FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 4436 - Spruce Creek High School

District: 64 - Volusia

Principal: Todd Sparger

SAC Chair: Samantha Murray

Superintendent: Dr. Margaret A Smith

School Board Approval Date: [pending]

Last Modified on: 10/16/2013

Address:	**Physical**	**Mailing**
	801 TAYLOR RD Port Orange, FL 32127	801 TAYLOR RD Port Orange, FL 32127
Phone Number:	386-756-7200	
Web Address:		
Email Address:		

School Type:	High School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	28%			
Minority:	23%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	PENDING	A	B	B

NOTE
Sections marked N/A in the online application have been excluded from this document.
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status

School Information

School-Level Information

School Spruce Creek High School

Principal's name Todd Sparger

School Advisory Council chair's name Samantha Murray

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Todd Sparger	Principal
Susan Gangi	Assistant Principal
Samantha Murray	Media Specialist
Deborah Croak	Reading Coach
Susan Henderson	English Co-Chair
Susan Prospect	English Co-Chair
Vonda Morris	Math Co-Chair
Scott Phillips	Math Co-Chair
Sandra Hall	ESE Chair
Josh Platt	Science Chair
Steve Wolfson	Social Studies Chair
Cindy Jesup	Visual/Performaing Arts Chair
Doug Keller	World Language
Leesa Holloway	CTE Chair
George Janan	PE Chair
Doris Jowers	Guidance
Susan Chance	IB Chair

District-Level Information

District Volusia

Superintendent's name Dr. Margaret A Smith

Date of school board approval of SIP Pending

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe the membership of the SAC including position titles
Samantha Murray SAC Chair, Teacher
Debbie Croak SAC Secretary
Astrid Augat Teacher
Lori Beck Parent
Gloria Berman Parent
Brooke Billmeier Parent
Alex Billmeier Parent
Lisa Blythe Parent

Lindsey Breneman Student
Michelle Campbell Parent
Cydney Clark Student
Gayla Clark Parent
Anne Cooney Teacher
Colleen(Mary) DeCarlo Staff, SAC secretary
Elaine Flasterstein Parent
Sharon Goldish Parent
Christy Grusauskas Teacher
Doris Jowers Guidance Counselor
Glen Norman Teacher
Amy Nowell Parent
Lisa Park Parent
Craig Perkins Parent
Colleen Rerko Parent
Bill Rice Parent
Kim Rice Parent
Cyndi Ritchey Parent
Cheryl Taaffe Parent
Alethea Thomas Parent
Tavaughn Thomas Parent
Andrea Truslow Parent
Claudia Vanderhorst Parent
Brian Vaughn Student
Mimi Williams Parent
Kathleen Worcester Teacher
Jill Yanus Parent
Jonathan Amon Student
Ken Byrnes Parent
Sandi Dembinsky Community Member
Jake Fullam Student
Michael Furman Parent
Kristen Gaines Student
Susan Gangi Administrator
John Guidubaldi Community Member
Ally Haines Student
Madeline Holt Student
Murphy Jones Student
Deborah Keith Community Member
Pete Kierstead Community Member
Jagger Lieb Student
Dalton Price Student
Robin Rance Parent
Michelle Rance Parent
Tucker Smith Student
Todd Sparger Principal, Administrator
Deb Trainer Parent
This includes elected member with the principal, community members and business partners appointed.

Describe the involvement of the SAC in the 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.

Describe the activities of the SAC for the upcoming school year
SAC will meet 8 times a year in the media center of Spruce Creek High School. The agenda will include updates on school improvement progress, information on events happening at the school, updates on curriculum, and address concerns from the SAC committee, faculty or community.

Describe the projected use of school improvement funds and include the amount allocated to 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.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

If no, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

 # Administrators 6

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Todd Sparger		
Principal	Years as Administrator: 13	Years at Current School: 3

Credentials	BA Secondary Education MA Educational Leadership EDD Educational Leadership Social Science Education Certificate School Principal Certificate
Performance Record	2013- (SPCHS) 71% R, 86% Algebra 2012 -A (SCHS)71% R, 50% Algebra 2011- B (SPCH) 65% R,85% Math 2010 – B School (NSBH), AYP 82% (53% R/74% M;53% R/74% M; 43% R/65% M) * 2009 – B (NSBH), AYP 85% (50% R/73% M; 51% R/75% M; 42% R/68% M) * 2008 – A School (NSBH), AYP 72% (49% R/73% M; 55% R/ 81% M; 50% R/78% M) * 2007 – B School (NSBH), AYP 72% (48% R/70% M; 59% R/76% M; 56% R/69% M) * Prior to 2007 based on the Volusia County District evaluation system then in place, Dr. Sparger either met or exceeded the 12 competencies required for administrators

