Spring Creek Charter School

2022-23 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: 5/5/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: C (52%) 2018-19: B (54%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	19%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

N/A

SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Locke, Wesley	Principal	Facilitate, Maintain and monitor all aspects of fiscal and academic business as it pertains to Spring Creek Charter School.
O'Neal, Kim	Assistant Principal	Support and assist the Principal to facilitate, maintain and monitor all aspects of fiscal and academic business as it pertains to Spring Creek Charter School.
Ferrie, Kelly	Assistant Principal	Support and assist the Principal to facilitate, maintain, and monitor all aspects of fiscal and academic business as it pertains to Spring Creek Charter School.
Odom, April	Reading Coach	Facilitate, maintain, oversee, and support staff professional development and student achievement with an emphasis on coaching ELA and Social Studies content areas.
Warensford, Anita	Math Coach	Facilitate, maintain, oversee and support staff professional development and student achievement with an emphasis on coaching mathematics and science content areas.
	School Counselor	Facilitate, maintain, and oversee the social, emotional, mental health and well being of students and staff at Spring Creek Charter School.
Wiehe, Rebecca	Other	MTSS and Testing oversight; facilitation and monitoring
Morales, Jessica	Other	ESE School Specialist: facilitate, maintain and oversee all aspects of the Exceptional Student Education Program
Coldiron, Maureen	Parent Engagement Liaison	Facilitate, maintain, and oversee all aspects of Parental Engagement with a focus on student achievement and success factors. This includes an emphasis on attendance and discipline.

Demographic Information

Principal start date
Tuesday 5/5/2015, Wesley Locke

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

633

Identify the number of instructional staff who left the school during the 2021-22 school year.

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	87	73	74	65	83	59	75	44	33	0	0	0	0	593
Attendance below 90 percent	28	69	60	45	55	42	46	30	15	0	0	0	0	390
One or more suspensions	5	12	3	9	3	22	7	6	17	0	0	0	0	84
Course failure in ELA	0	4	4	2	1	1	3	0	0	0	0	0	0	15
Course failure in Math	0	4	4	2	1	1	2	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	17	20	21	7	4	0	0	0	0	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	21	23	16	6	3	0	0	0	0	69
Number of students with a substantial reading deficiency	2	18	12	23	19	23	31	13	5	0	0	0	0	146

Using the table above, complete the table below with the number of students by current grade level who have 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	2	18	12	23	19	23	31	13	5	0	0	0	0	146

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	4	2	1	0	1	0	1	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/17/2022

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	
Number of students enrolled	72	73	71	82	62	72	46	39	33	0	0	0	0	550
Attendance below 90 percent	23	31	23	25	31	31	11	13	0	0	0	0	0	188
One or more suspensions	0	3	2	3	3	9	3	6	10	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	17	16	9	8	14	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	9	7	6	4	8	0	0	0	0	36
Number of students with a substantial reading deficiency	0	0	2	0	5	6	3	4	3	0	0	0	0	23
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	8	9	16	29	31	23	15	21	0	0	0	0	152

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	5	2	4	2	4	0	2	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	72	73	71	82	62	72	46	39	33	0	0	0	0	550
Attendance below 90 percent	23	31	23	25	31	31	11	13	0	0	0	0	0	188
One or more suspensions	0	3	2	3	3	9	3	6	10	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	17	16	9	8	14	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	9	7	6	4	8	0	0	0	0	36
Number of students with a substantial reading deficiency	0	0	2	0	5	6	3	4	3	0	0	0	0	23
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	8	9	16	29	31	23	15	21	0	0	0	0	152

