

Spring Creek Charter School

44440 SPRING CREEK RD, Paisley, FL 32767

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

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

85%

Alternative/ESE Center

No

Charter School

Yes

Minority

16%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

Spring Creek Charter School has embarked, over the last 2 years, of training our staff in Responsive Classroom. Responsive Classroom is a research and evidence based approach to education that leads to greater teacher effectiveness, higher student achievement, and an improved school climate. Responsive Classroom is a social/emotional literacy teaching model that encompasses the entire school community to include teachers, students, parents, para-professionals, and administrators. Our faculty and staff are in a multi-year process of training in this model.

Professional development in the Responsive Classroom approach strengthens educator's ability to:

- * Design lessons that are active and interactive
- * Use effective teacher language to promote academic and social growth
- * Encourage engagement by giving students meaningful choices
- * Start each day in a way that sets a positive tone for learning
- * Set high expectations and teach students how to meet them
- * Establish routines that promote autonomy and independence
- * Build a sense of community and shared purpose
- * Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation

Much time is devoted to establishing a community in the classroom, at the school level, and with the parents. Teachers are trained to hold "Morning Meeting" each morning to learn about, and from, their students and discover their students social and emotional needs.

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

The entire purpose and design behind utilizing the Responsive Classroom (RC) approach is to create an environment where children feel safe and respected throughout their time with us. The RC approach is used by our bus drivers, teacher assistants, teachers, and administrators. Thought about school environment is considered in every decision we make.

Our Guidance Department meets with all students during the year in Bully Prevention, Disability Awareness, and Character Building classes. Guidance also meets with small groups on specific needs such as peer mediation and bully prevention with students who have discipline issues

stemming from bullying.

Spring Creek Charter School has a comprehensive School Security Plan developed with assistance from the district Safe Schools department and the Lake County Sheriff's Department. Our security plan covers emergency response for fire, tornado, hurricane, and lock-down situations.

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

We believe all children can be kind, respectful, caring citizens who are accountable and responsible for their actions inside an academic learning environment. Children learn and practice social skills (Cooperation, Assertion, Responsibility, Empathy, and Self-Control) when:

- There is a safe, challenging, joyful learning environment
- Students feel respected, successful and share a sense of belonging
- All staff and families teach, model, and reinforce expected behaviors

These beliefs are the foundation of Spring Creek Charter School's discipline plan.

At Spring Creek all staff will use the following strategies or interventions to help children develop self-control.

PROACTIVE STRATEGY: Creating, modeling, and practicing the rules

Staff and students collaborate to develop our classroom and school rules. The rules help us take care of ourselves, each other, and the school environment. Throughout the day we model, practice, and reinforce our rules.

INTERVENTION 1: REMINDING AND REDIRECTING

Reminders and verbal redirections are the primary means of guiding students. We recognize that sometimes children will not follow the rules. When a rule is broken, staff will speak directly and respectfully to the student about the behavior. Some students may need more than one reminder, but it is generally more effective to limit the number of reminders.

INTERVENTION 2 : LOGICAL CONSEQUENCES

Logical consequences are ways to help fix problems that result from children's words and actions when they break or forget rules. They are used when it takes more than a simple cue to stop a behavior or fix a problem. Logical consequences help children regain self-control, reflect on their mistakes, and make amends for them. Logical consequences should be respectful of the child, relevant to the situation, and reasonable.

Logical consequences we use include:

- "You break it, you fix it." – Children are expected to "fix it" if they break something or make a mess, whether intentional or not. Example: If a student throws food, or spills a tray in the cafeteria, they will be asked to clean up the mess.
- "Apology of Action" is used when a child hurts another through words or actions to solve problems between students. Example: If a child hurts another child with words they will be asked to apologize and explain what they are apologizing for.
- Loss of Privilege is the temporary removal of a privilege to help a child understand the connection between privileges and responsibility.
- "Take a Break" in the classroom is a brief time away from the class activity to allow a student to regain self-control.

Logical Consequences are not seen as punishments, but as additional forms of redirection.

