



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Spruce Creek High School

801 TAYLOR RD

Port Orange, FL 32127

386-756-7200

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

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
32%

Alternative/ESE Center
No

Charter School
No

Minority Rate
23%

School Grades History

2013-14
PENDING

2012-13
B

2011-12
A

2010-11
B

2009-10
B

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

Spruce Creek High School

Principal

Todd Sparger

School Advisory Council chair

Samantha Murray

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

| Name | Title |
|------------------|-------------------------------|
| Dr. Todd Sparger | Principal |
| Susan Gangi | Assistant Principal |
| Samantha Murray | Media Specialist |
| Deborah Croak | Reading Coach |
| Susan Henderson | English Co-Chair |
| Susan Prospect | English Co-Chair |
| Vonda Morris | Math Co-Chair |
| Scott Phillips | Math Co-Chair |
| Sandra Hall | ESE Chair |
| Josh Platt | Science Chair |
| Steve Wolfson | Social Studies Chair |
| Cindy Jesup | Visual/Performaing Arts Chair |
| Doug Keller | World Language |
| Leesa Holloway | CTE Chair |
| George Janan | PE Chair |
| Doris Jowers | Guidance |
| Susan Chance | IB Chair |

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

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

Samantha Murray SAC Chair, Teacher
Debbie Croak SAC Secretary
Astrid Augat Teacher
Lori Beck Parent
Gloria Berman Parent
Brooke Billmeier Parent
Alex Billmeier Parent
Lisa Blythe Parent
Lindsey Breneman Student
Michelle Campbell Parent
Cydney Clark Student
Gayla Clark Parent
Anne Cooney Teacher
Colleen(Mary) DeCarlo Staff, SAC secretary
Elaine Flasterstein Parent
Sharon Goldish Parent
Christy Grusauskas Teacher
Doris Jowers Guidance Counselor
Glen Norman Teacher
Amy Nowell Parent
Lisa Park Parent
Craig Perkins Parent
Colleen Rerko Parent
Bill Rice Parent
Kim Rice Parent
Cyndi Ritchey Parent
Cheryl Taaffe Parent
Alethea Thomas Parent
Tavaughn Thomas Parent
Andrea Truslow Parent
Claudia Vanderhorst Parent
Brian Vaughn Student
Mimi Williams Parent
Kathleen Worcester Teacher
Jill Yanus Parent
Jonathan Amon Student
Ken Byrnes Parent
Sandi Dembinsky Community Member
Jake Fullam Student
Michael Furman Parent
Kristen Gaines Student
Susan Gangi Administrator
John Guidubaldi Community Member
Ally Haines Student
Madeline Holt Student
Murphy Jones Student
Deborah Keith Community Member
Pete Kierstead Community Member
Jagger Lieb Student
Dalton Price Student

Robin Rance Parent
 Michelle Rance Parent
 Tucker Smith Student
 Todd Sparger Principal, Administrator
 Deb Trainer Parent

This includes elected member with the principal, community members and business partners appointed.

Involvement of the SAC in the development of the SIP

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 2013-14 plan. Monthly meetings are used to update or inform SAC of progress toward our school goals.

Activities of the SAC for the upcoming school year

SAC will meet 8 times a year in the media center of Spruce Creek High School. The agenda will include updates on school improvement progress, information on events happening at the school, updates on curriculum, and address concerns from the SAC committee, faculty or community.

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

School improvement funds are used when available to support professional learning or academic needs as identified and requested. At this time, with no funding, we bring to the School Advisory Committee requests for teacher funding for classroom needs or professional development. Without SAC funds, we look to other school funds that can support the academic or professional need.

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

6

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Todd Sparger

Principal

Years as Administrator: 13

Years at Current School: 3

Credentials

BA Secondary
Education
MA Educational
Leadership
EDD Educational
Leadership
Social Science
Education Certificate
School Principal
Certificate

Performance Record

2013- (SPCHS) 71% R, 86% Algebra
2012 -A (SCHS) 71% R, 50% Algebra
2011- B (SPCH) 65% R, 85% Math 2010 –
B School (NSBH), AYP 82% (53% R/74%
M; 53% R/74% M; 43% R/65% M) *
2009 – B (NSBH), AYP 85% (50%
R/73% M; 51% R/75% M; 42% R/68%
M) *
2008 – A School (NSBH), AYP 72% (49%
R/73% M; 55% R/ 81% M; 50% R/78%
M) *
2007 – B School (NSBH), AYP 72% (48%
R/70% M; 59% R/76% M; 56% R/69%
M) *
Prior to 2007 based on the Volusia County
District evaluation system then in place,
Dr. Sparger either met or exceeded the
12 competencies required for
administrators

