

# Spruce Creek High School



2014-15 School Improvement Plan

## Spruce Creek High School

801 TAYLOR RD, Port Orange, FL 32127

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

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

32%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

23%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

B

B

A

B

### School Board Approval

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

### SIP Authority and Template

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

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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Our Mission at Spruce Creek High School is to provide through the commitment of parents, teachers, and community, the means for each student to reach his or her potential. At Spruce Creek High School, Hawks SOAR!

Service  
Opportunity  
Academics  
Responsibility

##### Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

#### School Environment

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

Relationships are built at Spruce Creek High School by providing opportunities for students, parents and teachers to participate in opportunities to learn more about what is happening at our school and the opportunities that are available for service, academics, opportunity and responsibility.

CSALT - Student club that provides mentors to incoming freshman at orientation and throughout the school year.

Orientation for each class before school starts

IB (International Baccalaureate) Orientation

SGA (Student Government Association) Activities

Clubs- 58 which vary from academics, to service, to common interests

Athletics

Climate Survey

1st Week Activities

Classroom Feedback Surveys

Mentoring Groups: Aspire Higher & Younique Girls

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

Faculty and staff make every effort to stand outside their classroom doors to increase visibility and provide access to students. Campus advisors are located throughout the campus. At the entrance to the parking area, campus advisors check the driver's license of people going to the main office. The guidance office and media center have boxes where students can report bullying or other issues. These boxes are checked regularly.

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

Our media center is open before school, during lunch and after school in addition to regular school hours. The mission of the media center is to ensure that all students and staff achieve information by providing resources that help all students achieve information literacy and contribute to lifelong learning. Media provides a collection of diverse learning resources that represent a wide range of



subjects and levels of difficulties, allows intellectual and physical access to materials in all formats and in all areas of the curriculum. They provide instruction that fosters competence in using media center resources and stimulates interest in reading, viewing and using information.

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

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

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

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

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

Bullying boxes to report concerns in main office, dean's office, 9th grade office and media.

Counselors monitor attendance, refer as needed to outside resources, follow students through their 4 years

Younique Girls and Aspire Higher Mentoring programs

Peer tutors available in media center before school, during lunch, and after school

Outside speakers address issues such as underage drinking, texting while driving, etc.

### **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**

Early warning indicators that are used are attendance reports, FCAT scores, and grades.

>Teacher on Assignment monitors attendance as part of the PST process.

>List is shared with teachers, and counselors identifying students at risk for graduation to mentor.

>Quarterly administration reviews discipline concerns

>Reading coach works monitors students with level 1 or 2 on FCAT

>Counselors notify parents of students failing multiple courses

>Identified seniors are monitored to ensure graduation requirements are met

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. Identified areas become the focus of the intervention efforts. These concerns are addressed at department chair meetings, faculty meeting and within PLC meetings. Students with behavioral issues are followed by the administrators assigned and referred to PST or other resources as needed.

**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?**

No

**PIP Link**

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

**Description**

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

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

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

**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
Sparger, Todd	Principal
Gangi, Susan	Assistant Principal
Robare, Thomas	Assistant Principal
Clark, Kevin	Assistant Principal
Mallory, Beverly	Assistant Principal
Strother, Jay	Assistant Principal
Cappiello, Karie	Instructional Coach
Murray, Samantha	Instructional Media
Howard, Lekita	Instructional Coach

**Duties**

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

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

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students***

**and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The school based leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral support that is available to students at Spruce

Creek High School. We use academic and behavioral data to determine priorities to consider the current

teams' roles that match the needs of the issues. We use our Problem Solving Teams, Behavioral Leadership

Team and Professional Learning Communities as well as our department chairs as needed to provide intervention according to the Problem Solving Process which will identify the problem, analyze the problem

and devise an intervention to address the problem. Using the Problem Solving Process ensures that individual, class-wide, and school-wide issues are addressed systematically using data with interventions to

support the targeted problem with a plan for monitoring. The school-based leadership team meets regularly

to address academic and behavioral concerns.

