce Creek High School by providing opportunities for students, parents and teachers to participate in opportunities to learn more about what is happening at our school and the opportunities that are available for service, academics, opportunity and responsibility. Each teacher works to develop relationships with their students through a variety of methods such as classroom icebreakers, team building activities, surveys, etc. In addition, we work hard to build relationships throughout the school by providing opportunities for involvement that are so varied every student can find something to participate in. Some examples include:
CSALT: a student ambassador club that provides mentors to incoming freshman at orientation and throughout the school year.
We host an orientation for each class before school starts.
Our IB (International Baccalaureate) program hosts an extensive orientation for incoming 9th graders and their parents.
SGA (Student Government Association) works hard to host a variety of activities throughout the year
Project 396 is a mentor group that works with students who are identified as needing support
We have a mentor group for students who have attendance, behavior or academic concerns
We have 58 different clubs which vary from academic clubs, to service clubs, to common interest clubs
We have over 30 different athletic teams for students to participate in and build relationships
We use information from the school climate survey to target needs.

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

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

Campus advisors are located throughout the campus. At the entrance to the parking area, campus

advisors check the driver's license of people going to the main office.

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

Bullying boxes to report concerns in the main office, dean's office, 9th grade office and media. Counselors who monitor attendance, refer students as needed to outside resources, and follow students through their 4 years at SCHS.
Mentoring programs which include specialized groups for students who show a need due to attendance, behavior or academics.
A peer tutoring space that is available in the media center before school, during lunch, and after school.
The opportunity to participate in over 58 different clubs and over 30 athletic teams, including clubs like SGA and CSALT that provide mentoring for younger students.
A school social worker.and a gifted consultation teacher who are both available as resources.
A TOA who functions as a student advocate.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

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

>Teacher on Assignment monitors attendance as part of the PST process.
>List is shared with teachers, and counselors identifying students at risk for graduation to mentor.
>Quarterly, administration reviews discipline concerns.
>Reading coach monitors students with level 1 or 2 on FCAT or FSA.
>Counselors notify parents of students failing multiple courses through letters, connect ed messages and conferences.
>Identified seniors are monitored to ensure graduation requirements are met.
>The EWS PLC established last year will continue as part of a SLAC committee for SY 18-19.
>All teachers are provided with training to access the Lower Quartile students assigned to them.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	33	12	10	0	55
One or more suspensions	0	0	0	0	0	0	0	0	0	6	4	1	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	32	11	10	0	53
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	34	12	10	0	56

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

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

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

An EWS PLC has been absorbed within the SLAC committees for SY 18-19 and meets monthly.

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

B. Family and Community Engagement

The school's response to this section may 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?

No

1. PFEP Link

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

2. Description

Parent Advisory Council meets with principal or designee monthly to support school needs.
School Advisory Council meets 8 times per year with the SAC chair preparing the agenda with input from administration and the district to keep the council aware of the academic environment at Spruce Creek High School. All meetings are open to everyone, whether a voting member or not.
International Baccalaureate has quarterly parent meetings to inform the parents of happenings within this program.
AOF (Academy of Finance) has quarterly advisory meetings to provide academy information.
AITR (Academy of Information and Robotics) has parent meetings to provide updated information to parents. Radon, a community partner, has joined the AITR team as a support including internships.
Most athletic teams and the performing arts groups have booster associations who hold meetings to keep parents informed.
During the course of the school year, there are numerous parent evenings with specific purpose to assist parents in financial planning for their students for college, assessments, and course offerings. We have a very involved parent community. We have a school-wide Open House in the fall. In the spring, we have an open house for our academies and our incoming 9th graders. Our parental involvement target is to keep our involvement levels where they are and to continue to inform parents of opportunities to be involved.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

open to students and adults. The purpose of which is to train student in the Academy of Finance in banking as well as assist students in opening bank accounts and learn how to save and manage their finances.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Sparger, Todd	Principal
Clark, Kevin	Assistant Principal
Mallory, Beverly	Assistant Principal
Cappiello, Karie	Instructional Coach
Murray, Samantha	Instructional Media
Hallett, Scott	Assistant Principal
Everidge, Erin	Instructional Coach
Bradham, Mark	Administrative Support
Canetti, Alan	Assistant Principal
Porter, Wesley	Assistant Principal

b. Duties

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

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

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

The school based leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral support that is available to students at Spruce
Creek High School. We use academic and behavioral data to determine priorities to consider the current
teams' roles that match the needs of the issues. We use our Problem Solving Teams, Behavioral Leadership