Joe Piggotte

Asst Principal

Years as Administrator: 23

Years at Current School: 12

Credentials

MA
Admin./Supervision 6
-12
Physical Education
Certificate 6-12

Performance Record

2013- (SPCHS) 71% R, 86% Algebra
2012- A (SPCHS) 71%R, 50% Algebra
2011- B School (SPCHS)65% R, 87% M
2010 –B School (SPCHS), AYP 82% (65%
R/86% M;59% R/77% M; 42% R/62% M)
2009 – B School (SCHS), AYP 85% (64%
R/87% M; 58% R/82% M; 46% R/71%
2008 – A School (SCHS), AYP 100%
(69% R/88% M; 67% R/ 82% M; 48%
R/69% M) *
2007 – B School (SCHS), AYP 74% (61%
R/85% M; 58% R/76% M; 42% R/59%
M) *
Prior to 2007 based on the Volusia County
District evaluation system then in place,
Mr. Piggotte either met or exceeded the
12 competencies required for
administrators.

| Susan Gangi | | |
|---------------------------|---|-----------------------------------|
| Asst Principal | Years as Administrator: 13 | Years at Current School: 3 |
| Credentials | BS Elementary Education MA Educational Leadership Elementary Certification K-6 ESE Certification K-12 School Principal Certificate | |
| Performance Record | 2013- (SPCHS) 71% R, 86% Algebra 2012 (SPCHS) 71%R, 50% Algebra 2011- B (HHMS)55%R, 55% Math 2010-B School (HHMS), AYP 60% (60% R/56 % M;61%R/71%M; 65% R/78% M) 2009-B School (HHMS), AYP 85% (62% R/54%M; 67% R/66% M; 75% R/67%M) 2008-B School (HHMS), AYP 85% (54%R/ 55% M; 61% R/70% M; 72% R; 71% M)* 2007-C School (HHMS), AYP 70% (51% R/49%M; 52% R/75%M; 57%R/60%M)* Prior to 2007 based on the Volusia County District evaluation system then in place, Ms. Gangi either met or exceeded the 12 competencies required for administrators | |

| Tom Robare | | |
|--------------------|--|----------------------------|
| Asst Principal | Years as Administrator: 13 | Years at Current School: 1 |
| Credentials | Bachelor of Arts- Secondary Education Master of Arts- Educational Leadership Educational Doctorate- Educational Leadership | |
| Performance Record | 2013 – Pine Ridge High School; Pending School Grade (44%R / 71%M; 53%R / 80%M; 53%R / 77%M) 2012 – Pine Ridge High School; D School (40%R / 30% M; 55%R / 35% M; 60% R / 45% M) 2011 – Pine Ridge High School: D School AYP 72% (38%R / 70% M; 41%R / 73%M; 39%R / 66%M) 2010 – Pine Ridge High School: D School AYP 69% (41%R / 69%M; 44%R / 72%M; 41%R / 59%M) 2009 – Pine Ridge High School: D School AYP 62% (38%R / 67%M; 44%R / 68%M; 42%R / 60%M) Prior to 2007 based on the Volusia County District evaluation system then in place, Dr. Robare, either met or exceeded the 12 competencies required for administrators. | |
| Kevin Clark | | |
| Asst Principal | Years as Administrator: 2 | Years at Current School: 2 |
| Credentials | B.A. Social Studies 6-12 M.S. Emotional Handicap K-12 Educational Leadership K-12 Reading Endorsement | |
| Performance Record | 2013 (SPCHS) 71% R, 86% Algebra Mr. Clark met the 12 competencies required for administrators. | |

Dwayne Copeland

Asst Principal

Years as Administrator: 10

Years at Current School: 4

Credentials

BA Elementary
Education
MA Educational
Leadership
Elementary Education
Certificate
Educational
Leadership Certificate