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

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Samantha Murray	Teacher
Heather Alexander	Teacher
Astrid Augat	Teacher
Lori Beck	Parent
Brooke Billmeier	Parent
Kelli Bundza	Teacher
Ellen Burns Kidwell	Business/Community
Kenneth Byrnes	Parent
Gayla Clark	Parent
Pedro Dash	Parent
Colleen DeCarlo	Education Support Employee
Sandi Dembinsky	Business/Community
Nancy Finley	Parent
Elaine Flasterstein	Business/Community
Eli Freidus	Teacher
Jake Fullam	Student
Susan Gangi	Teacher
Jeanette Gill	Parent
Christy Grusauskas	Teacher
John Guidubaldi	Parent
Sandra Hall	Teacher
Doris Jowers	Teacher
Deborah Keith	Business/Community
Kathryn Kidwell	Student
Elaine Newbern	Student
Dalton Price	Student
Kim Rice	Parent
Cheryl Taffe	Parent
Amy Vaughan	Student
Katherine Weston	Parent
Kathleen Worcester	Teacher
Jill Yanus	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*

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

*Development of this school improvement plan*

As part of the School Improvement Process for Spruce Creek High School, the data from assessments are shared with the members of the SAC team. The first meeting of the year reviews the prior school improvement plan, assessment data, and problem solves with the SAC to provide input into the goals, targets and strategies for the 2013-14 plan. Monthly meetings are used to update or inform SAC of progress toward our school goals.

At the beginning of the year, each department reviews the data and looks for a common school goal. From the data, Spruce Creek High School developed a plan to promote literacy in writing through reading across the curriculum. Each department determined the area that they would focus on and suggested professional development to support the school wide goal.

*Preparation of the school's annual budget and plan*

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

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

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

**SAC Budget**

Starting budget \$28, 942

Capitalized equipment (1789.98)

Uncapitalized equipment (1,762.99)

Guidance Summer Hours (3500.00)

Math Tutoring (Freidus) (3500.00)

PLC substitutes (4000.00)

Media ( 398.50)

Mcclelland PE -Fitness (1790.00)

Augat Web license ( 430.00)

Murray –tech (3270.00)

World Cultural Geography (5000.00)

Math Calculators (3795.00)

Hawk of the Year Scholarship 2014 ( 500.00)

***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
Sparger, Todd	Principal
Gangi, Susan	Assistant Principal
Robare, Thomas	Assistant Principal
Clark, Kevin	Assistant Principal
Mallory, Beverly	Assistant Principal
Strother, Jay	Assistant Principal
Cappiello, Karie	Administrative Support
Murray, Samantha	Instructional Media
Howard, Lekita	Instructional Coach

### Duties

#### ***Describe how the LLT promotes literacy within the school***

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

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

goals and priorities for literacy, and develop a professional development agenda to meet goals. School

literacy team members serve as liaisons to staff and parent and community committees.

### 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**

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

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

Dr. Sparger, Principal, works with the administrative staff and department chairs to interview and support teachers at Spruce Creek High School. One assistant principal is designated as the Empowering Education Excellence Program contact to communicate and assist teachers who are 1st year teachers or who are in their 1st year in Volusia County. Each administrator works with a department of teachers as the primary contact for needs and concerns throughout the school year. Our district provides 1st year teachers with a PAR/mentor who assists them all year. Our 2nd year teachers are assisted with a school-based E3Y2 mentor. In addition, we have a reading coach, a TOA and a media specialist who work hard to help support and retain teachers who are new to the school. The purpose of establishing a team to monitor teacher progress and needs is to support the vision of Spruce Creek High School that learning of students is a high priority as reflected in our assessment data.



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

First year teachers are given a PAR as well as an administrator who will assist with lesson planning, classroom management techniques, and the needs of the teacher and the classroom to provide a collaborative coaching team, Empowering Education Program.

Second year teachers are given a mentor who assists them with lesson planning, classroom management techniques, and other needs as part of the E3Y2 program.

Department chairpersons, administrators, the reading coach, the media specialists, and the teacher on assignment work with teachers to collaborate with professional development and professional learning communities to enrich the learning environment.

## **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***

The use of curriculum maps in each course drive instruction. The curriculum maps are developed with county teams and at the school level each PLC teams works to develop common lessons and assessments to measure standards being met. Data from the assessments is used to differentiate instruction to support the struggling student along with the higher level learner.