Afterward, the teacher checks in with the student to make sure he/she understands the reason for the logical consequence.

INTERVENTION 3 : "TAKE A BREAK" IN BUDDY TEACHER'S ROOM

If misbehavior continues during or right after a "break" the student will be asked to "take a break" in a nearby classroom. Once the student returns to his or her classroom the teacher and the student will talk together about what caused the problem and how it can be prevented in the future.

INTERVENTION 4 : ACCESSING ADDITIONAL INTERVENTION

If a student is disruptive in the buddy teacher's room or continues to be disruptive upon returning, the office will be called. A member of the administrative team will come to the classroom for assistance, with the goal of getting the student back on track in the classroom as soon as possible. This may involve escorting the student to the office. The purpose of the removal is to help the student regain self-control, problem solve, plan and rehearse how to re-enter the class, and deal with similar situations in the future. Once the student is back in the classroom and resettled, the teacher and the student will talk together about what caused the problem and how it can be prevented in the future. It may be appropriate to skip earlier interventions and go directly to Intervention 4 for a serious or unsafe behavior issue.

INTERVENTION 5 : BEHAVIOR CONTRACT

These interventions to self-control may not be enough for some children to be successful. In such cases, behavior contracts will be developed and implemented with the knowledge they may include the help of families, teachers, specialists, and other possible discipline interventions. Behavior contracts will identify specific strategies and interventions to help the child develop self-control.

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

Along with our daily activities that provide a safe and respectful environment, we also provide guidance services with two trained and certified guidance counselors on staff. We also partner with LifeStream Behavioral Services who send a trained counselor who meets with students weekly whose parents have requested special services.

Since we are a combination school we have older students (6th, 7th, and 8th grade) who we are training to be peer mediators. These students will work with other students on campus who are having conflicts and assist them in finding sensible solutions to common peer conflicts.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The following events are used as early warning indicators for Spring Creek Charter School:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or Mathematics
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- *A Level 2 score on the statewide, standardized assessments in English Language Arts or Mathematics

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

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	
Attendance below 90 percent	1	3	4	1	1	5	2	0	3	20
One or more suspensions	4	1	2	2	7	8	2	2	1	29
Course failure in ELA or Math	10	1	0	12	8	9	4	4	2	50
Level 1 on statewide assessment	0	0	0	18	23	42	10	10	14	117
Level 2 on statewide assessment	0	0	0	42	53	44	19	13	15	186

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

Indicator	Grade Level							Total
	3	4	5	6	7	8		
Students exhibiting two or more indicators	15	21	33	8	8	13	98	

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

Attendance:

- * Teachers will conference with students at the beginning of the year to discuss last year’s attendance and set individual attendance goals for each student.
 - * Reward students who have “AWESOME ATTENDANCE” with a lunch with “someone special” once every nine weeks.
 - * Each class that has perfect attendance in the morning will be announced on the intercom before dismissal in the afternoon.
 - * Students will monitor their own attendance with some form of record keeping tool (chart, folder, etc...)
- The administration has proposed the following attendance policy to the Spring Creek Charter Board. The following policy is more rigorous than the Lake County School Board attendance policy and is awaiting board approval in August.
- *5 Absences per semester may be excused by parent note.
 - *A doctor’s note required for any further absences.
 - *After 5 absences, any absences that are not excused with a doctor’s note would be unexcused.
 - *To receive credit for missed work, work must be made up within 3 days of the absence.
 - *A letter would be sent to the parents when the student reaches 5 absences.

Discipline:

Spring Creek has budgeted, through Title 1, funds to be used to pay faculty to facilitate Tuesday School and Saturday School. These logical consequences will be used in place of suspensions when at all possible. This will allow us to reduce the amount of time students are out of class due to suspensions.

Spring Creek will continue to provide professional development in Responsive Classroom. Responsive Classroom techniques will reduce disciplinary issues and student confrontations through social and emotional education and community building.

