Spruce Creek High School

2015-16 School Improvement Plan

Spruce Creek High School

801 TAYLOR RD, Port Orange, FL 32127

http://www.sprucecreekhigh.com/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	37%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	24%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

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. Each teacher works to develop relationships with their students through a variety of methods such as classroom icebreakers, team building activities, surveys, etc. In addition, we work hard to build relationships throughout the school by providing opportunities for involvement that are so varied every student can find something to participate in. Some examples include:
CSALT: a student ambassador club that provides mentors to incoming freshman at orientation and throughout the school year.
We host an orientation for each class before school starts.
Our IB (International Baccalaureate) program hosts an extensive orientation for incoming 9th graders and their parents.
SGA (Student Government Association) works hard to host a variety of activities throughout the year
Project 386 is a mentor group that works with students who are identified as needing support
We have a mentor group for students who have attendance, behavior or academic concerns
We have 58 different clubs which vary from academic clubs, to service clubs, to common interest clubs
We have over 30 different athletic teams for students to participate in and build relationships
We use information from the school climate survey to target needs.

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

Building a rapport in the classroom is the first step in making students feel safe and respected, so teachers work hard to have a positive classroom climate. In addition, faculty and staff make every effort to stand outside their classroom doors during passing time to increase visibility and provide access to students. Many teachers host office hours or tutoring with students before school, during lunch and after school, which provides opportunities for students to make more connections with their teachers.

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 provide all users with access to information needed while also providing an environment where students feel safe and respected. The media center fosters respect by providing a collection of diverse learning resources that represent a wide range of subjects and levels of difficulties, valuing students from all backgrounds.

We have a number of clubs on campus that promote student leadership. SGA, CSALT, ROTC, Band and other organizations work hard to develop student leaders who help promote an environment of respect on campus.

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 signs 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, which has a few minutes added for this purpose. Announcements 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 who monitor attendance, refer students as needed to outside resources, and follow students through their 4 years at SCHS.

Mentoring programs which include specialized groups for students who show a need due to attendance, behavior or academics.

A peer tutoring space that is available in the media center before school, during lunch, and after school.

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

The opportunity to participate in over 58 different clubs and over 30 athletic teams, including clubs like SGA and CSALT that provide mentoring for younger students.

A school social worker.and a gifted consultation teacher who are both available as resources.

A TOA who functions as a student advocate.

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 the 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.
Most athletic teams and the performing arts groups have booster associations who hold meetings to keep parents informed.
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. The Academy of Finance has joined with Launch Federal Credit Union to provide student interns to work with the branch that was built in the atrium of Spruce Creek High School. It is open to students and adults. The purpose of which is to train student in the Academy of Finance in banking as well as assist students in opening bank accounts and learn how to save and manage their finances.

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:

Name	Title
Sparger, Todd	Principal
Gangi, Susan	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
Fulcher, Kathy	Assistant Principal

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 monthly
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 I, geometry and biology.

School Advisory Council (SAC)

Membership:

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
Eli Freidus	Teacher
Susan Gangi	Teacher
Jeanette Gill	Parent
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
Jill Yanus	Parent
Jeff Rudell	Parent
Assil El-Ghali	Student
Randy Truong	Student
Lisa Bradley	Parent
Julian Maldonado	Student
James Lanni	Parent
Noach Young	Student
Jean Harms	Teacher
Doris Jowers	Teacher
Todd Sparger	Principal
Samantha Murray	Teacher

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 2015-2915 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 that targets ambitious instruction with fidelity to increase student achievement in content literacy. Each department determined the area that they would focus on and suggested professional development to support the school wide goal. PLC teams were established with courses that have EOC assessment, common courses or common professional goals.

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. In addition to SAC funds, we look to other school funds that can support the academic or professional need.
SAC 2014-2015 Budget $13,008.00
Ascend Math: This on-line program for Algebra 1A, ESE and Algebra 1 was requested to provide remediation and enrichment for students in the lower quartile for math. Goal: Help increase the percentage of students with disabilities and economically disadvantaged students meet reading proficiency, increase pass rate of lower quartile students by helping them pass the Algebra 1 End of Course Exam (EOC). This impacted 200+ students in a very targeted population. The cost was less than $40 per student. ($7,825.00)
FETC: We used funding to send a cross-curricular team of 12 teachers and administrators to the 3 day Florida Educational Technology Conference in Orlando in January. This conference draws participants from around the world with a focus on student engagement and achievement through maximizing technology in schools. The strategies presented are immediately applicable and engaging. Members of the team came back and shared strategies with their departments and some taught professional development for our school or for the district with members of our school in attendance. ($2,880)
PLC Planning Time: We used money for substitutes to allow PLCs to have 1 day each of uninterrupted planning time to analyze data and plan. ($2,303)
Balance: $0.00

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:

Name	Title
Sparger, Todd	Principal
Gangi, Susan	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
Fulcher, Kathy	Assistant Principal

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. Monthly PLC meetings support school goal for literacy.