#### **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***

PLC teams are formed by teachers who teach the same course. We have specific times and days that the language arts, reading, algebra, geometry, biology and geometry meet to ensure that differentiated instruction is provided for all students to assist in their passing requirements for these state assessments. They work together to create a common syllabus, lesson plans, formative and summative assessments. The assessment data is used to determine interventions needed for groups of students. As needed, the Teacher on Assignment can assist with further interventions through the PST process. At the PLC meetings, teachers work on planning that will support the academic needs of students in their courses. As needed, the reading coach attends PLC meetings to assist the teachers with intervention strategies or assistance in using the data to build instructional needs.

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



**Strategy: After School Program**

**Minutes added to school year: 0**

PLCs meet for the purpose of data analysis and response, intervention planning and professional development.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Gangi, Susan, sagangi@volusia.k12.fl.us

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

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

**Strategy: After School Program**

**Minutes added to school year: 960**

SAT Prep course offered in the fall and/or spring.

**Strategy Rationale**

Student who need extra enrichment to score well on the SAT benefit from this program.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gangi, Susan, sagangi@volusia.k12.fl.us

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

Teachers maintain data and share with counselors.

**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**

Parent and student night is planned in February for incoming 8th graders.

In March, each feeder school is scheduled for evening registration with guidance counselors for parents and students.

The week before school begins, there is a scheduled freshman orientation. Students are let by a student ambassador to pick up their schedules, choose their locker and get a tour of the campus. The first week of school Student Ambassadors (CSALT) wear t-shirts identifying them on campus as a resource for new students to ask for assistance.

### 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***

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships, especially students enrolled in our Academy of Finance and Academy of Technology and Robotics.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are using reading activities which include articles and text relating to current events.

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

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

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

School PLCs are planning together to use the FSA writing rubric for all classes. PLC teams are also using data to differentiate learning in classes.

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Spruce Creek High School will integrate writing and the writing process to promote student participation, diversity of student voices and engage students as critical thinkers while promoting their texts as important resources and thinking goals.
- G2.** Increase the percentage of students graduating in four years by providing a support team to monitor their progress and provide support in completing the number of credits needed and passing the required tests necessary for a high school diploma.

## 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.** Spruce Creek High School will integrate writing and the writing process to promote student participation, diversity of student voices and engage students as critical thinkers while promoting their texts as important resources and thinking goals. 1a

G049423

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

**Resources Available to Support the Goal** 2

- Professional development in the areas of differentiated instruction, planning, assessment and technology.
- Provide training in the use of a consistent writing rubric across the disciplines

**Targeted Barriers to Achieving the Goal** 3

- Technology needs
- Training to coincide with curriculum maps and integration of technology

**Plan to Monitor Progress Toward G1.** 8

Monitoring will be through courses based writing tasks at the school in content areas. State ELA, EOC assessments will be part of data analysis

**Person Responsible**

Susan Gangi

**Schedule**

Quarterly, from 8/12/2014 to 6/5/2015

**Evidence of Completion**

VLT assessments through Language Arts classes as entered in Eduphoria. Core Content Writing Assessments DI assessments for courses that have them Gradebook PLC notes

**G2.** Increase the percentage of students graduating in four years by providing a support team to monitor their progress and provide support in completing the number of credits needed and passing the required tests necessary for a high school diploma. 1a

G040859

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	58.0

**Resources Available to Support the Goal** 2

- A teacher on assignment will monitor students from their 9th grade year to their 12th grade year by monitoring credits, EOC exam requirements, FCAT or concordant ACT/SAT scores, and Post Secondary Education Readiness Test (PERT)
- School guidance counselors will coordinate with the teacher on assignment in communicating student graduation needs.
- Faculty will be given a targeted list of students to monitor and advise the teacher on assignment of concerns academically, attendance and/or behavior.
- Virtual data room has been created with the purpose of monitoring at risk students. This room is used by teachers to follow up on student progress and is used during PLC as well as by individual teachers. Student Advocate TOA monitors it.