Performance Record

2013 (SPCHS) 71% R, 86% Algebra
2012 (SCHS) 71%R, 50% Algebra
2011 B school(SCHS)65% R, 87% M
2010- A school (SSM), AYP- No (78%
R/70% M; 61% R/68% M; 61% R/68% M
2009- A school (SSM), AYP- 85% (77%
R/71% M; 70% R/67% M; 71% R/55%
2008- A school (SSM), AYP- 92% (74%
R/69% M; 63% R/67% M; 55% R/69% M
2007- A school (Hurst Ele.), AYP-No (72%
R/66% M; 77% R/62% M; 83% R/60% M
Prior to 2007 based on the Volusia County
District evaluation system then in place,
Mr. Copeland either met or exceeded the
12 competencies required for
administrators.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Deborah Croak | | |
|---------------------------|---|----------------------------|
| Full-time / School-based | Years as Coach: 6 | Years at Current School: 6 |
| Areas | Reading/Literacy | |
| Credentials | Masters Elementary Education Media Certified Reading Endorsed National Board Certified | |
| Performance Record | 2012 (SCHS) 71%R, 50% Algebra 2011 B School(SCHS) - 65%R, 87%M 2010 B School (SCHS)- 65%R, 86%M 2009 B School (SCHS)- 64%R, 87%M | |

Classroom Teachers

of classroom teachers

156

receiving effective rating or higher

156, 100%

Highly Qualified Teachers

100%

certified in-field

154, 99%

ESOL endorsed

24, 15%

reading endorsed

9, 6%

with advanced degrees

73, 47%

National Board Certified

14, 9%

first-year teachers

3, 2%

with 1-5 years of experience

12, 8%

with 6-14 years of experience

55, 35%

with 15 or more years of experience

86, 55%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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

Dr. Sparger, Principal, works with the administrative staff and department chairs to interview and support teachers at Spruce Creek High School. One assistant principal is designated as the Empowering Education Excellence Program contact to communicate and assist teachers who are 1st year teachers or who are in their 1st year in Volusia County. Each administrator works with a department of teachers as the primary contact for needs and concerns throughout the school year. 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.

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

First year teachers are given a PAR as well as an administrator who will assist with lesson planning, classroom management techniques, and the needs of the teacher and the classroom to provide a collaborative coaching team, Empowering Education Program. Department chairpersons, administrators, the reading coach, the media specialists, and the teacher on assignment work with teachers to collaborate with professional development and professional learning communities to enrich the learning environment.

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

The school based MTSS 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 regularly to address academic and behavioral concerns.

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

Our school improvement plan is data driven and focuses on areas of need for both specific content areas as well as student populations. MTSS is a data –driven framework that seeks to find solutions and resources that match the student need. The MTSS framework follows the district’s four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data , and identified resources matched to the needs of students and schools. Building the School Improvement Plan within the context of MTSS results in the school’s leadership team determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition, an overview of MTSS that will be available to all schools and the foundational principles of MTSS and resources will be embedded within other resources and trainings such as Deliberate Practices and Common Core State Standards Training.

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

The Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, focus assessments in geometry, biology and algebra help determine progress in core course assessments. FCAT also provides critical information regarding 2012-2013 Florida School Improvement Plan (SIP)-Form SIP-1 (Print-View) Page 6 of 56 http://www.flbsi.org/1213_SIP/Public/print.aspx?uid=644436 2/20/2013 student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports will also provide further information regarding performance of individuals and groups of students to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided support and intervention matched to student need. Discipline data is monitored to provide insight into student needs

or

general areas of concerns. Summary reports from PST system assist the leadership team to monitor concerns.

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

School based support will be provided by the District MTSS Leadership Team. The school-based Leadership

Team will disseminate relevant MTSS information for teachers and parents. Data-based meetings throughout

the school year will identify those students in need of academic and/or behavioral supports. Using this databased decision making, supports will be implemented and monitored. School-specific reports that will be

accessed from Pinnacle Insight will assist in the development of a data-based MTSS framework. This date

will guide the work of the school to support a Multi-Tiered System of Support.

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: Before or After School Program

Minutes added to school year: 30

Identified students are part of a grant, Project 396, that identifies at risk students and provides after school tutoring.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

9th Grade administrator monitors.

