

Lake County Schools

# Spring Creek Charter School



2019-20 Schoolwide Improvement Plan

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# Spring Creek Charter School

44440 SPRING CREEK RD, Paisley, FL 32767

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

## Demographics

**Principal: Wesley Locke**

Start Date for this Principal: 5/25/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (54%) 2017-18: B (55%) 2016-17: B (60%) 2015-16: C (43%) 2014-15: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

N/A

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School PK-8</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>14%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	B	B	B	C

## School Board Approval

N/A

## SIP Authority

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<https://www.floridacims.org>.

## 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of Spring Creek Charter School is to provide a solid academic foundation through a collaborative environment which instills cooperation, assertiveness, responsibility, empathy, and self-control. We strive to inspire, within our school family, a love of learning that empowers our students to achieve their full potential.

**Provide the school's vision statement.**

We Believe:

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

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Locke, Wesley	Principal	
O'Neal, Kim	Assistant Principal	
Ferrie, Kelly	Other	
Christner, Virginia	Other	

### Early Warning Systems

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	80	59	74	76	87	42	41	40	0	0	0	0	571
Attendance below 90 percent	10	10	8	9	8	10	3	3	6	0	0	0	0	67
One or more suspensions	1	1	1	3	5	3	5	9	1	0	0	0	0	29
Course failure in ELA or Math	3	2	1	14	7	9	1	13	8	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	5	17	16	9	8	14	0	0	0	0	69

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	4	6	8	8	4	1	2	3	0	0	0	0	42

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	11	5	1	5	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

42

**Date this data was collected or last updated**

Sunday 9/22/2019

**Prior Year - As Reported**

**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	9	8	7	10	11	3	5	2	0	0	0	0	0	55
One or more suspensions	2	1	0	1	3	2	0	2	7	0	0	0	0	18
Course failure in ELA or Math	0	4	6	9	2	9	3	7	7	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	3	8	14	10	8	14	0	0	0	0	57

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	12	28	21	21	32	15	25	17	0	0	0	0	174

**Prior Year - Updated**

**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	9	8	7	10	11	3	5	2	0	0	0	0	0	55
One or more suspensions	2	1	0	1	3	2	0	2	7	0	0	0	0	18
Course failure in ELA or Math	0	4	6	9	2	9	3	7	7	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	3	8	14	10	8	14	0	0	0	0	57

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	12	28	21	21	32	15	25	17	0	0	0	0	174