Joe Piggotte		
Asst Principal	Years as Administrator: 23	Years at Current School: 12
Credentials	MA Admin./Supervision 6 -12 Physical Education Certificate 6-12	
Performance Record	2013- (SPCHS) 71% R, 86% Algebra 2012- A (SPCHS) 71%R, 50% Algebra 2011- B School (SPCHS)65% R, 87% M 2010 –B School (SPCHS), AYP 82% (65% R/86% M;59% R/77% M; 42% R/62% M) 2009 – B School (SCHS), AYP 85% (64% R/87% M; 58% R/82% M; 46% R/71% 2008 – A School (SCHS), AYP 100% (69% R/88% M; 67% R/ 82% M; 48% R/69% M) * 2007 – B School (SCHS), AYP 74% (61% R/85% M; 58% R/76% M; 42% R/59% M) * Prior to 2007 based on the Volusia County District evaluation system then in place, Mr. Piggotte either met or exceeded the 12 competencies required for administrators.	

Susan Gangi		
Asst Principal	Years as Administrator: 13	Years at Current School: 3

Credentials	BS Elementary Education MA Educational Leadership Elementary Certification K-6 ESE Certification K-12 School Principal Certificate
Performance Record	2013- (SPCHS) 71% R, 86% Algebra 2012 (SPCHS) 71%R, 50% Algebra 2011- B (HHMS)55%R, 55% Math 2010-B School (HHMS), AYP 60% (60% R/56 % M;61%R/71%M; 65% R/78% M) 2009-B School (HHMS), AYP 85% (62% R/54%M; 67% R/66% M; 75% R/67%M) 2008-B School (HHMS), AYP 85% (54%R/ 55% M; 61% R/70% M; 72% R; 71% M)* 2007-C School (HHMS), AYP 70% (51% R/49%M; 52% R/75%M; 57%R/60%M)* Prior to 2007 based on the Volusia County District evaluation system then in place, Ms. Gangi either met or exceeded the 12 competencies required for administrators

Tom Robare		
Asst Principal	Years as Administrator: 13	Years at Current School: 1

Credentials	Bachelor of Arts- Secondary Education Master of Arts- Educational Leadership Educational Doctorate- Educational Leadership
Performance Record	2013 – Pine Ridge High School; Pending School Grade (44%R / 71%M; 53%R / 80%M; 53%R / 77%M) 2012 – Pine Ridge High School; D School (40%R / 30% M; 55%R / 35% M; 60% R / 45% M) 2011 – Pine Ridge High School: D School AYP 72% (38%R / 70% M; 41%R / 73%M; 39%R / 66%M) 2010 – Pine Ridge High School: D School AYP 69% (41%R / 69%M; 44%R / 72%M; 41%R / 59%M) 2009 – Pine Ridge High School: D School AYP 62% (38%R / 67%M; 44%R / 68%M; 42%R / 60%M) Prior to 2007 based on the Volusia County District evaluation system then in place, Dr. Robare, either met or exceeded the 12 competencies required for administrators.

Kevin Clark		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	B.A. Social Studies 6-12 M.S. Emotional Handicap K-12 Educational Leadership K-12 Reading Endorsement	
Performance Record	2013 (SPCHS) 71% R, 86% Algebra Mr. Clark met the 12 competencies required for administrators.	

Dwayne Copeland		
Asst Principal	Years as Administrator: 10	Years at Current School: 4
Credentials	BA Elementary Education MA Educational Leadership Elementary Education Certificate Educational Leadership Certificate	
Performance Record	2013 (SPCHS) 71% R, 86% Algebra 2012 (SCHS) 71%R, 50% Algebra 2011 B school(SCHS)65% R, 87% M 2010- A school (SSM), AYP- No (78% R/70% M; 61% R/68% M; 61% R/68% M 2009- A school (SSM), AYP- 85% (77% R/71% M; 70% R/67% M; 71% R/55% 2008- A school (SSM), AYP- 92% (74% R/69% M; 63% R/67% M; 55% R/69% M 2007- A school (Hurst Ele.), AYP-No (72% R/66% M; 77% R/62% M; 83% R/60% M Prior to 2007 based on the Volusia County District evaluation system then in place, Mr. Copeland either met or exceeded the 12 competencies required for administrators.	