Team and Professional Learning Communities as well as our department chairs as needed to provide intervention according to the Problem Solving Process which will identify the problem, analyze the problem
and devise an intervention to address the problem. Using the Problem Solving Process ensures that individual, class-wide, and school-wide issues are addressed systematically using data with interventions to
support the targeted problem with a plan for monitoring. The school-based leadership team meets monthly
to address academic and behavioral concerns.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Samantha Murray	Teacher
Heather Alexander	Teacher
Astrid Augat	Teacher
Kelli Bundza	Teacher
Pedro Dash	Parent
Colleen DeCarlo	Education Support Employee
Sandi Dembinsky	Business/Community
Deborah Keith	Business/Community
Kim Rice	Parent
Jill Yanus	Parent
James Lanni	Parent
Todd Sparger	Principal
Samantha Murray	Teacher
Mary Ann Bunn	Parent
Scott Hallett	Teacher
Debbie Keith	Business/Community
Gina Lloyd	Parent
Liz Paschal	Parent
Leslie Ramshaw	Parent
Vonda Morris	Teacher
Helda Said	Student
Ramsha Ahmed	Student
Colton Asnes	Student
Dylin Bundza	Student
Stefanie Gracia	Parent
Michael Kaczor	Student
Ellen Kidwell	Parent
Lauren LaTulippe	Student
Jimmy Lucas	Student

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

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

b. Development of this school improvement plan

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

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

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

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

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

School improvement funds are used when available to support professional learning or academic needs as identified and requested. In addition to SAC funds, we look to other school funds that can support the academic or professional need. This is how our money (including the remaining balance of the 20% of our A+ funds that the faculty voted to allocate to school needs) was spent:

Art Clay Air Filters $60
Art Clay $450
Media Epson Remotes & VGA HDMI adapters $250.00
Foreign Language Dry Erase Board $100
CTE QuickBooks Textbooks $569.25
Math USA Test Prep Math Add-On $375.00
Math Calculators $150.00
ESE- VE Modified Novels $89.46
ESE Flexible Seating $91.96
Math Batteries for graphing calculators $200
Math Math Nation Algebra 2 workbooks $140
Curriculum PLC Days- Sub coverage $2,500
Admin Learning Walks- Sub coverage $2,500
Media Movie Licensing USA Copyright Compliance License $596
Literacy Coach USA Test Prep Renewal $2,125
Literacy Coach Literacy incentive items $500
Admin SIP supplement $900
Admin Hawk of the Year Scholarship $500
Media Center Document Cameras for Teachers $700
English Games for Incentives $40
Guidance Book Study Book $400
Foreign Language Flipgrid Subscription $65 per year
AVID AVID Field Trip $232
Music Sheet Music $1,000.00
Math License for Aleks for 55 students to prepare for the FSA math $1,097.80
English Awards and Certificats $50
Reading Flexible Seating $450
Art Ink and Paper $215

Social Studies Vietnam DVD $80
Reading Sub Funds for Champs Training $300
ESE Calculators $160
ESE Community Based Instruction Supplies $150
World Languages Yabla subscription $100
PE Earbuds/headphones $100
World Languages usb adapters for headphones $140.00.
English Class set of clip boards $60
English Flexible Seating $100
Science 6 Kestrel 3500 units for labs $1200
CTE White board $400
Art Ink, paper and transfer materials $550
Social Studies Gateway to US History EOC Practice and Review $1715.75
Math Algebra 2 Math Nation workbooks $210
Musict Sheet Music $1,000.00
Social Studies Electronic Stapler $50
English Flexible seating $200
ELA 100 new copies of novel $1000
Math Whiteboards $439.14
PE Cones for drivers ed & PE $300
Science Lab Materials $338.99
ELA Novels $500
Administration Model Schools Conference for Team $4,200.
English PLC Work Days Sub Coverage $1000
Science Adapters to plug in scientific probes into the graphing calculators $424.00
ESE Class set of novel $139.80
ESE Community Based Instruction supplies $150.00
ESE Headphones $100
Social Studies Headphones $35.00
World language Quizlet $35
World Languages Voces Digital French 2 Resources $100.00
Foreign Language Novels $180.00
Science Hot Plates $2940
ESE Fitness trackers $120
Facs Books to certify students in Safestaff. 1596.36
Performing Arts - Theatre Sub Coverage $300
Administration 5 teachers to work over the summer on placement $750
JROTC Sub Funding $300
Foreign Languages Spanish Novels $350
Social Sciences Whiteboards $390
Foreign Language Novels $250.00
Social Sciences Legos $125
Social Sciences Large Sticky Pads $86
Art Edublogs $39.95
Mathemathics Whiteboards $600.00
Math Kuta Software $130
Performing Arts - Theatre 3 days of sub coverage $300
Reading Sub Coverage $200
World Languages Scholastic Magazines in Spanish $240.00
ESE Math Dry Erase Boards $122.51
Math Batteries for graphing calculators $195.84
English Novel 202.35
World Languages Novels $180