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	5	2	4	2	4	0	2	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	64%	55%				50%	68%	61%
ELA Learning Gains	51%						54%	63%	59%
ELA Lowest 25th Percentile	51%						46%	56%	54%
Math Achievement	47%	44%	42%				49%	70%	62%
Math Learning Gains	60%						49%	65%	59%
Math Lowest 25th Percentile	45%						35%	54%	52%
Science Achievement	44%	65%	54%				47%	59%	56%
Social Studies Achievement	81%	66%	59%				71%	83%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	60%	-11%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	38%	60%	-22%	58%	-20%
Cohort Comparison		-49%				
05	2022					
	2019	56%	59%	-3%	56%	0%
Cohort Comparison		-38%				
06	2022					
	2019	50%	52%	-2%	54%	-4%
Cohort Comparison		-56%				
07	2022					
	2019	51%	49%	2%	52%	-1%
Cohort Comparison		-50%				
08	2022					
	2019	55%	54%	1%	56%	-1%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	40%	62%	-22%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	51%	61%	-10%	64%	-13%
Cohort Comparison		-40%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	41%	57%	-16%	60%	-19%
Cohort Comparison		-51%				
06	2022					
	2019	55%	53%	2%	55%	0%
Cohort Comparison		-41%				
07	2022					
	2019	60%	58%	2%	54%	6%
Cohort Comparison		-55%				
08	2022					
	2019	0%	39%	-39%	46%	-46%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	56%	-5%	53%	-2%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-51%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	35%	49%	-14%	48%	-13%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	71%	0%	71%	0%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	52%	33%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	35	37	19	47	40	8				
ELL	56	53		38	47						
HSP	56	52		46	55						
WHT	45	51	48	48	61	45	44	81	39		
FRL	43	52	46	43	60	46	38	88			
2021 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 2019-20	C & C Accel 2019-20
SWD	15	26	21	14	47	48	9				
ELL	19	31		43	75						
HSP	41	48		38	64		40				
WHT	45	47	31	48	53	43	54	67	64		
FRL	40	42	23	38	52	43	44	67	44		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
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%	0
Hispanic Students	
Federal Index - Hispanic Students	56

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
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%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Analyzing state assessments and progress monitoring across grade levels the trend is less than 50% showing mastery in ELA and Math. School wide average (grades 3-8): ELA 46.5% demonstrating proficiency. Math 46.6% demonstrating proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Foundation instruction in all grades K-8 in both ELA and Math are a high need. SCCS adopted new core curriculum in both ELA and Math for the 2022-2023 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing Factors: student attendance, lack of parent involvement, need for core curriculum changes, high level of poverty, lack of foundational math block
New Actions: master schedule change to include required math intervention/acceleration 4 times a week thirty minutes, professional development focused on new curriculum and BEST with focus on creating instructional tasks aligned to standards, attendance policy changes after Covid, additional paraprofessionals were hired to maintain two per grade level (K-5) and two for grades 6-8. An instructional person has been hired to focus on home/school connections for attendance, discipline and academic needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

6th and 7th grades ELA show a proficiency level above 50%. Math Learning Gains were the noted increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Second year of PATHS (curriculum) implementation. ACHIEVE 3000 for intensive reading courses. Actions Taken: continued professional learning communities with a partner school, focused goal tracking with Lexile Levels in ACHIEVE 3000, opportunities for both Tier 2 and Tier 3 instruction in a longer course period with more instructors for small group.

What strategies will need to be implemented in order to accelerate learning?

An intervention/acceleration block (THRIVE) with differentiated instruction based on progress monitoring data will be implemented in all grade levels K-8 for ELA and Math. THRIVE is a walk to model with push in from multiple additional personnel. The blocks are on the master schedule. Additional paraprofessionals were hired to maintain two per grade level (K-5) and two for grades 6-8. An instructional person has been hired to focus on home/school connections for attendance, discipline and academic needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Planned Professional Development (continuing): BEST Standards ELA and Math, Responsive Classroom, Write Score, ACHIEVE 3000, Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words
Planned Professional Development (new): The Science of Reading in collaboration with USF, Great Minds (Wit and Wisdom) implementation, STEMScopes MATH implementation

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continued professional development for utilized curricula, coaching cycles with reading and math coaches, intervention/acceleration blocks for ELA and Math, progress monitoring with formative assessments for data chats and tracking through out the year

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Acceleration and Intervention Differentiated Instruction Block: From the progress monitoring data and FSA data, foundational skills are limited or missing for a majority of our students in both ELA and Math. For students who are at proficiency levels and have mastered foundation skills will have an opportunity to accelerate skills.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Outcomes will be measured through student learning gains. The goal for the school is for every student to make, at a minimum, a year's worth of growth as evidenced by FAST year end data.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data from FAST (BOY, MOY, EOY) will be analyzed following each testing window. In addition, classroom data will be analyzed at least monthly in professional learning communities.
Person responsible for monitoring outcome:	Kim O'Neal (onealm@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	SIPPS, ALEKS, Teacher Explicit Instruction, Being A Reader , Achieve 3000, Zearn , coaching cycles, professional learning communities, student success team meetings
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Strategy selection based on What Works Clearinghouse.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Revise master schedule to include at least a 30 minute, 4 times a week academic block with extra support staff allocated to each grade level

Person Responsible	Kelly Ferrie (ferriek@lake.k12.fl.us)

Employ additional paraprofessional for each grade level

Person Responsible	Wesley Locke (lockew@lake.k12.fl.us)