Instructional Coaches
 # Instructional Coaches 1
 # Receiving Effective rating or higher (not entered because basis is < 10)
Instructional Coach Information:

Deborah Croak		
Full-time / School-based	Years as Coach: 6	Years at Current School: 6
Areas	Reading/Literacy	
Credentials	Masters Elementary Education Media Certified Reading Endorsed National Board Certified	
Performance Record	2012 (SCHS) 71%R, 50% Algebra 2011 B School(SCHS) - 65%R, 87%M 2010 B School (SCHS)- 65%R, 86%M 2009 B School (SCHS)- 64%R, 87%M	

Classroom Teachers

# of classroom teachers 156

 # receiving effective rating or higher 156, 100%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 154, 99%

 # ESOL endorsed 24, 15%

 # reading endorsed 9, 6%

 # with advanced degrees 73, 47%

 # National Board Certified 14, 9%

 # first-year teachers 3, 2%

 # with 1-5 years of experience 12, 8%

 # with 6-14 years of experience 55, 35%

 # with 15 or more years of experience 86, 55%

Education Paraprofessionals, pursuant to s. 1012.01(2)(e)

# of paraprofessionals 6

 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 6, 100%

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.

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. 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.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the 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.
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.

Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
The school based MTSS leadership team indentifies 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.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Our school improvement plan is data driven and focuses on areas of need for both specific content areas as
well as student populations. MTSS is a data –driven framework that seeks to find solutions and resources
that match the student need. The MTSS framework follows the district's four-step problem solving process,
with RtI as an integral component of the process. As a result, the school improvement plan is based on a
strategic analysis of data , and identified resources matched to the needs of students and schools. Building
the School Improvement Plan within the context of MTSS results in the school's leadership team determining
the areas of most significant need and, as importantly, enables the school to develop a plan that can be
addressed based on existing resources.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services
will be providing schools with relevant training materials on MTSS. In addition, an overview of MTSS that will
be available to all schools and the foundational principles of MTSS and resources will be embedded within
other resources and trainings such as Deliberate Practices and Common Core State Standards Training.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)
The Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In
addition, information gleaned from FAIR assessments, focus assessments in geometry, biology and algebra
help determine progress in core course assessments. FCAT also provides critical information regarding
2012-2013 Florida School Improvement Plan (SIP)-Form SIP-1 (Print-View) Page 6 of 56
http://www.flbsi.org/1213_SIP/Public/print.aspx?uid=644436 2/20/2013student performance in the
areas of mathematics, science, and writing. Pinnacle Insight reports will also
provide further information regarding performance of individuals and groups of students to inform instruction
and intervention. Behavioral expectations are communicated by the school to all students and parents.
Those students who do not obtain proficiency in behavioral expectations are provided support and
intervention matched to student need. Discipline data is monitored to provide insight into student needs or
general areas of concerns. Summary reports from PST system assist the leadership team to monitor concerns.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
School based support will be provided by the District MTSS Leadership Team. The school-based Leadership

Team will disseminate relevant MTSS information for teachers and parents. Data-based meetings throughout

the school year will identify those students in need of academic and/or behavioral supports. Using this databased decision making, supports will be implemented and monitored. School-specific reports that will be

accessed from Pinnacle Insight will assist in the development of a data-based MTSS framework. This date

will guide the work of the school to support a Multi-Tiered System of Support.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 30

Strategy Purpose(s)
Instruction in core academic subjects, Teacher collaboration, planning and professional development

Strategy Description
Identified students are part of a grant, Project 396, that identifies at risk students and provides after school tutoring.

How is data collected and analyzed to determine the effectiveness of this strategy?
State assessments including EOC exams and FCAT are used to identify students. Student grades and scores are used to evaluate the success.

Who is responsible for monitoring implementation of this strategy?
9th Grade administrator monitors.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. T. Sparger	Principal
Mrs. S. Gangi	Assistant Principal of curriculum
Dr. T. Robare	Assistant Principal of data
Mrs. D. Jowers	Guidance Director
Mrs. S. Chance	IB Teacher on Assignment
Mrs. D. Croak	Reading Coach
Mrs. S. Murray	SAC Chairperson and Media Specialist
Mr. D. Swayze	Student support teacher on assignment

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The Literacy Leadership Team consists of the principal, the administrative team, department chairs, the

reading coach, the media specialist, guidance and the support team. The LLT Team works to establish a

clear school-wide literacy mission. The Principal works closely with the LLT to involve the entire staff

in the

process of refining the core literacy curriculum in the school. The Reading Coach coordinates and evaluates

the elements of the literacy plan, monitoring and evaluating literacy instruction in the classroom. The Reading Coach also communicates expectations for what must be in place to have a successful literacy team

across the curriculum. The department chairs work collaboratively to establish the clear school-wide literacy

mission to their team to carry out the literacy plan.