Literacy Leadership Team (LLT)

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

| Name | Title |
|----------------|--------------|
| Dr. T. Sparger | Principal |

| Name | Title |
|----------------|---------------------------------------|
| Mrs. S. Gangi | Assistant Principal of curriculum |
| Dr. T. Robare | Assistant Principal of data |
| Mrs. D. Jowers | Guidance Director |
| Mrs. S. Chance | IB Teacher on Assignment |
| Mrs. D. Croak | Reading Coach |
| Mrs. S. Murray | SAC Chairperson and Media Specialist |
| Mr. D. Swayze | Student support teacher on assignment |

How the school-based LLT functions

The Literacy Leadership Team consists of the principal, the administrative team, department chairs, the reading coach, the media specialist, guidance and the support team. The LLT Team works to establish a clear school-wide literacy mission. The Principal works closely with the LLT to involve the entire staff in the

process of refining the core literacy curriculum in the school. The Reading Coach coordinates and evaluates

the elements of the literacy plan, monitoring and evaluating literacy instruction in the classroom. The Reading Coach also communicates expectations for what must be in place to have a successful literacy team

across the curriculum. The department chairs work collaboratively to establish the clear school-wide literacy

mission to their team to carry out the literacy plan.

The Literacy Leadership Team works with the faculty at regular meetings along with monthly department meetings. The Assistant Principal of Curriculum serves as the LLT chair and ensures that each department is

represented by a teacher on the team. Monthly meetings are used to assess the schools needs, establish

goals and priorities for literacy, and develop a professional development agenda to meet goals. School literacy team members serve as liaisons to staff and parent and community committees.

Major initiatives of the LLT

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

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

goals and priorities for literacy, and develop a professional development agenda to meet goals. School literacy team members serve as liaisons to staff and parent and community committees.

Every Teacher Contributes to Reading Instruction

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

Our reading coach meets regularly with the reading teachers using data to monitor progress

.

At monthly department meetings and faculty meetings successful reading strategies are shared/modeled to be used across the disciplines.

Our student advocate assists in identifying and mentoring students who have not passed the FCAT reading test as part of the graduation requirement.

All teachers are made aware of the data regarding their students reading levels through Data Warehouse and the Fair assessments.

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

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.

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

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.

Strategies for improving student readiness for the public postsecondary level

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

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 | 73% | 71% | No | 76% |
| American Indian | | | | |
| Asian | 86% | 85% | No | 87% |
| Black/African American | 48% | 45% | No | 54% |
| Hispanic | 71% | 68% | No | 74% |
| White | 75% | 73% | No | 78% |
| English language learners | 52% | 44% | No | 57% |
| Students with disabilities | 45% | 34% | No | 51% |
| Economically disadvantaged | 58% | 34% | No | 63% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 338 | 26% | |
| Students scoring at or above Achievement Level 4 | 585 | 44% | |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 802 | 66% | 68% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 203 | 64% | 66% |

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) | 20 | 59% | 61% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 11 | 32% | 35% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 13 | 38% | 42% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 486 | 81% | 83% |

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 | 441 | 69% | 71% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | <i>[data excluded for privacy reasons]</i> | | 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 | 56% | | No | 60% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 47% | | No | 52% |
| Hispanic | 58% | | No | 63% |
| White | 57% | | No | 61% |
| English language learners | | | | |
| Students with disabilities | 53% | | No | 57% |
| Economically disadvantaged | 52% | | No | 57% |

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 56% | 86% | Yes | 60% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 47% | 63% | Yes | 52% |
| Hispanic | 58% | 87% | Yes | 63% |
| White | 57% | 86% | Yes | 61% |
| English language learners | | | | |
| Students with disabilities | 53% | 55% | Yes | 57% |
| Economically disadvantaged | 52% | 75% | Yes | 57% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 69% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 42% |

Learning Gains

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students making learning gains (EOC and FAA) | 471 | 80% | 88% |
| Students in lowest 25% making learning gains (EOC) | 73 | 63% | 69% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 444 | 74% | 76% |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 113 | 47% | 51% |
| Students scoring at or above Achievement Level 4 | 39 | 16% | 18% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 147 | 29% | 30% |
| Students scoring at or above Achievement Level 4 | 309 | 62% | 65% |

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | |

Biology I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 119 | 29% | 31% |
| Students scoring at or above Achievement Level 4 | 279 | 67% | 69% |

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) | 12 | | 14 |
| Participation in STEM-related experiences provided for students | 875 | 32% | 35% |