**Targeted Barriers to Achieving the Goal** 3

- Student attendance.

**Plan to Monitor Progress Toward G2.** 8

Monitoring attendance, credits, tests, etc.

**Person Responsible**

Susan Gangi

**Schedule**

Quarterly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Crosspoint Reports, Data room established helps keep a progressive chart for teachers to reference and use as they plan for students to meet FCAT and graduation requirements.

## 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.** Spruce Creek High School will integrate writing and the writing process to promote student participation, diversity of student voices and engage students as critical thinkers while promoting their texts as important resources and thinking goals. **1**

 **G049423**

**G1.B1** Technology needs **2**

 **B123547**

**G1.B1.S1** Training for technology implementation and purchase of more technology **4**

 **S138608**

### Strategy Rationale

Technology can be used for differentiation as well as it is important for students to be comfortable with the use of technology.

### Action Step 1 **5**

We will purchase a cart to hold 30 iPads so that it can be checked out for special projects in the classrooms.

### Person Responsible

Samantha Murray

### Schedule

On 6/1/2015

### Evidence of Completion

We will have a cart.

### Action Step 2 5

Purchase 10 additional iPads for use in the classrooms so that we will have a total of 55.

**Person Responsible**

Samantha Murray

**Schedule**

On 6/1/2015

***Evidence of Completion***

We will have more iPads.

### Action Step 3 5

The 11 laptop carts on campus will be deployed into classrooms to provide more access.

**Person Responsible**

Samantha Murray

**Schedule**

On 6/1/2015

***Evidence of Completion***

Cart use data.

### Action Step 4 5

20 additional document cameras will be purchased so that teachers have more access.

**Person Responsible**

Samantha Murray

**Schedule**

On 6/1/2015

***Evidence of Completion***

Circulation data for document cameras.

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B2 Training to coincide with curriculum maps and integration of technology** 2

 B123548

**G1.B2.S1 Professional development to address differentiated instruction** 4

 S138411

**Strategy Rationale**

Using differentiated instruction to target areas of intervention will increase student achievement.

**Action Step 1** 5

Professional Learning Communities will address the writing and reading rubric for FSA.

**Person Responsible**

Susan Gangi

**Schedule**

Quarterly, from 8/18/2014 to 6/1/2015

***Evidence of Completion***

VLT assessments FAIR data



## Action Step 2 5

Teachers will be trained in using www.Turnitin.com with the new writing rubrics to facilitate electronic grading and student peer reviews using the rubric. This will take place during one of four sessions on the school-directed early release professional development days.

### **Person Responsible**

Susan Gangi

### **Schedule**

On 6/1/2015

### ***Evidence of Completion***

Attendance at training. Data from Turnitin.com about use. Evidence in DPP and evaluations for teachers.

## Action Step 3 5

A team of teachers will attend FETC (Florida Educational Technology Conference) with one of their goals being to look at ways to utilize technology to incorporate more writing in the content area.

### **Person Responsible**

Samantha Murray

### **Schedule**

On 1/23/2015

### ***Evidence of Completion***

The team will discuss lessons learned from the conference and create a plan to share with departments, PLCs and/or the whole faculty depending upon what is determined to be the most effective sharing model for the information.

## Action Step 4 5

FETC Team will present lessons learned to the faculty.

### **Person Responsible**

Samantha Murray

### **Schedule**

On 6/1/2015

### ***Evidence of Completion***

Attendance at PD opportunities and faculty meetings where items are shared.

### Action Step 5 5

All teachers will learn about the ELA rubric at a faculty meeting.

**Person Responsible**

Susan Gangi

**Schedule**

On 6/1/2015

***Evidence of Completion***

A team of ELA teachers who have been trained in the new ELA rubric will train the faculty at a faculty meeting.

### Action Step 6 5

Teachers will be trained in how to use Office365 to facilitate an easier way to collect, collaborate on, and store writing in the classroom.

**Person Responsible**

Samantha Murray

**Schedule**

On 6/1/2015

***Evidence of Completion***

Data about teacher and student use of Office365

### Action Step 7 5

Teachers will be trained in how using Edmodo can facilitate more writing and discussion in the classroom. This will take place as departments rotate through PD opportunities on one of four early release PD days.