**Part II: Needs Assessment/Analysis**



**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	68%	61%	49%	67%	57%
ELA Learning Gains	54%	63%	59%	58%	65%	57%
ELA Lowest 25th Percentile	46%	56%	54%	43%	50%	51%
Math Achievement	49%	70%	62%	48%	69%	58%
Math Learning Gains	49%	65%	59%	70%	67%	56%
Math Lowest 25th Percentile	35%	54%	52%	66%	65%	50%
Science Achievement	47%	59%	56%	49%	64%	53%
Social Studies Achievement	71%	83%	78%	74%	82%	75%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	72 (0)	80 (0)	59 (0)	74 (0)	76 (0)	87 (0)	42 (0)	41 (0)	40 (0)	571 (0)
Attendance below 90 percent	10 (9)	10 (8)	8 (7)	9 (10)	8 (11)	10 (3)	3 (5)	3 (2)	6 (0)	67 (55)
One or more suspensions	1 (2)	1 (1)	1 (0)	3 (1)	5 (3)	3 (2)	5 (0)	9 (2)	1 (7)	29 (18)
Course failure in ELA or Math	3 (0)	2 (4)	1 (6)	14 (9)	7 (2)	9 (9)	1 (3)	13 (7)	8 (7)	58 (47)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (3)	17 (8)	16 (14)	9 (10)	8 (8)	14 (14)	69 (57)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	60%	-11%	58%	-9%
	2018	46%	61%	-15%	57%	-11%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	38%	60%	-22%	58%	-20%
	2018	58%	59%	-1%	56%	2%
Same Grade Comparison		-20%				
Cohort Comparison		-8%				
05	2019	56%	59%	-3%	56%	0%
	2018	40%	55%	-15%	55%	-15%
Same Grade Comparison		16%				
Cohort Comparison		-2%				
06	2019	50%	52%	-2%	54%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	45%	47%	-2%	52%	-7%
Same Grade Comparison		5%				
Cohort Comparison		10%				
07	2019	51%	49%	2%	52%	-1%
	2018	27%	48%	-21%	51%	-24%
Same Grade Comparison		24%				
Cohort Comparison		6%				
08	2019	55%	54%	1%	56%	-1%
	2018	60%	55%	5%	58%	2%
Same Grade Comparison		-5%				
Cohort Comparison		28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	62%	-22%	62%	-22%
	2018	61%	65%	-4%	62%	-1%
Same Grade Comparison		-21%				
Cohort Comparison						
04	2019	51%	61%	-10%	64%	-13%
	2018	53%	60%	-7%	62%	-9%
Same Grade Comparison		-2%				
Cohort Comparison		-10%				
05	2019	41%	57%	-16%	60%	-19%
	2018	43%	58%	-15%	61%	-18%
Same Grade Comparison		-2%				
Cohort Comparison		-12%				
06	2019	55%	53%	2%	55%	0%
	2018	55%	49%	6%	52%	3%
Same Grade Comparison		0%				
Cohort Comparison		12%				
07	2019	60%	58%	2%	54%	6%
	2018	61%	59%	2%	54%	7%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
08	2019	0%	39%	-39%	46%	-46%
	2018	43%	39%	4%	45%	-2%
Same Grade Comparison		-43%				
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	56%	-5%	53%	-2%
	2018	47%	54%	-7%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		4%				
Cohort Comparison						
08	2019	35%	49%	-14%	48%	-13%
	2018	54%	51%	3%	50%	4%
Same Grade Comparison		-19%				
Cohort Comparison		-12%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	71%	0%	71%	0%
2018	61%	70%	-9%	71%	-10%
Compare		10%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	85%	52%	33%	61%	24%
2018	90%	62%	28%	62%	28%
Compare		-5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	52	46	25	38	31	24				
ELL	25	53		25	29						
HSP	34	56	50	30	35	15	25				
WHT	53	53	44	52	51	39	51	76	83		
FRL	46	53	48	47	48	36	42	80	92		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	27	32	26	40	31	18				
ELL	21	40		36	60						
HSP	41	38	46	39	58	71	32				
WHT	48	49	41	59	56	50	55	62	83		
FRL	43	44	38	54	55	52	46	54	92		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	35	33	21	50	56	15				
ELL	11	38		11	62						
HSP	45	56	44	40	56	55	43				
WHT	49	59	43	50	73	68	50	73	80		
FRL	45	58	42	44	69	68	44	67	80		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35

<b>Students With Disabilities</b>	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Math; two consecutive years decrease in math scores in each grade level except 6th grade; contributing factors are lack of professional development in math curriculum, need for more intensive curriculum for intervention/acceleration in math.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

8th Grade Math dropped from 43% 3 or above, to 0% 3 and above. Spring Creek had a very small component of 8th grade students (11) who took the 8th grade math FSA due to our high percentage of students (21) who took the Algebra 1 EOC. We believe that the decrease was caused by the fact that this particular group of 11 8th graders consisted of a very high percentage of ESE and 504 students who all received a 1 in math in 6th and 7th grade. Many made scale score growth, but not enough growth to reach a level 3.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

8th Grade Math was also the component with the greatest gap compared to the state average. Again, the low number of students who took the test and the fact that nearly all these students have learning disabilities was the biggest factor. We do realize that we must intervene more intensively with our lowest quartile of math students.