Academics:

- * Monthly grade level accountability meetings to discuss individual student progress and needs
- * PLC: Vertical teams, grade level teams, subject area, Responsive Classroom
- * Purchase of supplemental writing curriculum (Specific program has not been decided on at this date.)
- * After School Tutoring
- * MTSS
- * SIPPS

- * 30 minute intervention group in all grade levels
- * Paraprofessional work directly with students

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/203771>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Spring Creek Charter School has developed strong relationships with the Umatilla and Astor Kiwanis Clubs. Our administrators attend Kiwanis Club meetings weekly and take students to these meetings to interact with the local community leaders. These civic organizations support our school throughout the year by providing judges for our annual Science Fair, monetary contributions for many school projects, the BUG Award grade recognition program, and our K Kids student club for 3rd thru 5th graders and our Builders Club for middle school grades. Through our partnerships with these two civic groups many other opportunities for community involvement and support develop.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Curry, Robert	Principal
Locke, Wesley	Assistant Principal
O'Neal, Kim	Instructional Coach

Duties

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

Principal:

oversee MTSS meetings with parents, drive data meetings with teachers, run administrative meetings, review teacher lesson plans

Assistant Principal:

support all principal duties, run meetings in absence of principal, encourage attendance by showing a personal interest in students identified with attendance issues and their parents

Literacy Coach:

assist in development of interventions throughout the MTSS process, model lessons, provide guidance and support for teachers in areas of need, train teachers in various reading interventions and assessment, provide professional development opportunities in instructional strategies and best practices, provide support to teachers with regard to the Common Core shifts, facilitate the data analysis and sorting of students into appropriate placement for intensive intervention/enrichment block

Guidance Counselor:

provide Tier 1 level of behavioral support for entire school through classroom guidance lessons, provide Tier 2 level of support for identified students with behavioral challenges, teach group lessons on behaviors that interfere with classroom learning, provide opportunities for peer mediation in problem solving conflicts

MTSS (Rtl)/Testing Coordinator:

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

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, and parents with student achievement data, projected growth, and projected proficiency on state testing. All students will be screened 4 times throughout the year. After each screening window teachers and administrators will meet to discuss class and grade level results, trends, and identify individual struggling students. Based upon the target area of deficiency, teachers will group students into ability groupings and provide remediation. During data meetings each class will be compared to overall grade level performance. In addition, grade level performance will be compared with other schools within the Lake County School District who use the same STAR Enterprise screener. Teachers will receive support from the Literacy Coach, as well as one another, in sharing instructional ideas to reteach to the individual student deficits.

The following services are provided through federal Title 1 funds to ensure students requiring additional remediation are assisted: Full-time literacy coach position; Additional para-professional hours (18); 2 full-time teacher positions; Science Night (grades 3-8); Readers Raise the Roof Reading Night (K-2); School based After School tutoring program with a \$17,300 budget to pay SCCS teachers; Family School Liaison (6 hour/day position); professional development (\$24,000); Pre-K program, including a full-time assistant.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist

coordinates with other federal and district programs to help meet the needs of these students. Historically, Spring Creek has not had migrant students enrolled, however, if we were to receive any migrant students we would:

- Ensure students are receiving free breakfast and lunch if they qualified for the program.
- Take a comprehensive needs assessment to determine grade level, reading level, writing level, math level, health concerns, and whether they qualify for ELL assistance.
- If the student is in jeopardy in any of the above areas, we will provide the family and student with any and all available resources to meet these needs.
- Notify the Title 1 office, specifically the Migrant Education Program Specialist, to see if their program is already aware of the student and coordinate efforts between the school and the MEP.

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 X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

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

- Ensure students are receiving free breakfast and lunch if they qualified for the program.
- Take a comprehensive needs assessment to determine grade level, reading level, writing level, math level, health concerns.
- Determine if the family has immediate needs regarding safety and well being.
- If the student is in jeopardy in any of the above areas, we will provide the family and student with any and all available resources to meet these needs.