High Schools

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more <i>accelerated</i> STEM-related courses | | | |
| Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses | | | |
| Students taking one or more advanced placement exams for STEM-related courses | 346 | 12% | |
| CTE-STEM program concentrators | | | |
| Students taking CTE-STEM industry certification exams | 143 | 4% | |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | 70% | |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | | | |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | | | |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | | |
| Students taking CTE industry certification exams | 154 | 5% | |
| Passing rate (%) for students who take CTE industry certification exams | | 29% | |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | | | |

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

Civics End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

Area 8: Early Warning Systems

High School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | | | |
| Students in ninth grade with one or more absences within the first 20 days | | | |
| Students in ninth grade who fail two or more courses in any subject | 139 | 19% | |
| Students with grade point average less than 2.0 | 233 | 9% | |
| Students who fail to progress on-time to tenth grade | 59 | 8% | |
| Students who receive two or more behavior referrals | 557 | 18% | 16% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 545 | 17% | 15% |

Graduation

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | | | |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | | | |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | | | |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | | | |

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

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 district concerns 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 monthly parent meetings to inform the parents of happenings within this program. The 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. 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 schoolwide 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.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|----------------------|----------------------|----------------------|
| Continue to maintain attendance or increase at our parent meetings in each area. | 19 | 63% | 65% |

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------|----------------------|----------------------|----------------------|
|---------------|----------------------|----------------------|----------------------|

Goals Summary

- G1.** Increase the percentage of students graduating in four years by providing a support team to monitor their progress and provide support in completing the number of credits needed and passing the required tests necessary for a high school diploma.
- G2.** Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disabilities and economically disadvantaged students meeting reading proficiency.

Goals Detail

G1. Increase the percentage of students graduating in four years by providing a support team to monitor their progress and provide support in completing the number of credits needed and passing the required tests necessary for a high school diploma.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- EWS
- EWS - High School

Resources Available to Support the Goal

- A teacher on assignment will monitor students from their 9th grade year to their 12th grade year by monitoring credits, EOC exam requirements, FCAT or concordant ACT/SAT scores, and Post Secondary Education Readiness Test (PERT)
- School guidance counselors will coordinate with the teacher on assignment in communicating student graduation needs.
- Faculty will be given a targeted list of students to monitor and advise the teacher on assignment of concerns academically, attendance and/or behavior.

Targeted Barriers to Achieving the Goal

- Student attendance.

Plan to Monitor Progress Toward the Goal

Monitoring attendance, credits, tests, etc.

Person or Persons Responsible

Administration, TOA, guidance counselors

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Crosspoint Reports

G2. Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disabilities and economically disadvantaged students meeting reading proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Early Release Professional Development will take place one Wednesday a month to be used to implement, follow up and assess the success of literacy strategies in increasing student reading/writing levels
- 2 hour professional planning by department will be established on the teacher duty days at the end of the marking period

- and data will be accessed by teachers through Data Warehouse to assist in identifying students who may need accommodations.

Targeted Barriers to Achieving the Goal

- Teacher reluctance to change due to time restraints and outside pressures.
- Insufficient time for professional development in a school day.
- Insufficient funding for substitutes or stipends to provide common course development of assessments, evaluation of data and time to plan for intervention opportunities outside the classroom.

Plan to Monitor Progress Toward the Goal

Monitor grades in each course below a C. Teachers whose grades show a high failure rate will be given assistance. Teachers will show evidence of intervention with students who are below a C.

Person or Persons Responsible

Assistant Principal of Data

Target Dates or Schedule:

Midterm grades will be evaluated and indicate needed interventions for students by teacher. End of each 9 week grading will show evidence of student proficiency and/or areas of need.

Evidence of Completion:

DSA data in August will be used as a benchmark. DSA data at the end of semester1 will indicate progress toward course proficiency. EOC exams or final course exams will show course proficiency.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percentage of students graduating in four years by providing a support team to monitor their progress and provide support in completing the number of credits needed and passing the required tests necessary for a high school diploma.

G1.B1 Student attendance.

G1.B1.S1 The teacher on assignment will monitor attendance and provide mentors for students who need it.

Action Step 1

Mentors will be provided for at-risk students

Person or Persons Responsible

Teacher on Assignment

Target Dates or Schedule

On-going monitoring, assigning mentors as needed

Evidence of Completion

Student mentor list will be shared with administrative team.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S2 Students will be encouraged to enroll in on-line courses and the Odyssey lab to make up credits for graduation.