**Which data component showed the most improvement? What new actions did your school take in this area?**

7th Grade ELA improved from 27% 3 and above in 2017 to 51% 3 and above in 2018, just 1% below the state average. Our 7th grade ELA teacher was in his 2nd year as the teacher with this curriculum. He also introduced some significant intervention pieces for students who were behind in certain standards.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Spring Creek Charter School has a continual problem with high absenteeism. This continues to be a major area of concern for us.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Math gains in all grade levels
2. Math gains in the lowest quartile
3. Students with Disabilities Subgroup
4. ELL Subgroup
5. Attendance Improvement

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1**

<b>Title</b>	Academic: Student Achievement 2018-2019 FSA scores indicate student achievement below state in:
<b>Rationale</b>	ELA Grades: 3, 4, 6, 7, 8 Math Grades: 3, 4, 5, 6, 7, 8 Science Grades: 5, 8
<b>State the measurable outcome the school plans to achieve</b>	Increase 2019-2020 FSA scores equal to or greater than the state average, emphasis on Math
<b>Person responsible for monitoring outcome</b>	Wesley Locke (lockew@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Intentional structured learning based on math standards
<b>Rationale for Evidence-based Strategy</b>	Implementation, monitoring and support of standards based learning will increase student achievement.
<b>Action Step</b>	
<b>Description</b>	1. Individual Targeted Student Tracking Who: Leadership Team and all instructional personnel Frequency: Reevaluate quarterly When: Begin September 2019 and End May 2020 Evidence: Student Success Team Meetings, Data Wall, Learning Walks 2. Provide Targeted Professional Development Who: Math Investigations consultants Frequency: Bi Annual When: January 6, 2020 and June 2, 2020 (tentative) Evidence: Agenda, Lesson Plans, Learning Walks 3. Analysis of Purpose and
<b>Person Responsible</b>	Wesley Locke (lockew@lake.k12.fl.us)

<b>#2</b>	
<b>Title</b>	School Culture: Attendance
<b>Rationale</b>	2018-2019 data reflects 20% of students with greater than 10% absences
<b>State the measurable outcome the school plans to achieve</b>	Decrease amount of students with greater than 10% absences by 10%
<b>Person responsible for monitoring outcome</b>	Wesley Locke (lockew@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Close tracking of student attendance and small group intervention will be used to decrease the amount of students with 10% or greater absences by 10%.
<b>Rationale for Evidence-based Strategy</b>	School success is built on relationships, by tracking student attendance and targeting those students with small group intervention, absences should decrease.
<b>Action Step</b>	
<b>Description</b>	<p>1. Identify students with 10%+ absences                      Who: School Counselors                      Frequency: at least monthly                      When: Begin August 2019 and End May 2020                      Evidence: Attendance data from Skyward and Performance Matters</p> <p>2. Attendance Based Lunch Bunch                      Who: School Counselors                      Frequency: at least monthly                      When: Begin September 2019 and End May 2020                      Evidence: School Counseling Logs, attendance data</p> <p>3.                      4.                      5.</p>
<b>Person Responsible</b>	Wesley Locke (lockew@lake.k12.fl.us)



<b>#3</b>	
<b>Title</b>	Interventions: Small Group
<b>Rationale</b>	This area of focus was determined by FSA data analysis showing 45% of students were within 5 scale score points of achieving the next level.
<b>State the measurable outcome the school plans to achieve</b>	Increase 2019-2020 FSA scores equal to or greater than the state average, emphasis on Math
<b>Person responsible for monitoring outcome</b>	Kim O'Neal (onealm@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Small group skill based intervention/acceleration will be used to increase FSA to equal to or greater than state average. To monitor this strategy school/state level data as well as classroom walkthrough data will be analyzed quarterly by the Leadership Team.
<b>Rationale for Evidence-based Strategy</b>	Increasing student skill in areas of need will increase student achievement
<b>Action Step</b>	
<b>Description</b>	1. Skill based intervention/acceleration groups no less than 3 days a week Who: All When: begin September 4, 2019 end: May 2020 Frequency: review student data monthly Evidence: data wall, schedule
<b>Person Responsible</b>	Kim O'Neal (onealm@lake.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

NA

**Part IV: Title I Requirements**

**Additional Title I Requirements**  
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Spring Creek Charter School has a Family Engagement Plan established for the 2019-20 school year. We will be hosting several parent engagement activities throughout the year. Spring Creek will host a Math Night to assist parents in how math instruction is done with our hands on curriculum so they are able to better assist their children at home. We will conduct a Science Night to peak interest in STEAM activities and Science projects. Our main focus in the 2019-20 school year will be student mental health. We will be hosting a family event that will focus on all the resources available through the school, the district, and the local community agencies to assist with mental health issues with young people. All of these programs will be available to all students and families including VPK.