The following research-based programs are implemented at our school: Too Good for Drugs (grades K-5), Too Good for Violence (grades K, 1, & 4), and Second Step (Grade 6). Spring Creek also partners with the Lake County Sherriff's Office to provide a School Resource Deputy for our school. The Resource Deputy works with all students, but also provides educational support to 6th, 7th, and 8th grade classes related to gang awareness and drug and alcohol abuse.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kathy Foster	Business/Community
Carla Stephens	Parent
Bobby Trout	Business/Community
Ron Moore	Business/Community
Robert Curry	Principal
David Kelly	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Development of this school improvement plan

The Charter Board/SAC is given regular quarterly reports by the school leadership team. Reports include student progress shown on test scores and progress monitoring tools, budget expenditures, and parental involvement. The board provides direction to the school leadership on school improvement goals and budgetary expenditures.

Preparation of the school's annual budget and plan

Spring Creek Charter School employs a certified accountant as our Chief Financial Officer. She works weekly with the school administration to ensure we are staying within our yearly budget constraints. She also plans the coming years budget to be presented to the Charter Board/SAC for approval. She works closely with the school administration to ensure SIP goals are financed appropriately, and can be maintained throughout the school year.

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

Spring Creek had no allocation of school improvement funds.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
O'Neal, Kim	Instructional Coach
Curry, Robert	Principal
Locke, Wesley	Assistant Principal
Getchell, Beth	Guidance Counselor
McKinnie, Jessica	Instructional Coach
Pinkman, Renee	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The LLT of Spring Creek Charter School promotes literacy within the school by ensuring the rigor and intensity of the ELA curriculum, writing curriculum, accountability and progress monitoring. Data is analyzed by individual teachers, grade levels, administrative team and the LLT. The LLT meets monthly with each grade level to discuss student progress, both individual student needs and whole group needs.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Spring Creek operates a team teaching model. Each grade level is led by a Key Person who leads the team in instructional planning and reports to the school administration on behalf of the grade level. The Key staff meet regularly to discuss many decisions the administration feels need input from teachers and paraprofessionals. Grade levels plan together weekly. We have also designed a schedule for Wednesdays where each grade level is given a block of time in which they plan together. On a rotating basis, every 3 weeks, each grade level receives 2 hours of planning during the school day while their students are taught by our Specials Area team.

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

One of our most experienced, highly qualified teachers, Kim O'Neal, recruits highly qualified teaching candidates. We advertise available positions through the Lake County Schools applicant process. We are developing a relationship with the University of Central Florida in which our principal will speak directly with education majors prior to their graduation about our school and the opportunities available to them. We will also be participating in the Great Florida Teach In in the Spring of 2015.

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All instructional materials are reviewed by administration and Key Staff and aligned with the most current set of standards provided by the State of Florida for each subject area. Spring Creek also utilizes Lake County Schools curriculum blueprints where applicable to align materials and instruction to standards.

Instructional Strategies

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

Spring Creek has a full time position, staffed by a trained Guidance Counselor, which is dedicated to studying data and assisting teachers with the implementation of MTSS and forms of differentiation. We use many supplemental materials which are tailored to the needs of individual students. These materials include, but are not limited to: Read Naturally, Great Leaps, Accelerated Math.

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

We feel we do an exceptional job of reaching our lowest quartile of students and showing academic growth with these struggling students. Our recent scores indicated that 76% of the lowest 25% made gains in ELA and 62% made gains in math.

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

Strategy: Extended School Day

Minutes added to school year: 5,400

Many of our school population arrive at 8:00 a.m. due to bus schedules. Students are not considered tardy until 8:30. In the past, students have been contained in the school cafeteria until teachers were ready for them at 8:20. In the 2013-14 school year we required all teachers to be ready to receive students in their classrooms at 8:00 a.m.. Students who arrived prior to 8:30 were provided with time for Individual Daily Reading conferences (a component of our Developmental Studies Center reading program), small group instruction, individualized interventions, homework assistance, and other academic learning opportunities. Our 6th, 7th, and 8th grade students also used this time to mentor and read to Kindergarten and 1st grade students. This strategy provided our teachers with considerable time to aide in presenting quality instruction.