PE Substitute $500
CTE FACS Safe Staff state certification 3,044.76
Mathematics Software $150.00
Admin PLC Day Subs 4000
Admin Learning Walk Subs 3500
Reading Earbuds $84.14

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Sparger, Todd	Principal
Clark, Kevin	Assistant Principal
Mallory, Beverly	Assistant Principal
Cappiello, Karie	Administrative Support
Murray, Samantha	Instructional Media
Hallett, Scott	Assistant Principal
Everidge, Erin	Instructional Coach
Bradham, Mark	Administrative Support
Canetti, Alan	Assistant Principal
Porter, Wesley	Assistant Principal

b. Duties

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

The Literacy Leadership Team works with the faculty at regular meetings along with department meetings.
The Assistant Principal of Curriculum serves as the LLT chair and ensures that each department is represented by a teacher on the team. Weekly meetings between the curriculum AP and the Literacy Coach are used to assess the schools needs, establish goals and priorities for literacy, and develop a professional development agenda to meet goals. School literacy team members serve as liaisons to staff and parent and community committees.

D. Public and Collaborative Teaching
The school's 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.

The school meets monthly with department chairs. The purpose of these meetings is to share information regarding curriculum and district needs. The department chairs share needs of their department and discussion encourages solutions. The chairs take the information to their teachers at their monthly department meetings. Teachers are encouraged to give input that chairs can use to problem solve student learning needs. Scheduled monthly SLAC meetings support school goals for teacher voice pertaining school decisions.

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

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

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

First year teachers are given a PAR as well as an administrator who will assist with lesson planning, classroom management techniques, and the needs of the teacher and the classroom to provide a collaborative coaching team. Meetings to support new teachers with the opportunity to work together in problem solving are set by the administrator assigned to new teachers.
Department chairpersons, administrators, the literacy coach, the media specialists, and the teacher on assignment work with teachers to collaborate with professional development and professional learning communities to enrich the learning environment.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

PLC teams are formed by teachers who teach the same course. We have specific times and days that the language arts, reading, algebra, geometry, biology and geometry meet to ensure that differentiated instruction is provided for all students to assist in their passing requirements for these state assessments. Courses with an EOC are provided with common planning and are expected to meet weekly during the school day. PLC's without an EOC are expected to meet monthly and collaborate through Microsoft Teams. They work together to create a common syllabus, lesson plans, formative and summative assessments. The assessment data is used to determine interventions needed for groups of students. As needed, the Teacher on Assignment can assist with further interventions through the PST process. At the PLC meetings, teachers work on planning that will support the academic needs of students in their courses. As needed, the reading coach attends PLC meetings to assist the teachers with intervention strategies or assistance in using the data to build instructional needs. In addition to PLC monthly meetings, all assessed course PLC's were provided with a full day of training and collaboration as well as common planning which allows them to meet weekly. Each PLC was provided training in regards to AVID strategies, Computer Based testing, instructional shifts, instructional practice guides, current curriculum maps and data analysis utilizing a student data chat protocol. The training focused upon how to analyze and respond to the data to drive instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program
Minutes added to school year: 0

PLCs meet for the purpose of data analysis and response, intervention planning and professional development. Assessed courses meet weekly within common planning.

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Hallett, Scott, shallett@volusia.k12.fl.us

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

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

Strategy: Weekend Program

Minutes added to school year: 0

After school programs for identified students

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hallett, Scott, shallett@volusia.k12.fl.us

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

Teachers maintain data and share with counselors.

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, §
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.***

Parent and student night is planned in February for incoming 8th graders.
In March, each feeder school is scheduled for evening registration with guidance counselors for
parents and students.
The Freshman were brought to campus day 1 for the Freshman First day....only freshman attended.
Activities and assemblies were provided and designed specifically for incoming freshman.
Each class has an orientation before school to receive their schedule.
The first week of school each grade level meets with administration in an assembly where
expectations for academics, behavior and attendance are shared.
The first week of school Student Ambassadors (CSALT) wear t-shirts identifying them on campus as
a resource for new students to ask for assistance.

b. College and Career Readiness

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

The school offers students elective courses in art, business, technology, and career study. Many of
these
courses focus on job skills and offer students internships, especially students enrolled in our
Academy of
Finance and Academy of Technology and Robotics.
Launch Credit Union became a business partner with the Academy of Finance. It accepts interns to

the bank branch that has opened on campus as well as assists students in understanding how to open and utilize a bank account.