**Person Responsible**

Samantha Murray

**Schedule**

On 6/1/2015

***Evidence of Completion***

The number of teachers using Edmodo with their classes.

## Action Step 8 5

The various rubrics will be shared and discussed at department meetings. Departments or PLCs will come up with a personal plan for implementing more writing in their classes.

### **Person Responsible**

Susan Gangi

### **Schedule**

On 6/1/2015

### ***Evidence of Completion***

Notes from meetings Lesson plans DPP evidence Evaluation evidence

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

Department chairs/PLC team leaders will meet regularly to provide progress

### **Person Responsible**

Susan Gangi

### **Schedule**

Monthly, from 8/12/2014 to 6/5/2015

### ***Evidence of Completion***

Department chairs will keep a notebook of assessment results, Eduphoria results, and notes from PLC meetings.

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

### **Person Responsible**


### **Schedule**

### ***Evidence of Completion***


**G2.** Increase the percentage of students graduating in four years by providing a support team to monitor their progress and provide support in completing the number of credits needed and passing the required tests necessary for a high school diploma. 1

 G040859

**G2.B1** Student attendance. 2

 B099057

**G2.B1.S1** The teacher on assignment will monitor attendance and provide mentors for students who need it. 4

 S110382

### **Strategy Rationale**

Reducing absences from school will increase student success.

### **Action Step 1** 5

Mentors will be provided for at-risk students

#### **Person Responsible**

Jay Strother

#### **Schedule**

Quarterly, from 9/2/2014 to 6/5/2015

#### **Evidence of Completion**

Student mentor list will be shared with administrative team.

### **Action Step 2** 5

Watch list for students shared with faculty to make them aware of these students and to assist with working on attendance and completion of work

#### **Person Responsible**

#### **Schedule**

Quarterly, from 9/2/2014 to 6/5/2015

#### **Evidence of Completion**

Faculty meeting agenda

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

Watch list

**Person Responsible**

Todd Sparger

**Schedule**

Quarterly, from 9/2/2014 to 6/5/2015

***Evidence of Completion***

Shared at administrative meetings and made part of the data room information tracing.

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

Continuing awareness of students at risk

**Person Responsible**

Todd Sparger


**Schedule**

Quarterly, from 10/7/2014 to 6/5/2015

***Evidence of Completion***

Attendance reports, grade reports and course credit reports.

**G2.B1.S2** Students will be encouraged to enroll in on-line courses and the Odyssey lab to make up credits for graduation. 4

 S110383

### **Strategy Rationale**

Provide opportunities for students to "catch" up on credits.

### **Action Step 1** 5

Students will be made aware of credit retrieval options.

#### **Person Responsible**

Susan Gangi

#### **Schedule**

Semiannually, from 9/2/2014 to 4/30/2015

#### **Evidence of Completion**

Records of counseling and numbers enrolled.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

#### **Person Responsible**

#### **Schedule**

#### **Evidence of Completion**


### **Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

#### **Person Responsible**

#### **Schedule**

#### **Evidence of Completion**

**G2.B1.S3** The faculty will be made aware of our targeted student population so that they can pay special attention to the students and help motivate them to move toward graduation. 4

 S110384

### Strategy Rationale

Making teachers aware of students that are at risk will help encourage students to be more successful.

### Action Step 1 5

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

#### Person Responsible

Susan Gangi

#### Schedule

On 6/1/2015

#### Evidence of Completion

Agendas from meetings

### Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administrative team will discuss progress

#### Person Responsible

#### Schedule

#### Evidence of Completion

Agendas

### Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

At risk students will be moving toward meeting graduation requirements.

#### Person Responsible

#### Schedule

#### Evidence of Completion

The percentage of students meeting graduation requirements will increase.