In the coming 2014-15 school year we plan to continue this strategy and add a Learning Strategies class for our ESE population in 6th, 7th, and 8th grades during this early morning time. These students will meet each morning with our ESE Support Facilitation teacher and prepare for the coming academic day. They will be able to organize materials for upcoming classes, complete homework assignments, or receive tutoring in core subjects.

Strategy Rationale

Any added instructional time we can provide our students will boost academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Curry, Robert, curryr@lake.k12.fl.us

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

STAR Enterprise progress monitoring will be used to monitor individual student progress throughout the year. Teachers will determine extended learning time activities based on student reports from STAR, classroom assessments, and teacher observation. We will look at individual student growth as compared to the 2012-13 school year to check for effectiveness of the Extended Learning program.

Strategy: Extended School Day

Minutes added to school year: 2,520

Through the use of Title 1 funds, Spring Creek will provide after school tutoring for students in 3rd thru 8th grade.

Strategy Rationale

After school tutoring has been proven to improve student's academic growth.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Curry, Robert, curryr@lake.k12.fl.us

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

STAR Enterprise progress monitoring will be used to monitor individual student progress throughout the year. Teachers will determine extended learning time activities based on student reports from STAR, classroom assessments, and teacher observation. We will look at individual student growth as compared to the 2012-13 school year to check for effectiveness of the Extended Learning program.

Strategy: Extended School Day

Minutes added to school year:

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

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

STAR Enterprise progress monitoring will be used to monitor individual student progress throughout the year. Teachers will determine extended learning time activities based on student reports from STAR, classroom assessments, and teacher observation. We will look at individual student growth as compared to the 2012-13 school year to check for effectiveness of the After School Tutoring Extended Learning program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 is included in all Kindergarten staff meetings and works directly with our Kindergarten teachers to ensure a smooth transition into Kindergarten for her students. The Title I office in conjunction with the VPK office coordinate transition programs for students entering the regular public school program. Activities include coordinated meetings with parents, VPK teachers and the kindergarten teachers to discuss the specific learning needs of students.

Spring Creek works directly with the Umatilla High School guidance department to provide multiple opportunities for our 8th grade students to become acquainted with the high school environment. Guidance personnel from the high school come to our school and discuss scheduling, college readiness, extracurricular activities, and other topics related to the transition to high school. Students are taken to the high school to tour the campus and see activities.

College and Career Readiness

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 meet their future plans. The middle grades team discusses course options with each student individually to determine interests and future goals so they may be aligned with available courses. Career planning is done with all 8th grade students in the American History classes. One of our elective courses is specifically designed to allow for student input into what activities will be explored. The teacher polls students on career oriented activities that students are interested in and then designs the curriculum to include activities chosen by the students so they may explore different aspects of many career fields.

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

Seventh and eighth grade are incorporating the Thematic Unit on based on the book "A Land Remembered". All core subjects (Reading/Language Arts, Math, Science, and Social Studies) are concentrating on the Big Scrub environment of our local ecosystem and incorporating lessons designed to focus on the material learned from this book and about the Central Florida ecosystem in the Ocala National Forest, where our students live. Every lesson will be tied to some real world experience or problem.

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

In the 2014-15 school year Spring Creek will offer a Introduction to Computers class to every grade level from 3rd through 8th. This course will teach students keyboarding skills, computer program use, and other computer skills. Our Guidance Counselor teaches lessons to each class K thru 8th grade class which involves discussions about careers, career preparation, and college readiness. Our middle school teachers also administer the Meyers/Briggs Career Interest Survey and hold discussions about survey results with all our 8th grade students.

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 55% of students in grades 5 and 8 will score “on grade level” or higher on the FCAT 2.0 Science Assessment.

- G2.** 50% of students in grades 4 thru 8 will score “on grade level” or higher on the new Florida State Standards Assessment in ELA on the writing component.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 55% of students in grades 5 and 8 will score “on grade level” or higher on the FCAT 2.0 Science Assessment. 1a

G036762

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Teacher Outreach to Communities
- Community Partners

Targeted Barriers to Achieving the Goal 3

- Community Involvement
- Fidelity of science instruction across all grade levels

Plan to Monitor Progress Toward G1. 8

Spring Creek will track parent and student involvement in extracurricular science activities.