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

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

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

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

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

The CTE Liaison works with the local community on behalf of our CTE programs.

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

The school offers students elective courses in art, business, technology, and career study. Many of these
courses focus on job skills and offer students internships. A daily focus of the school is for teachers and
students to ask each other, "why are we learning this?" to ensure that instruction is always relevant.
Teachers are using reading activities which include articles and text relating to current events.
Certifications are available through our Career and Technical Education courses (CTE). Certifications include but are not limited to Adobe Photoshop, Adobe Flash, Autodesk Inventor, Adobe Dream Weaver, HTML 5, Java Script, W!SE, Ready to Work, Adobe Illustrator, Adobe Premier and the Microsoft Office Bundle.

The CTE Liaison works with the local community on behalf of our CTE programs.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

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

The goal for 2018-2019 is to align instruction to the standards with an emphasis on classroom environment and instruction. Professional development for this school year will support different opportunities to engage in teaching strategies (behavioral and academic) that can be implemented in the classroom and utilized for DPP evaluative purposes. Instructional strategies regarding technology

are presented through the year to support the District's mission and vision regarding a 21st Century personalized learning experience for students. Additional Professional Learning opportunities will focus upon minority populations and through SLAC committees providing an opportunity for all teachers to have a voice in school based issues/concerns/decisions.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If the Spruce Creek High School family shares a belief in the importance of relationship building and instructional practices to meet the needs of ALL students, then student achievement will increase.

Strategic Goals Detail

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

G1. If the Spruce Creek High School family shares a belief in the importance of relationship building and instructional practices to meet the needs of ALL students, then student achievement will increase. 1a

🔍 G100531

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	83.0
Algebra I EOC Pass Rate	56.0
FSA ELA Achievement	71.0
U.S. History EOC Pass	74.0
Geometry EOC Pass Rate	76.0
Math Gains	60.0
Math Lowest 25% Gains	56.0
ELA/Reading Gains	56.0
ELA/Reading Lowest 25% Gains	40.0
School Grade - Percentage of Points Earned	65.0

Targeted Barriers to Achieving the Goal 3

- 18-19 Lack of school-wide teacher initiated shared decision-making with administrators due to the size of our school and a lack of time.

- 18-19 Lack of training and discussion around equity and empathy issues.

- 18-19 Student engagement and connection due to access issues.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development will be offered that is specialized for PLC needs in the areas of differentiated instruction, planning, assessment and technology.

- Early release professional development days will be utilized to provide time for SLAC Committees and exploration of equity and empathy.

- We will utilize the Teams software through Microsoft to support accountability and provide access to teachers throughout the school to see what each PLC and SLAC committee is working on.

- EWS data will provided to the EWS PLC at each monthly meeting.

- Professional learning will always have a focus upon teaching strategies to assist teachers with their professional practice.

- PLC days provided to teachers with an EOC/FSA assessment

- Common Planning for assessed courses

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Scott Hallett

Schedule
Quarterly, from 8/13/2018 to 5/31/2019

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If the Spruce Creek High School family shares a belief in the importance of relationship building and instructional practices to meet the needs of ALL students, then student achievement will increase. 1

🔍 G100531

G1.B1 18-19 Lack of school-wide teacher initiated shared decision-making with administrators due to the size of our school and a lack of time. 2

🔍 B271110

G1.B1.S1 Provide more opportunities for teacher voice and leadership in school decisions. 4

🔍 S286999

Strategy Rationale

If teachers are provided time to collaborate and work within SLAC committee groups to allow for shared decision making within the school, then Collective Teacher Efficacy will increase campus wide resulting in an increase in student achievement.

Action Step 1 5

Continue common planning PLCs for tested subjects with once weekly meetings.

Person Responsible

Scott Hallett

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC documentation through Microsoft Teams.

Action Step 2 5

Continue PLCs for non-tested subjects with once monthly meetings that can take place during lunch or after school.

Person Responsible

Scott Hallett

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC documentation through Microsoft Teams.