## 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	Mentors will be provided for at-risk students	Strother, Jay	9/2/2014	Student mentor list will be shared with administrative team.	6/5/2015 quarterly
G2.B1.S2.A1	Students will be made aware of credit retrieval options.	Gangi, Susan	9/2/2014	Records of counseling and numbers enrolled.	4/30/2015 semiannually
G2.B1.S3.A1	Data and information will be shared at faculty meetings and on the I-Drive.	Gangi, Susan	8/18/2014	Agendas from meetings	6/1/2015 one-time
G1.B2.S1.A1	Professional Learning Communities will address the writing and reading rubric for FSA.	Gangi, Susan	8/18/2014	VLT assessments FAIR data	6/1/2015 quarterly
G1.B1.S1.A1	We will purchase a cart to hold 30 iPads so that it can be checked out for special projects in the classrooms.	Murray, Samantha	8/18/2014	We will have a cart.	6/1/2015 one-time
G2.B1.S1.A2	Watch list for students shared with faculty to make them aware of these students and to assist with working on attendance and completion of work		9/2/2014	Faculty meeting agenda	6/5/2015 quarterly
G1.B2.S1.A2	Teachers will be trained in using www.Turnitin.com with the new writing rubrics to facilitate electronic grading and student peer reviews using the rubric. This will take place during one of four sessions on the school-directed early release professional development days.	Gangi, Susan	8/18/2014	Attendance at training. Data from Turnitin.com about use. Evidence in DPP and evaluations for teachers.	6/1/2015 one-time
G1.B1.S1.A2	Purchase 10 additional iPads for use in the classrooms so that we will have a total of 55.	Murray, Samantha	8/18/2014	We will have more iPads.	6/1/2015 one-time
G1.B2.S1.A3	A team of teachers will attend FETC (Florida Educational Technology Conference) with one of their goals being to look at ways to utilize technology to incorporate more writing in the content area.	Murray, Samantha	1/21/2015	The team will discuss lessons learned from the conference and create a plan to share with departments, PLCs and/or the whole faculty depending upon what is determined to be the most effective sharing model for the information.	1/23/2015 one-time
G1.B1.S1.A3	The 11 laptop carts on campus will be deployed into classrooms to provide more access.	Murray, Samantha	8/18/2014	Cart use data.	6/1/2015 one-time
G1.B2.S1.A4	FETC Team will present lessons learned to the faculty.	Murray, Samantha	1/21/2015	Attendance at PD opportunities and faculty meetings where items are shared.	6/1/2015 one-time
G1.B1.S1.A4	20 additional document cameras will be purchased so that teachers have more access.	Murray, Samantha	8/18/2014	Circulation data for document cameras.	6/1/2015 one-time
G1.B2.S1.A5	All teachers will learn about the ELA rubric at a faculty meeting.	Gangi, Susan	8/18/2014	A team of ELA teachers who have been trained in the new ELA rubric will train the faculty at a faculty meeting.	6/1/2015 one-time
G1.B2.S1.A6	Teachers will be trained in how to use Office365 to facilitate an easier way to collect, collaborate on, and store writing in the classroom.	Murray, Samantha	8/18/2014	Data about teacher and student use of Office365	6/1/2015 one-time
G1.B2.S1.A7	Teachers will be trained in how using Edmodo can facilitate more writing and discussion in the classroom. This will take place as departments rotate through PD opportunities on one of four early release PD days.	Murray, Samantha	8/18/2014	The number of teachers using Edmodo with their classes.	6/1/2015 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A8	The various rubrics will be shared and discussed at department meetings. Departments or PLCs will come up with a personal plan for implementing more writing in their classes.	Gangi, Susan	8/18/2014	Notes from meetings Lesson plans DPP evidence Evaluation evidence	6/1/2015 one-time
G1.MA1	Monitoring will be through courses based writing tasks at the school in content areas. State ELA, EOC assessments will be part of data analysis	Gangi, Susan	8/12/2014	VLT assessments through Language Arts classes as entered in Eduphoria. Core Content Writing Assessments DI assessments for courses that have them Gradebook PLC notes	6/5/2015 quarterly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Department chairs/PLC team leaders will meet regularly to provide progress	Gangi, Susan	8/12/2014	Department chairs will keep a notebook of assessment results, Eduphoria results, and notes from PLC meetings.	6/5/2015 monthly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	[no content entered]			one-time	
G2.MA1	Monitoring attendance, credits, tests, etc.	Gangi, Susan	9/2/2014	Crosspoint Reports, Data room established helps keep a progressive chart for teachers to reference and use as they plan for students to meet FCAT and graduation requirements.	6/5/2015 quarterly
G2.B1.S1.MA1	Continuing awareness of students at risk	Sparger, Todd	10/7/2014	Attendance reports, grade reports and course credit reports.	6/5/2015 quarterly
G2.B1.S1.MA1	Watch list	Sparger, Todd	9/2/2014	Shared at administrative meetings and made part of the data room information tracing.	6/5/2015 quarterly
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S3.MA1	At risk students will be moving toward meeting graduation requirements.		The percentage of students meeting graduation requirements will increase.	once	
G2.B1.S3.MA1	Administrative team will discuss progress		Agendas	one-time	