Person Responsible

Wesley Locke

Schedule

Semiannually, from 8/11/2014 to 6/5/2015

Evidence of Completion

Parent sign in sheets at each event.

G2. 50% of students in grades 4 thru 8 will score “on grade level” or higher on the new Florida State Standards Assessment in ELA on the writing component. 1a

G036707

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- Accelerated Resource Teacher will focus on improving writing instruction and proficiency
- Being a Writer, 2nd Edition
- Writing Committee (PLC)
- Grade level writing rubrics

Targeted Barriers to Achieving the Goal 3

- Lack of adequate language models outside of school (oral, written, spoken language)

Plan to Monitor Progress Toward G2. 8

Monthly "Writing Lab" student work scored by various personnel

Person Responsible

Robert Curry

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson plans, Monthly "Writing Lab" student work

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. 55% of students in grades 5 and 8 will score “on grade level” or higher on the FCAT 2.0 Science Assessment. **1**

 G036762

G1.B1 Community Involvement **2**

 B088075

G1.B1.S1 Facilitate the interaction of community members and resources to enhance the knowledge of parents and students in the science arena. **4**

 S098803

Strategy Rationale

SCCS' families are located in a 50+ square mile area. By taking the interaction closer to our families, the participation in these should increase.

Action Step 1 **5**

Spring Creek will offer special events (Science Night) located in the outlying communities our school serves (Astor and Lake Mack) in place of having parents transport students to the school in the evenings for these events.

Person Responsible

Wesley Locke

Schedule

Semiannually, from 8/11/2014 to 6/12/2015

Evidence of Completion

Agendas and Sign In Sheets

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

Sign In Sheets will be used to track attendance and participation, which will be compared to participation in previous years.

Person Responsible

Wesley Locke

Schedule

Semiannually, from 8/11/2014 to 6/12/2015

Evidence of Completion

Parent sign in sheets will be used and collected from each outreach opportunity

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

Comparison of Participation Data from Last Year to Current Year

Person Responsible

Wesley Locke

Schedule

Semiannually, from 8/11/2014 to 6/11/2015

Evidence of Completion

Comparison of number of families and students participating

G1.B2 Fidelity of science instruction across all grade levels 2

B088306

G1.B2.S1 Formation of a Science Curriculum Committee which will consist of a teacher from each grade level 4

S098983

Strategy Rationale

Science is a subject that has only been tested in 5th grade and 8th grade. This committee will be charged with meeting monthly to discuss teacher lesson planning and implementation throughout all grade levels beginning in Kindergarten and moving vertically through 8th grade. The committee's goal will be to ensure science instruction is aligned with the proper standards and is being presented with fidelity in each grade level.

Action Step 1 5

The Science Committee will facilitate rigorous instruction of science standards through all grade levels of Spring Creek Charter School.

Person Responsible

Wesley Locke

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans will provide evidence of consistent and rigorous science instruction. Some form of progress monitoring will be utilized and the administrative team will discuss science instruction in our monthly grade level accountability meetings.

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

Grade levels meet with administration monthly. At these accountability meetings we will discuss the work of the science committee and how that work is or is not assisting teachers in science instruction.

Person Responsible

Robert Curry

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Science lesson plans and science committee minutes


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

Person Responsible


Schedule

Evidence of Completion


G2. 50% of students in grades 4 thru 8 will score “on grade level” or higher on the new Florida State Standards Assessment in ELA on the writing component. 1

 G036707

G2.B1 Lack of adequate language models outside of school (oral, written, spoken language) 2

 B087925

G2.B1.S1 Increased oral and written language opportunities in the classroom through the use of Developmental Studies curriculum 4

 S098753

Strategy Rationale

Our students come to us with low language skills. We have chosen an ELA and Writing curriculum that emphasizes language skills through class discussion, writing prompts, and oral presentation.