Action Step 3 `5`

Expansion in choice/ SLAC- Proposed School Leadership Action Committees. SLAC groups will meet once per month after school. They will be self-selected and will be fully teacher-led.

Person Responsible

Samantha Murray

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC documentation through Microsoft Teams and monitoring monthly meeting attendance.

Action Step 4 `5`

Retrain PLC Norms through the use of Microsoft Teams

Person Responsible

Samantha Murray

Schedule

On 9/5/2018

Evidence of Completion

collaboration within Microsoft Teams as Teams is where teachers will be trained to communicate with their SLAC committees.

Action Step 5 `5`

Refresh sharing process- faculty meetings/newsletter

Person Responsible

Erin Everidge

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

SLAC committees will share a summary of their work/thoughts at a faculty meeting or within a newsletter drafted by the Literacy Coach.

Action Step 6 [5]

Refocus on the school vision and mission statement and how the SIP fits into that.

Person Responsible

Samantha Murray

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Faculty meeting agendas, SAC meeting agendas, instructional leader meeting agendas

Action Step 7 [5]

Continue with Learning Walk Professional Learning opportunities for faculty.

Person Responsible

Scott Hallett

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teachers will have the opportunity to participate within school based Learning Walks which will provide an opportunity for faculty to observe their colleagues during instructional delivery.

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

The SCHS Leadership team will receive participant feedback via google docs for PLCs, ERPLs, and other trainings provided.

Person Responsible

Scott Hallett

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson Plans, assessments, Gradebook, Eduphoria and EOC/FSA results.

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

DIA, SMT, EOC and FSA results will reflect teacher's participation in PLCs and specific Professional Learning demonstrating an understanding of equitable instructional delivery pertaining to the standards.

Person Responsible

Scott Hallett

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

G1.B2 18-19 Lack of training and discussion around equity and empathy issues. `2`

🔑 B271111

G1.B2.S1 Implement professional learning opportunities to encourage equity in opportunity and advancement. `4`

🔑 S287000

Strategy Rationale

If teachers have the opportunity to participate in professional learning pertaining to culturally responsive instruction and the use of technology, the relationship building and personalized instruction will increase student achievement.

Action Step 1 `5`

Poverty Simulation Experience for School Leadership Team

Person Responsible

Kevin Clark

Schedule

On 5/31/2019

Evidence of Completion

Dr. Sparger and Mr. Clark will attend with a member from the admin team and share with the remaining members upon completion share experience with faculty - agenda item

Action Step 2 `5`

Faculty Book Study Group

Person Responsible

Samantha Murray

Schedule

On 5/31/2019

Evidence of Completion

Teachers will provide feedback from book club study they participate in. report of teachers who participate

Action Step 3 `5`

Cohesive ERPL Plan (Questioning, Cultural Responsive Instruction, Universal Design for Learning and Climate Survey)

Person Responsible

Scott Hallett

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teachers will communicate and share via Microsoft Teams as evidence of attending training communication within teams is monitored weekly by Media Specialist

Action Step 4 `5`

Continue with Mental Health Awareness Initiatives (Guidance classroom visits, You Matter campaign and Mental Health Awareness Week)

Person Responsible

Karie Cappiello

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Monitor the number of referrals to guidance.

Action Step 5 `5`

Technology for Personalized Learning

Person Responsible

Samantha Murray

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teachers will provide feedback from training rosters of teachers who participate in training

Action Step 6 `5`

Faculty-wide on-line PLC that will look at related issues in education in shorter articles.

Person Responsible

Samantha Murray

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

feedback/conversation within Microsoft Teams

Action Step 7 `5`

Semester Surveys administered to students

Person Responsible

Samantha Murray

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

feedback from students on behalf of their teachers

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

Administration will assist and monitor the Professional Learning opportunities offered for faculty.

Person Responsible

Scott Hallett

Schedule

On 5/31/2019

Evidence of Completion

Feedback from Professional learning via Google docs.

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

The SCHS Leadership Team will monitor the student performance on district and state assessments.

Person Responsible

Scott Hallett

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student performance on DIA's, SMT's, EOC's, and FSA's as well as EWS interim reports and graduation rate.

G1.B3 18-19 Student engagement and connection due to access issues. 2

🔑 B271112

G1.B3.S1 Build upon a response to intervention system of support for students. 4

🔑 S287001

Strategy Rationale

By providing inclusion opportunities for students, student achievement will increase.

Action Step 1 5

Provide more access to performing and fine arts.

Person Responsible

Scott Hallett

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

schedule changes and rostered students within the Arts.