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. Monthly Chat and Chew lunch meetings support new teachers with the opportunity to work together in problem solving.
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 drives 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 led by a student ambassador to pick up their schedules, choose their locker and get a tour of the campus. Each class has an orientation before school to receive their schedule.
The first week of school each grade level meets with administration in an assembly where expectations for academics, behavior and attendance are shared.
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.
Launch Credit Union became a business partner with the Academy of Finance. It accepts interns to the bank branch that has opened on campus as well as assists students in understanding how to open and utilize a bank account.
Academy of Information and Robotics partners with Raydon a local manufacturing company and business partner for internships.
Project 386 is a partnership with the YMCA and works with our identified youth for mentoring.
We also have an AVID program that includes sharing information about colleges with students.

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.
Certifications are available through our Career and Technical Education courses (CTE).

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.

The goal for 2015-2016 is to provide rigorous instruction in content literacy which includes reading and writing skills. Professional development for this school year will support different opportunities to engage in ambitious instruction that is development through assessing the student's academic needs. Some of these include regular formative and summative assessments.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If the Spruce Creek High School faculty participates in effective professional learning communities (PLCs) and effective professional development that targets ambitious instruction with fidelity, then student achievement in content literacy and EOC assessments will increase.

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. If the Spruce Creek High School faculty participates in effective professional learning communities (PLCs) and effective professional development that targets ambitious instruction with fidelity, then student achievement in content literacy and EOC assessments will increase. `1a`

Targets Supported `1b`

🔍 G068836

Indicator	Annual Target
Bio I EOC Pass	80.0
Algebra I EOC Pass Rate	70.0
FSA English Language Arts - Achievement	70.0
U.S. History EOC Pass	70.0
Geometry EOC Pass Rate	75.0
Algebra II EOC Pass Rate	75.0
5Es Score: Collaborative Teachers	140.0

Resources Available to Support the Goal `2`

- Professional development will be offered that is specialized for PLC needs in the areas of differentiated instruction, planning, assessment and technology.

- Early release professional development days will be utilized to provide time for professional learning in PLC groups.

- We will develop a system through google forms to support accountability and provide access to teachers throughout the school to see what each PLC is working on. We will have a school PLC website that will provide resources for each meeting www.CreekPLC.weebly.com.

Targeted Barriers to Achieving the Goal `3`

- Effective PLCs require time for teachers to meet.

- Effective PLCs need accountability for meetings.

- Effective PLCs have teachers who have been placed appropriately and can collaborate as a team.

- Effective PLCs need teacher buy-in to their effectiveness.

Plan to Monitor Progress Toward G1. `8`

Monitoring will be through DIAs and VLTs in Eduphoria, Gradebook, PLC notes, EOC and FSA results.

Person Responsible
Karie Cappiello

Schedule
Quarterly, from 8/24/2015 to 8/24/2015

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

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. If the Spruce Creek High School faculty participates in effective professional learning communities (PLCs) and effective professional development that targets ambitious instruction with fidelity, then student achievement in content literacy and EOC assessments will increase. `1`

🔑 G068836

G1.B1 Effective PLCs require time for teachers to meet. `2`

🔑 B178932

G1.B1.S1 Use early release professional development time to develop PLCs for all teachers. Give teachers systematic support in data analysis, specialized professional development and curriculum development based on PLC needs. `4`

🔑 S190282

Strategy Rationale

When the teachers are given more control over their outcomes it increases buy in. When teachers are given the time to learn together, they collaborate and increase their effectiveness in the classroom.

Action Step 1 `5`

Professional development opportunities will be offered to teachers

Person Responsible

Susan Gangi

Schedule

Annually, from 9/1/2015 to 5/31/2016

Evidence of Completion

Funds can be used for substitutes to attend PLC meetings or conferences. Teachers will report to PLC or faculty strategies used. Google forms will monitor school based PLC Meetings. The PD that is offered during PLC meetings will be specific to the PLCs needs. Some of the opportunities will include Cooperative Learning Strategies, Turnitin, Data Analysis, Targeted Instruction, AVID, PST, Effective PLC Collaboration, Instructional Technology Tools, STEM Science Strategies, Blogging and Microblogging to Support Instruction.