## 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.*

**G1.** Spruce Creek High School will integrate writing and the writing process to promote student participation, diversity of student voices and engage students as critical thinkers while promoting their texts as important resources and thinking goals.

**G1.B2** Training to coincide with curriculum maps and integration of technology

**G1.B2.S1** Professional development to address differentiated instruction

### PD Opportunity 1

Professional Learning Communities will address the writing and reading rubric for FSA.

#### Facilitator

Literacy Leadership Team

#### Participants

All teachers

#### Schedule

Quarterly, from 8/18/2014 to 6/1/2015

### PD Opportunity 2

Teachers will be trained in using [www.Turnitin.com](http://www.Turnitin.com) with the new writing rubrics to facilitate electronic grading and student peer reviews using the rubric. This will take place during one of four sessions on the school-directed early release professional development days.

#### Facilitator

Samantha Murray

#### Participants

Faculty

#### Schedule

On 6/1/2015

### **PD Opportunity 3**

A team of teachers will attend FETC (Florida Educational Technology Conference) with one of their goals being to look at ways to utilize technology to incorporate more writing in the content area.

#### **Facilitator**

FETC

#### **Participants**

Teacher representatives across departments.

#### **Schedule**

On 1/23/2015

### **PD Opportunity 4**

FETC Team will present lessons learned to the faculty.

#### **Facilitator**

FETC Team

#### **Participants**

Faculty

#### **Schedule**

On 6/1/2015

### **PD Opportunity 5**

All teachers will learn about the ELA rubric at a faculty meeting.

#### **Facilitator**

ELA Teacher Team

#### **Participants**

Faculty

#### **Schedule**

On 6/1/2015

### **PD Opportunity 6**

Teachers will be trained in how to use Office365 to facilitate an easier way to collect, collaborate on, and store writing in the classroom.

**Facilitator**

Samantha Murray

**Participants**

Faculty

**Schedule**

On 6/1/2015

### **PD Opportunity 7**

Teachers will be trained in how using Edmodo can facilitate more writing and discussion in the classroom. This will take place as departments rotate through PD opportunities on one of four early release PD days.

**Facilitator**

Heather Alexander and Kelli Bundza

**Participants**

Faculty

**Schedule**

On 6/1/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Spruce Creek High School will integrate writing and the writing process to promote student participation, diversity of student voices and engage students as critical thinkers while promoting their texts as important resources and thinking goals.	18,785
<b>Grand Total</b>	<b>18,785</b>

**Goal 1: Spruce Creek High School will integrate writing and the writing process to promote student participation, diversity of student voices and engage students as critical thinkers while promoting their texts as important resources and thinking goals.**

Description	Source	Total
<b>B1.S1.A1</b> - iPad cart to make the iPads more mobile	School Improvement Funds	2,000
<b>B1.S1.A2</b> - 10 iPads	School Improvement Funds	3,000
<b>B1.S1.A3</b> - Money to replace laptop chargers so carts are usable.	School Improvement Funds	400
<b>B1.S1.A4</b> - 20 Document Cameras	School Improvement Funds	2,500
<b>B2.S1.A1</b> - Substitutes for full day PLC training time.	School Improvement Funds	3,000
<b>B2.S1.A3</b> - \$7885 to pay for substitutes, conference registration, and hotels for a team of teachers and Dr. Sparger to attend.	School Improvement Funds	7,885
<b>Total Goal 1</b>		<b>18,785</b>