Action Step 2 5

Find business sponsors who will sponsor a bus and dinner for students with transportation issues so that they can stay after school for key school events. Continue to provide Votran Passes.

Person Responsible

Beverly Mallory

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

scheduled meetings, meeting agendas and attendance sheets

Action Step 3 `5`

Implement a Freshman First Day (Fresh First Fest) to welcome our new students.

Person Responsible

Samantha Murray

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Feedback from students and teachers participating in the event

Action Step 4 `5`

Increase minority enrollment in advanced classes.

Person Responsible

Scott Hallett

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

minority students scheduled within AP courses offered on campus.

Action Step 5 `5`

Invite student participation in SLAC PLC groups.

Person Responsible

Samantha Murray

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Agendas and attendance sheets

Action Step 6 `5`

Expand the role of SGA to include more disenfranchised students.

Person Responsible

Scott Hallett

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

agendas, attendance sheets and feedback from student involvement

Action Step 7 `5`

Strengthen and expand mentoring groups

Person Responsible

Beverly Mallory

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

schedule meetings, meeting minutes and attendance sheets

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

Administrators will assist and monitor the progress of EWS, Bow Ties and PEARLS mentoring, project 396 and attendance

Person Responsible

Scott Hallett

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

EWS report, Attendnace reports, and Mentoring agendas and visits by administrators.

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

the SCHS Leadership Team will monitor student performance through the year and student achievement via assessments and grading reports.

Person Responsible

Scott Hallett

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student performance on DIA's, SMT's, EOC's, and FSA's as well as attendance and EWs reports.

V. Professional Development Opportunities

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

G1. If the Spruce Creek High School family shares a belief in the importance of relationship building and instructional practices to meet the needs of ALL students, then student achievement will increase.

G1.B1 18-19 Lack of school-wide teacher initiated shared decision-making with administrators due to the size of our school and a lack of time.

G1.B1.S1 Provide more opportunities for teacher voice and leadership in school decisions.

PD Opportunity 1

Continue with Learning Walk Professional Learning opportunities for faculty.

Facilitator

Scott Hallett

Participants

SCHS Faculty

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

G1.B2 18-19 Lack of training and discussion around equity and empathy issues.

G1.B2.S1 Implement professional learning opportunities to encourage equity in opportunity and advancement.

PD Opportunity 1

Poverty Simulation Experience for School Leadership Team

Facilitator

District

Participants

Dr. Sparger and designated admin/Teachers

Schedule

On 5/31/2019

PD Opportunity 2

Faculty Book Study Group

Facilitator

Samantha Murray

Participants

SCHS Faculty

Schedule

On 5/31/2019

PD Opportunity 3

Cohesive ERPL Plan (Questioning, Cultural Responsive Instruction, Universal Design for Learning and Climate Survey)

Facilitator

Samantha Murray - Identified Faculty

Participants

SCHS Faculty

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

PD Opportunity 4

Technology for Personalized Learning

Facilitator

Samantha Murray

Participants

SCHS Faculty

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

VI. Technical Assistance Items

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

G1. If the Spruce Creek High School family shares a belief in the importance of relationship building and instructional practices to meet the needs of ALL students, then student achievement will increase.

G1.B1 18-19 Lack of school-wide teacher initiated shared decision-making with administrators due to the size of our school and a lack of time.

G1.B1.S1 Provide more opportunities for teacher voice and leadership in school decisions.

TA Opportunity 1

Retrain PLC Norms through the use of Microsoft Teams

Facilitator

Samantha Murray or identified faculty members.

Participants

All teachers in attendance to the first ERPL of the year.

Schedule

On 9/5/2018

VII. Budget

1	G1.B1.S1.A1	**Continue common planning PLCs for tested subjects with once weekly meetings.**	**$0.00**
2	G1.B1.S1.A2	**Continue PLCs for non-tested subjects with once monthly meetings that can take place during lunch or after school.**	**$0.00**
3	G1.B1.S1.A3	**Expansion in choice/ SLAC- Proposed School Leadership Action Committees. SLAC groups will meet once per month after school. They will be self-selected and will be fully teacher-led.**	**$0.00**
4	G1.B1.S1.A4	**Retrain PLC Norms through the use of Microsoft Teams**	**$0.00**
5	G1.B1.S1.A5	**Refresh sharing process- faculty meetings/newsletter**	**$0.00**
6	G1.B1.S1.A6	**Refocus on the school vision and mission statement and how the SIP fits into that.**	**$0.00**
7	G1.B1.S1.A7	**Continue with Learning Walk Professional Learning opportunities for faculty.**	**$6,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			4436 - Spruce Creek High School	School Improvement Funds		$6,000.00