Extended school day 8:00-3:20

Person Responsible	Wesley Locke (lockew@lake.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Early Warning Systems show 39.82% of students in VPK-5th Grade missed more than 10 days of the 2021-2022 school year. Early Warning Systems show 34.85% of students in 6-8th Grade missed more than 10 days of the 2021-2022 school year. Attendance is traditionally a barrier to achievement for our students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of students missing 10 or more days of the school year will decrease by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Family School Liaison Instructor will collect and monitor attendance data from a proactive stance.
Person responsible for monitoring outcome:	Maureen Coldiron (coldironm@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Setting individual goals for students that are habitually absent, frequent parent communication regarding attendance, utilizing goal tracking methods, incentives to encourage attendance, home visits as needed, follow through on consequences for truant students and their families
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Reframe stakeholders mindset about attendance in the post COVID time period.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Employ a Family School Liaison Instructor

Person Responsible	Wesley Locke (lockew@lake.k12.fl.us)

Data collection throughout the year to maintain attendance goals and communicate with families.

Person Responsible	Maureen Coldiron (coldironm@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Previous year progress monitoring and EOY data indicated an issue with core curriculum in ELA and Math. FSA proficiency levels were below 50% in both ELA and math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	55% of students will be at the proficiency level in both ELA and Math based on the end of year F.A.S.T. assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student proficiency in ELA and Math on progress monitoring windows windows for F.A.S.T., formative assessments used during the intervention and acceleration blocks for both ELA and Math
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Systematic and Explicit instruction provided in intervention and acceleration blocks, Core Curriculum changes in both ELA and Math
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Last year's proficiency score for ELA was 46.5% and 46.7% for Math. The need for a change in core curriculum was evident based on students needing intervention for foundational skills.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Evaluate and Select new core curriculum for both ELA and Math in the spring of 2022.

Person Responsible	Anita Warensford (warensforda@lake.k12.fl.us)

Implement professional learning communities for curriculum writing and pacing purposes for both ELA and Math.

Person Responsible	April Odom (odoma@lake.k12.fl.us)

Training for new core curriculum: Stemscopes Math and Wit and Wisdom in the fall of 2022 and continued training in BEST standards throughout the 2022-2023 school year

Person Responsible	Kelly Ferrie (ferriek@lake.k12.fl.us)

Analyzing and using formative assessments during tier 1 ELA and Math instruction to drive learning gains for all students. Data chats during professional learning communities with academic coaches to analyze and sort the data to create small groups to enhance learning gains for intervention and acceleration needs.

Person Responsible	Anita Warensford (warensforda@lake.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A Spring Creek is not on the list of RAISE schools.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A Spring Creek is not on the list of RAISE schools.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A Spring Creek is not on the list of RAISE schools.

Grades 3-5: Measureable Outcome(s)

N/A Spring Creek is not on the list of RAISE schools.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A Spring Creek is not on the list of RAISE schools.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A Spring Creek is not on the list of RAISE schools.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A Spring Creek is not on the list of RAISE schools.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A Spring Creek is not on the list of RAISE schools.

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

All Spring Creek Charter School (SCCS) personnel are dedicated to the safety, security and well being of our school family. Personnel purposefully create and explicitly teach to an extended campus that is safe and supportive not only to the academic needs of students but also the life needs of personnel, students, families and community. SCCS utilizes the Responsive Classroom (RC) approach to explicitly teach, model, implement and follow through with social emotional learning for all students, staff and stakeholders. Professional development funding is deliberately set aside for all staff to be trained in RC. Through ongoing training, all stakeholders benefit from a school culture built on caring, assertion, responsibility, empathy and self control.

Identify the stakeholders and their role in promoting a positive school culture and environment.

All Personnel: At least 80% of school personnel completed the 6 hour Youth Mental Health First Aid course. In addition, the school assists personnel with compliance to keep training up to date. All personnel are encouraged to have open communication with all stakeholders. Classroom teachers utilize face to face and virtual conferencing, social media, ClassDojo, texts, phone calls, etc to maintain communication.
School Counselors: SCCS employs two full time school counselors who are dedicated to the well being and mental health of students, staff and community. The School Guidance Plan utilizes whole group, small groups and individual counseling as well as community workshops. The plan also includes working concurrently with outside agencies for mental health support as necessary.
Charter Board: The SCCS Charter Board is the acting SAC. The Board is consulted regularly for input and feedback regarding creation and implementation of governing plans. The SCCS PTO is the parent based group provides input and feedback. All stakeholders have access to bring forth any issues or concerns to these groups or administration.
OneCallNow: Title 1 funds are allocated to the purchase of OneCallNow, a call out messaging system to communicate with families and the community regarding school events and messages.