Action Step 1

Students will be made aware of credit retrieval options.

Person or Persons Responsible

Guidance counselors and teacher on assignment

Target Dates or Schedule

Yearly

Evidence of Completion

Records of counseling and numbers enrolled.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 The faculty will be made aware of our targeted student population so that they can pay special attention to the students and help motivate them to more toward graduation.

Action Step 1

Data and information will be shared at faculty meetings and on the I-Drive.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Monthly at faculty meetings

Evidence of Completion

Agendas from meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Administrative team will discuss progress

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Agendas

Plan to Monitor Effectiveness of G1.B1.S3

At risk students will be moving toward meeting graduation requirements.

Person or Persons Responsible

Administrative team, guidance counselors, teacher on assignment

Target Dates or Schedule

Periodically

Evidence of Completion

The percentage of students meeting graduation requirements will increase.

G2. Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disabilities and economically disadvantaged students meeting reading proficiency.

G2.B1 Teacher reluctance to change due to time restraints and outside pressures.

G2.B1.S1 Professional Learning Communities will provide support for teachers within each discipline through professional development and planning time. PD will be based on teachers becoming familiar with the gradual release model that fosters students' independence in learning. PD will also be based on student engagement strategies and correlating lesson plans to the Common Core State Standards.

Action Step 1

Common Core Writing to Text

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

This will occur according to the Volusia Writes/Common Core Writing to Text 2013-2014.

Evidence of Completion

Teachers will have the scores according to the Grades 6-11 Expanded Scoring Rubric for Analytic and Narrative Writing. A copy of the scores will be kept in a notebook within each department.

Facilitator:

Department chairs

Participants:

Teaching staff

Action Step 2

1. Review assessment data and alignment of assessment to standards. 2. Use the data to plan for student proficiency as aligned to the CCSS. 3. Develop an intervention process when students are not proficient. 4. Provide a plan for students who need to be provided enrichment to be more successful. 5. Follow a common rubric in the evaluation of literacy standards including writing across the disciplines.

Person or Persons Responsible

Department chairs

Target Dates or Schedule

Establish a monthly early release day for PLC meetings for common courses to meet to review data and assessments. Teachers will record evidence of literacy strategies that have supported learning growth in students.

Evidence of Completion

1. Meeting notes 2. Progress of students in meeting CCSS expectations in Pinnacle. 3. Plan for intervention for remediation or acceleration. 4. Rubric use is evaluated and refined as evidenced in the meeting notes.

Facilitator:

Department chairs

Participants:

Faculty members

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

Department chairs will share information from their department PLC meetings. After each Early Release PD, agendas, minutes and sign in sheets will be collected by the Assistant Principal of Curriculum.

Person or Persons Responsible

Assistant Principal of Curriculum Reading Coach

Target Dates or Schedule

Monthly department meetings facilitated by the Assistant Principal of Curriculum.

Evidence of Completion

Meeting agendas and notes. Sign in sheets. Writing result notebook

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will be observed implementing more effective literacy standards through all disciplines.

Person or Persons Responsible

Administrators

Target Dates or Schedule

During walk-throughs and formal observations

Evidence of Completion

Teacher evaluations, student scores

G2.B2 Insufficient time for professional development in a school day.

G2.B2.S1 Utilize teacher duty day to meet for common lesson planning and assessment.

Action Step 1

Teachers will meet with their PLC to plan common lessons and assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

The teacher duty day at the end of each marking period.

Evidence of Completion

Lesson plan sample.

Facilitator:

Department chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Collection of plans, assessments and minutes.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

At the end of each quarterly meeting.

Evidence of Completion

Common lesson plans will be kept in a notebook or jump drive.

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B3 Insufficient funding for substitutes or stipends to provide common course development of assessments, evaluation of data and time to plan for intervention opportunities outside the classroom.

G2.B3.S1 Investigate resources to provide for professional learning communities to have common planning.

Action Step 1

Research funding opportunities

Person or Persons Responsible

Curriculum administrator and department chairs

Target Dates or Schedule

Quarterly

Evidence of Completion

List of funding for substitutes or teachers for common planning.

Facilitator:

PD coordinator

Participants:

Teachers teaching common courses.