8	G1.B2.S1.A1	**Poverty Simulation Experience for School Leadership Team**	**$0.00**

9	G1.B2.S1.A2	Faculty Book Study Group	$0.00
10	G1.B2.S1.A3	Cohesive ERPL Plan (Questioning, Cultural Responsive Instruction, Universal Design for Learning and Climate Survey)	$0.00
11	G1.B2.S1.A4	Continue with Mental Health Awareness Initiatives (Guidance classroom visits, You Matter campaign and Mental Health Awareness Week)	$0.00
12	G1.B2.S1.A5	Technology for Personalized Learning	$0.00
13	G1.B2.S1.A6	Faculty-wide on-line PLC that will look at related issues in education in shorter articles.	$0.00
14	G1.B2.S1.A7	Semester Surveys administered to students	$0.00
15	G1.B3.S1.A1	Provide more access to performing and fine arts.	$0.00
16	G1.B3.S1.A2	Find business sponsors who will sponsor a bus and dinner for students with transportation issues so that they can stay after school for key school events. Continue to provide Votran Passes.	$0.00
17	G1.B3.S1.A3	Implement a Freshman First Day (Fresh First Fest) to welcome our new students.	$0.00
18	G1.B3.S1.A4	Increase minority enrollment in advanced classes.	$0.00
19	G1.B3.S1.A5	Invite student participation in SLAC PLC groups.	$0.00
20	G1.B3.S1.A6	Expand the role of SGA to include more disenfranchised students.	$0.00
21	G1.B3.S1.A7	Strengthen and expand mentoring groups	$0.00
		Total:	$6,000.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B1.S1.A4 🔑 A388819	Retrain PLC Norms through the use of Microsoft Teams	Murray, Samantha	9/5/2018	collaboration within Microsoft Teams as Teams is where teachers will be trained to communicate with their SLAC committees.	9/5/2018 one-time
G1.MA1 🔑 M424867	Monitoring will be through DIAs and VLTs in Eduphoria, Gradebook, PLC notes, EOC and FSA results.	Hallett, Scott	8/13/2018	VLT assessments through Language Arts classes as entered in Eduphoria. DIA and SMT assessments for courses that have them Gradebook PLC notes EOC/FSA results	5/31/2019 quarterly
G1.B1.S1.MA1 🔑 M424861	DIA, SMT, EOC and FSA results will reflect teacher's participation in PLCs and specific...	Hallett, Scott	8/13/2018	Evidence will be gathered from Eduphoria, Gradebook, FSA and EOC results.	5/31/2019 quarterly
G1.B1.S1.MA1 🔑 M424862	The SCHS Leadership team will receive participant feedback via google docs for PLCs, ERPLs, and...	Hallett, Scott	8/13/2018	Lesson Plans, assessments, Gradebook, Eduphoria and EOC/FSA results.	5/31/2019 annually
G1.B1.S1.A1 🔑 A388816	Continue common planning PLCs for tested subjects with once weekly meetings.	Hallett, Scott	8/13/2018	PLC documentation through Microsoft Teams.	5/31/2019 weekly
G1.B1.S1.A2 🔑 A388817	Continue PLCs for non-tested subjects with once monthly meetings that can take place during lunch...	Hallett, Scott	8/13/2018	PLC documentation through Microsoft Teams.	5/31/2019 monthly
G1.B1.S1.A3 🔑 A388818	Expansion in choice/ SLAC- Proposed School Leadership Action Committees. SLAC groups will meet once...	Murray, Samantha	8/13/2018	PLC documentation through Microsoft Teams and monitoring monthly meeting attendance.	5/31/2019 monthly
G1.B1.S1.A5 🔑 A388820	Refresh sharing process- faculty meetings/newsletter	Everidge, Erin	8/13/2018	SLAC committees will share a summary of their work/thoughts at a faculty meeting or within a newsletter drafted by the Literacy Coach.	5/31/2019 monthly
G1.B1.S1.A6 🔑 A388821	Refocus on the school vision and mission statement and how the SIP fits into that.	Murray, Samantha	8/13/2018	Faculty meeting agendas, SAC meeting agendas, instructional leader meeting agendas	5/31/2019 every-2-months
G1.B1.S1.A7 🔑 A388822	Continue with Learning Walk Professional Learning opportunities for faculty.	Hallett, Scott	8/13/2018	Teachers will have the opportunity to participate within school based Learning Walks which will provide an opportunity for faculty to observe their colleagues during instructional delivery.	5/31/2019 quarterly