Action Step 1 5

Professional Development Opportunities in Developmental Studies Center curriculums

Person Responsible

Kim O'Neal

Schedule

Monthly, from 8/11/2014 to 6/10/2015

Evidence of Completion

Agendas from Professional Developments Observation during Coaching Opportunities

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

Monthly Accountability Meetings with Administrative Team

Person Responsible

Robert Curry

Schedule

Monthly, from 8/11/2014 to 6/12/2015

Evidence of Completion

Anecdotal notes from Accountability Meetings with Administrative Team

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

Classroom Walk Throughs and TEAM Observations

Person Responsible

Robert Curry

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Observation (Formal and Informal)

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

Monthly accountability meetings, Data PLC, administrative observations

Person Responsible

Robert Curry

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson plans, Monthly "Writing Lab" student work

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Professional Development Opportunities in Developmental Studies Center curriculums	O'Neal, Kim	8/11/2014	Agendas from Professional Developments Observation during Coaching Opportunities	6/10/2015 monthly
G1.B1.S1.A1	Spring Creek will offer special events (Science Night) located in the outlying communities our school serves (Astor and Lake Mack) in place of having parents transport students to the school in the evenings for these events.	Locke, Wesley	8/11/2014	Agendas and Sign In Sheets	6/12/2015 semiannually
G1.B2.S1.A1	The Science Committee will facilitate rigorous instruction of science standards through all grade levels of Spring Creek Charter School.	Locke, Wesley	8/11/2014	Teacher lesson plans will provide evidence of consistent and rigorous science instruction. Some form of progress monitoring will be utilized and the administrative team will discuss science instruction in our monthly grade level accountability meetings.	6/5/2015 monthly
G1.MA1	Spring Creek will track parent and student involvement in extracurricular science activities.	Locke, Wesley	8/11/2014	Parent sign in sheets at each event.	6/5/2015 semiannually
G1.B1.S1.MA1	Comparison of Participation Data from Last Year to Current Year	Locke, Wesley	8/11/2014	Comparison of number of families and students participating	6/11/2015 semiannually
G1.B1.S1.MA1	Sign In Sheets will be used to track attendance and participation, which will be compared to participation in previous years.	Locke, Wesley	8/11/2014	Parent sign in sheets will be used and collected from each outreach opportunity	6/12/2015 semiannually
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Grade levels meet with administration monthly. At these accountability meetings we will discuss the work of the science committee and how that work is or is not assisting teachers in science instruction.	Curry, Robert	8/11/2014	Science lesson plans and science committee minutes	6/5/2015 monthly
G2.MA1	Monthly "Writing Lab" student work scored by various personnel	Curry, Robert	8/11/2014	Lesson plans, Monthly "Writing Lab" student work	6/5/2015 monthly
G2.B1.S1.MA1	Monthly accountability meetings, Data PLC, administrative observations	Curry, Robert	8/11/2014	Lesson plans, Monthly "Writing Lab" student work	6/5/2015 monthly
G2.B1.S1.MA1	Monthly Accountability Meetings with Administrative Team	Curry, Robert	8/11/2014	Anecdotal notes from Accountability Meetings with Administrative Team	6/12/2015 monthly
G2.B1.S1.MA2	Classroom Walk Throughs and TEAM Observations	Curry, Robert	8/11/2014	Observation (Formal and Informal)	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. 50% of students in grades 4 thru 8 will score “on grade level” or higher on the new Florida State Standards Assessment in ELA on the writing component.

G2.B1 Lack of adequate language models outside of school (oral, written, spoken language)

G2.B1.S1 Increased oral and written language opportunities in the classroom through the use of Developmental Studies curriculum

PD Opportunity 1

Professional Development Opportunities in Developmental Studies Center curriculums

Facilitator

Michelle Kim O'Neal

Participants

Spring Creek Charter School instructional and non-instructional personnel DSC Implementation Team

Schedule

Monthly, from 8/11/2014 to 6/10/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0