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

Google form website for PLC. Presentations by faculty.

Person Responsible

Susan Gangi

Schedule

Annually, from 9/1/2015 to 5/31/2016

Evidence of Completion

Professional communities will drive ambitious instruction as evidenced in lesson plans and instruction in classrooms.

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

EOC exams and FSA results will reflect that teachers are more effectively meeting the needs of students.

Person Responsible

Susan Gangi

Schedule

Semiannually, from 10/23/2015 to 5/31/2016

Evidence of Completion

Evidence will be in Eduphoria, Gradebook, FSA and EOC results.

G1.B2 Effective PLCs need accountability for meetings. [2]

B178933

G1.B2.S1 Develop a google form that will allow monitor of agenda, participation, minutes and outcome of PLC meetings. Provide access to all faculty to use to support schoolwide content literacy goal. [4]

S190283

Strategy Rationale

Providing accountability will help focus instruction and professional development that will increase student achievement.

Action Step 1 [5]

A website will be created that includes a google form to keep a record of PLC meetings. www.CreekPLC.weebly.com

Person Responsible

Samantha Murray

Schedule

On 9/1/2015

Evidence of Completion

The website will be live for all teachers and administrators to use to support our PLC initiative.

Action Step 2 [5]

Administration will monitor the PLC record to make sure PLCs are effectively using their time for professional development and initiatives to increase student achievement.

Person Responsible

Susan Gangi

Schedule

Monthly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Administrators will have conversations with teachers during their evaluation cycle about PLC work and will visit PLC meetings on campus.

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

Administrators will visit PLC meetings.

Person Responsible

Susan Gangi

Schedule

Monthly, from 9/1/2015 to 6/6/2016

Evidence of Completion

As administrators visit PLC meetings and monitor the record of meetings, they will be able to hold individuals accountable for their effective participation in a PLC.

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

Teachers will complete a feedback survey at the end of the year.

Person Responsible

Samantha Murray

Schedule

On 6/6/2016

Evidence of Completion

All teachers will be asked to complete a survey about their experience in their PLC this year to determine the effectiveness of the monitoring and professional learning.

G1.B3 Effective PLCs have teachers who have been placed appropriately and can collaborate as a team.
2

B178934

G1.B3.S1 Teachers of courses that will be assessed by the EOC will form a PLC for that purpose. Teachers of like courses not assessed by the EOC will form a PLC to work on strategies that promote ambitious instruction to support content literacy. 4

S190284

Strategy Rationale

If teachers collaborate in developing instructional strategies through differentiate instruction, then student achievement will increase.

Action Step 1 5

Professional development through PLC teams will support ambitious instruction.

Person Responsible

Susan Gangi

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Evidence will be collected and monitored on a google form located at the PLC website.

G1.B4 Effective PLCs need teacher buy-in to their effectiveness. [2]

B178935

G1.B4.S1 Through allowing teachers to take ownership of their PLC goals and strategies, we will increase buy-in from participants. [4]

S190285

Strategy Rationale

When teachers are empowered to effect real change they take more ownership in the process.

Action Step 1 [5]

A website will be created with resources and agendas to allow teachers to take ownership of their participation in their PLCs.

Person Responsible

Samantha Murray

Schedule

On 9/1/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 [6]

The website will be shared with the faculty.

Person Responsible

Samantha Murray

Schedule

On 9/1/2015

Evidence of Completion

The website will be utilized by the faculty.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 [7]