G1.B2.S1.MA1 🔑 M424863	The SCHS Leadership Team will monitor the student performance on district and state assessments.	Hallett, Scott	8/13/2018	Student performance on DIA's, SMT's, EOC's, and FSA's as well as EWS interim reports and graduation rate.	5/31/2019 quarterly
G1.B2.S1.MA1 🔑 M424864	Administration will assist and monitor the Professional Learning opportunities offered for faculty.	Hallett, Scott	8/13/2018	Feedback from Professional learning via Google docs.	5/31/2019 one-time
G1.B2.S1.A1 🔑 A388823	Poverty Simulation Experience for School Leadership Team	Clark, Kevin	8/13/2018	Dr. Sparger and Mr. Clark will attend with a member from the admin team and share with the remaining members upon completion share experience with faculty - agenda item	5/31/2019 one-time
G1.B2.S1.A2 🔑 A388824	Faculty Book Study Group	Murray, Samantha	8/13/2018	Teachers will provide feedback from book club study they participate in. report of teachers who participate	5/31/2019 one-time
G1.B2.S1.A3 🔑 A388825	Cohesive ERPL Plan (Questioning, Cultural Responsive Instruction, Universal Design for Learning and...	Hallett, Scott	8/13/2018	Teachers will communicate and share via Microsoft Teams as evidence of attending training communication within teams is monitored weekly by Media Specialist	5/31/2019 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A4 🔑 A388826	Continue with Mental Health Awareness Initiatives (Guidance classroom visits, You Matter campaign...	Cappiello, Karie	8/13/2018	Monitor the number of referrals to guidance.	5/31/2019 annually
G1.B2.S1.A5 🔑 A388827	Technology for Personalized Learning	Murray, Samantha	8/13/2018	Teachers will provide feedback from training rosters of teachers who participate in training	5/31/2019 quarterly
G1.B2.S1.A6 🔑 A388828	Faculty-wide on-line PLC that will look at related issues in education in shorter articles.	Murray, Samantha	8/13/2018	feedback/conversation within Microsoft Teams	5/31/2019 quarterly
G1.B2.S1.A7 🔑 A388829	Semester Surveys administered to students	Murray, Samantha	8/13/2018	feedback from students on behalf of their teachers	5/31/2019 semiannually
G1.B3.S1.MA1 🔑 M424865	the SCHS Leadership Team will monitor student performance through the year and student achievement...	Hallett, Scott	8/13/2018	Student performance on DIA's, SMT's, EOC's, and FSA's as well as attendance and EWs reports.	5/31/2019 quarterly
G1.B3.S1.MA1 🔑 M424866	Administrators will assist and monitor the progress of EWS, Bow Ties and PEARLS mentoring, project...	Hallett, Scott	8/13/2018	EWS report, Attendnace reports, and Mentoring agendas and visits by administrators.	5/31/2019 annually
G1.B3.S1.A1 🔑 A388830	Provide more access to performing and fine arts.	Hallett, Scott	8/13/2018	schedule changes and rostered students within the Arts.	5/31/2019 semiannually
G1.B3.S1.A2 🔑 A388831	Find business sponsors who will sponsor a bus and dinner for students with transportation issues so...	Mallory, Beverly	8/13/2018	scheduled meetings, meeting agendas and attendance sheets	5/31/2019 annually
G1.B3.S1.A3 🔑 A388832	Implement a Freshman First Day (Fresh First Fest) to welcome our new students.	Murray, Samantha	8/13/2018	Feedback from students and teachers participating in the event	5/31/2019 annually
G1.B3.S1.A4 🔑 A388833	Increase minority enrollment in advanced classes.	Hallett, Scott	8/13/2018	minority students scheduled within AP courses offered on campus.	5/31/2019 semiannually
G1.B3.S1.A5 🔑 A388834	Invite student participation in SLAC PLC groups.	Murray, Samantha	8/13/2018	Agendas and attendance sheets	5/31/2019 quarterly
G1.B3.S1.A6 🔑 A388835	Expand the role of SGA to include more disenfranchised students.	Hallett, Scott	8/13/2018	agendas, attendance sheets and feedback from student involvement	5/31/2019 semiannually
G1.B3.S1.A7 🔑 A388836	Strengthen and expand mentoring groups	Mallory, Beverly	8/13/2018	schedule meetings, meeting minutes and attendance sheets	5/31/2019 semiannually