Spring Creek Charter School will offer family engagement events at multiple locations to facilitate our families who live far from the school. For the last few years we have conducted meetings at the school one evening, and 25 miles away in the Astor community, the following night. This allows the families in the Astor community to participate without having to drive the long distance to the school.

Each year, Spring Creek Charter School holds a professional development session at the beginning of the school year to go over ways teachers and staff can assist families in need. This PD will occur within the first month of school in the 19-20 school year. We will also host a Guidance Night at some point in the 19-20 year where the Guidance Department will assist families with counseling resources and mental health resources for students and their families.

#### **PFEP Link**

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

#### **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.**

Spring Creek Charter School has spent thousands of dollars over the last 8 years to train our staff in Responsive Classroom. Every member of our staff is trained to deliver trauma informed care and Social/Emotional Care to our students. Responsive Classroom is a program designed to build a common classroom community throughout the school. We believe our staff is exceptionally trained to meet the social/emotional needs of our students because of our training in this evidence based program.

Another way we meet student's needs is that we employ 3 full-time Guidance Counselors for a school that would normally be allocated one counselor. One counselor works with students in grades Pre-K through 3rd. Another counselor works with students in 4th through 8th grade. These two counselors have developed a Guidance Plan that includes whole group lessons, small group lessons, and individual one-on-one meetings with struggling students. These counselors also work in tandem with several outside counseling agencies who come on campus to counsel with individual students in need of mental health counselling. Our third counselor works with teachers to provide academic and instructional support with MTSS students. She also manages all aspects of our local and state testing program.

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Spring Creek Charter School has one Title 1 funded Pre-K class. Our Pre-K teacher collaborates with Kindergarten in staff meetings and works directly with our Kindergarten teachers to ensure a smooth transition into Kindergarten. The Title I office, in conjunction with the VPK office, coordinate transition programs for students entering the regular public school program. Activities include coordinated meetings with parents, VPK teachers and the kindergarten teachers meet to discuss the specific learning needs of students. Kindergarten Round-Up is held annually for incoming K students to meet teachers, register, pre-screen students for Kindergarten readiness and to provide parents with pertinent information.

Spring Creek works directly with the Umatilla High School, DeLand High School, Lake Technical College

and other guidance departments to provide multiple opportunities for our 8th grade students to become acquainted with the high school and vocational school environment. Guidance personnel from the high school attend a parent/student meeting to discuss scheduling, college readiness, extracurricular activities, and other topics related to the transition to high school. Students tour the high school campus as well.

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

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

STAR Enterprise is used as a universal screener for grades K-8. STAR Math and Reading Assessments provide teachers, administrators, students, and parents with achievement data, projected growth, and projected proficiency on state testing.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title IX, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Spring Creek Charter School has instances of homelessness among our students. When this occurs our Guidance Department ensures the student:

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

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

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

Students are given the opportunity to select core and elective courses that match their future plans. The middle grades team and guidance counselor discuss course options with each student individually to determine interests and future goals to coordinate available courses. All 8th grade students in the American History classes participate in career planning. One of the elective courses is specifically designed to allow for student input into what activities will be explored. The teacher polls students on career oriented activities students are interested in and then designs the curriculum to include activities

to provide exposure and exploration in different aspects of many career fields. The Guidance Counselor works with middle grade students, especially 8th grade and their parents, to chart the coursework necessary for success. This will give each student a plan for the high school years.

Since agriculture is a large industry in our community, we have started an Agriculture Sciences course and a Future Farmers of America Chapter for our middle school students. We are exposing these students to as many of the agriculture related opportunities in our local economy as possible.

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

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Academic: Student Achievement</b>				<b>\$3,150.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0631 - Spring Creek Charter School	Title II		\$3,150.00
			<i>Notes: Professional Development provided by a consultant from Pearson Math Investigations.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: School Culture: Attendance</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Interventions: Small Group</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$3,150.00</b>