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

Identify fund sources to provide for substitutes or stipend for PLC meetings during the school day or after the school day.

Person or Persons Responsible

Assistant Principal of Curriculum

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Each PLC will have an a designated time to meet.monthly.

Plan to Monitor Effectiveness of G2.B3.S1

Agenda and notes from each meeting will be kept.

Person or Persons Responsible

Department chairs will monitor the PLC schedule.

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and notes from PLC meetings.

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

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, geometry and biology.

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.

G2. Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disabilities and economically disadvantaged students meeting reading proficiency.

G2.B1 Teacher reluctance to change due to time restraints and outside pressures.

G2.B1.S1 Professional Learning Communities will provide support for teachers within each discipline through professional development and planning time. PD will be based on teachers becoming familiar with the gradual release model that fosters students' independence in learning. PD will also be based on student engagement strategies and correlating lesson plans to the Common Core State Standards.

PD Opportunity 1

Common Core Writing to Text

Facilitator

Department chairs

Participants

Teaching staff

Target Dates or Schedule

This will occur according to the Volusia Writes/Common Core Writing to Text 2013-2014.

Evidence of Completion

Teachers will have the scores according to the Grades 6-11 Expanded Scoring Rubric for Analytic and Narrative Writing. A copy of the scores will be kept in a notebook within each department.

PD Opportunity 2

1. Review assessment data and alignment of assessment to standards. 2. Use the data to plan for student proficiency as aligned to the CCSS. 3. Develop an intervention process when students are not proficient. 4. Provide a plan for students who need to be provided enrichment to be more successful. 5. Follow a common rubric in the evaluation of literacy standards including writing across the disciplines.

Facilitator

Department chairs

Participants

Faculty members

Target Dates or Schedule

Establish a monthly early release day for PLC meetings for common courses to meet to review data and assessments. Teachers will record evidence of literacy strategies that have supported learning growth in students.

Evidence of Completion

1. Meeting notes 2. Progress of students in meeting CCSS expectations in Pinnacle. 3. Plan for intervention for remediation or acceleration. 4. Rubric use is evaluated and refined as evidenced in the meeting notes.

G2.B2 Insufficient time for professional development in a school day.

G2.B2.S1 Utilize teacher duty day to meet for common lesson planning and assessment.

PD Opportunity 1

Teachers will meet with their PLC to plan common lessons and assessments.

Facilitator

Department chair

Participants

Teachers

Target Dates or Schedule

The teacher duty day at the end of each marking period.

Evidence of Completion

Lesson plan sample.

G2.B3 Insufficient funding for substitutes or stipends to provide common course development of assessments, evaluation of data and time to plan for intervention opportunities outside the classroom.

G2.B3.S1 Investigate resources to provide for professional learning communities to have common planning.

PD Opportunity 1

Research funding opportunities

Facilitator

PD coordinator

Participants

Teachers teaching common courses.

Target Dates or Schedule

Quarterly

Evidence of Completion

List of funding for substitutes or teachers for common planning.

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 | Evidence-Based Program | Total |
|----------------|------------------------|-------|
| | | \$0 |
| Total | | \$0 |

Budget Details

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

G2. Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disabilities and economically disadvantaged students meeting reading proficiency.

G2.B1 Teacher reluctance to change due to time restraints and outside pressures.

G2.B1.S1 Professional Learning Communities will provide support for teachers within each discipline through professional development and planning time. PD will be based on teachers becoming familiar with the gradual release model that fosters students' independence in learning. PD will also be based on student engagement strategies and correlating lesson plans to the Common Core State Standards.

Action Step 1

Common Core Writing to Text

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

1. Review assessment data and alignment of assessment to standards. 2. Use the data to plan for student proficiency as aligned to the CCSS. 3. Develop an intervention process when students are not proficient. 4. Provide a plan for students who need to be provided enrichment to be more successful. 5. Follow a common rubric in the evaluation of literacy standards including writing across the disciplines.

Resource Type

Evidence-Based Program

Resource**Funding Source****Amount Needed**

G2.B3 Insufficient funding for substitutes or stipends to provide common course development of assessments, evaluation of data and time to plan for intervention opportunities outside the classroom.

G2.B3.S1 Investigate resources to provide for professional learning communities to have common planning.

Action Step 1

Research funding opportunities

Resource Type

Evidence-Based Program

Resource**Funding Source****Amount Needed**