Person Responsible

Schedule

Evidence of Completion

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
G1.B1.S1.A1	Professional development opportunities will be offered to teachers	Gangi, Susan	9/1/2015	Funds can be used for substitutes to attend PLC meetings or conferences. Teachers will report to PLC or faculty strategies used. Google forms will monitor school based PLC Meetings. The PD that is offered during PLC meetings will be specific to the PLCs needs. Some of the opportunities will include Cooperative Learning Strategies, Turnitin, Data Analysis, Targeted Instruction, AVID, PST, Effective PLC Collaboration, Instructional Technology Tools, STEM Science Strategies, Blogging and Microblogging to Support Instruction.	5/31/2016 annually
G1.B2.S1.A1	A website will be created that includes a google form to keep a record of PLC meetings. www.CreekPLC.weebly.com	Murray, Samantha	8/17/2015	The website will be live for all teachers and administrators to use to support our PLC initiative.	9/1/2015 one-time
G1.B3.S1.A1	Professional development through PLC teams will support ambitious instruction.	Gangi, Susan	9/2/2015	Evidence will be collected and monitored on a google form located at the PLC website.	5/31/2016 monthly
G1.B4.S1.A1	A website will be created with resources and agendas to allow teachers to take ownership of their participation in their PLCs.	Murray, Samantha	9/1/2015		9/1/2015 one-time
G1.B2.S1.A2	Administration will monitor the PLC record to make sure PLCs are effectively using their time for professional development and initiatives to increase student achievement.	Gangi, Susan	9/1/2015	Administrators will have conversations with teachers during their evaluation cycle about PLC work and will visit PLC meetings on campus.	6/6/2016 monthly
G1.MA1	Monitoring will be through DIAs and VLTs in Eduphoria, Gradebook, PLC notes, EOC and FSA results.	Cappiello, Karie	8/24/2015	VLT assessments through Language Arts classes as entered in Eduphoria. Core Content Writing Assessments DI assessments for courses that have them Gradebook PLC notes	8/24/2015 quarterly
G1.B1.S1.MA1	EOC exams and FSA results will reflect that teachers are more effectively meeting the needs of students.	Gangi, Susan	10/23/2015	Evidence will be in Eduphoria, Gradebook, FSA and EOC results.	5/31/2016 semiannually
G1.B1.S1.MA1	Google form website for PLC. Presentations by faculty.	Gangi, Susan	9/1/2015	Professional communities will drive ambitious instruction as evidenced in lesson plans and instruction in classrooms.	5/31/2016 annually
G1.B2.S1.MA1	Teachers will complete a feedback survey at the end of the year.	Murray, Samantha	9/1/2015	All teachers will be asked to complete a survey about their experience in their PLC this year to determine the effectiveness of the monitoring and professional learning.	6/6/2016 one-time
G1.B2.S1.MA1	Administrators will visit PLC meetings.	Gangi, Susan	9/1/2015	As administrators visit PLC meetings and monitor the record of meetings, they will be able to hold individuals accountable for their effective participation in a PLC.	6/6/2016 monthly
G1.B4.S1.MA1	[no content entered]			one-time	
G1.B4.S1.MA1	The website will be shared with the faculty.	Murray, Samantha	9/1/2015	The website will be utilized by the faculty.	9/1/2015 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. If the Spruce Creek High School faculty participates in effective professional learning communities (PLCs) and effective professional development that targets ambitious instruction with fidelity, then student achievement in content literacy and EOC assessments will increase.

G1.B1 Effective PLCs require time for teachers to meet.

G1.B1.S1 Use early release professional development time to develop PLCs for all teachers. Give teachers systematic support in data analysis, specialized professional development and curriculum development based on PLC needs.

PD Opportunity 1

Professional development opportunities will be offered to teachers

Facilitator

Curriculum AP

Participants

All faculty

Schedule

Annually, from 9/1/2015 to 5/31/2016

G1.B3 Effective PLCs have teachers who have been placed appropriately and can collaborate as a team.

G1.B3.S1 Teachers of courses that will be assessed by the EOC will form a PLC for that purpose. Teachers of like courses not assessed by the EOC will form a PLC to work on strategies that promote ambitious instruction to support content literacy.

PD Opportunity 1

Professional development through PLC teams will support ambitious instruction.

Facilitator

Leadership team members

Participants

Faculty

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Budget

Budget Data

1	G1.B1.S1.A1	Professional development opportunities will be offered to teachers				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	0000	140-Substitute Teachers	4436 - Spruce Creek High School	Other		$5,000.00
			Notes: Substitutes will be funded to allow PLCs to attend a full day of PD focused on data analysis and curriculum alignment.			
2	G1.B2.S1.A1	A website will be created that includes a google form to keep a record of PLC meetings. www.CreekPLC.weebly.com				$0.00
3	G1.B2.S1.A2	Administration will monitor the PLC record to make sure PLCs are effectively using their time for professional development and initiatives to increase student achievement.				$0.00
4	G1.B3.S1.A1	Professional development through PLC teams will support ambitious instruction.				$5,026.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	0000	239-Other	4436 - Spruce Creek High School	School Improvement Funds		$5,026.00
			Notes: $2 per student for a total of $5026 was allocated to us by the state. We will utilize it for conference registration, professional development requests, etc. that support the SIP as approved by SAC.			
5	G1.B4.S1.A1	A website will be created with resources and agendas to allow teachers to take ownership of their participation in their PLCs.				$0.00
					Total:	$10,026.00