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

What will be the major initiatives of the LLT this year?
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.

Every Teacher Contributes to Reading Improvement

Describe how the school ensures every teacher contributes to the reading improvement of every student
Our reading coach meets regularly with the reading teachers using data to monitor progress
.
At monthly department meetings and faculty meetings successful reading strategies are shared/ modeled to be used across the disciplines.
Our student advocate assists in identifying and mentoring students who have not passed the FCAT reading test as part of the graduation requirement.
All teachers are made aware of the data regarding their students reading levels through Data Warehouse and the Fair assessments.

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
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.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?
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.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C
• 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)

Expected Improvements
This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	71%	No	76%
American Indian				
Asian	86%	85%	No	87%
Black/African American	48%	45%	No	54%
Hispanic	71%	68%	No	74%
White	75%	73%	No	78%
English language learners	52%	44%	No	57%
Students with disabilities	45%	34%	No	51%
Economically disadvantaged	58%	34%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	338	26%	
Students scoring at or above Achievement Level 4	585	44%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	802	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	203	64%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	20	59%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	32%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	38%	42%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	486	81%	83%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	441	69%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%		No	60%
American Indian				
Asian				
Black/African American	47%		No	52%
Hispanic	58%		No	63%
White	57%		No	61%
English language learners				
Students with disabilities	53%		No	57%
Economically disadvantaged	52%		No	57%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	86%	Yes	60%
American Indian				
Asian				
Black/African American	47%	63%	Yes	52%
Hispanic	58%	87%	Yes	63%
White	57%	86%	Yes	61%
English language learners				
Students with disabilities	53%	55%	Yes	57%
Economically disadvantaged	52%	75%	Yes	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		69%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		42%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	471	80%	88%
Students in lowest 25% making learning gains (EOC)	73	63%	69%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	444	74%	76%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	47%	51%
Students scoring at or above Achievement Level 4	39	16%	18%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	29%	30%
Students scoring at or above Achievement Level 4	309	62%	65%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	29%	31%
Students scoring at or above Achievement Level 4	279	67%	69%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		14
Participation in STEM-related experiences provided for students	875	32%	35%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	346	12%	
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	143	4%	
Passing rate (%) for students who take CTE-STEM industry certification exams		70%	

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	154	5%	
Passing rate (%) for students who take CTE industry certification exams		29%	
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	139	19%	
Students with grade point average less than 2.0	233	9%	
Students who fail to progress on-time to tenth grade	59	8%	
Students who receive two or more behavior referrals	557	18%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	545	17%	15%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe parental involvement targets for your school

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 concerns 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.
The 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 schoolwide 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Continue to maintain attendance or increase at our parent meetings in each area.	19	63%	65%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
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.

Goal #2:
Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disablities and economically disadvantaged students meeting reading proficiency.

Goals Detail

Goal #1:	**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.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains • Reading - Postsecondary Readiness • Writing • Math • Math - High School • Math - High School AMO's • • • Math - High School Postsecondary Readiness • Algebra 1 EOC • Geometry EOC • Social Studies • U.S. History EOC • Science • Science - Biology 1 EOC • STEM • STEM - All Levels • STEM - High School • EWS • EWS - High School

Resources Available to Support the Goal	• 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.
Targeted Barriers to Achieving the Goal	• Student attendance.

Plan to Monitor Progress Toward the Goal

Action:
Monitoring attendance, credits, tests, etc.

Person or Persons Responsible:
Administration, TOA, guidance counselors

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Crosspoint Reports

Goal #2:	**Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disablities and economically disadvantaged students meeting reading proficiency.**

Targets Supported
- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal	• Early Release Professional Development will take place one Wednesday a month to be used to implement, follow up and assess the success of literacy strategies in increasing student reading/writing levels • 2 hour professional planning by department will be established on the teacher duty days at the end of the marking period • and data will be accessed by teachers through Data Warehouse to assist in identifying students who may need accommodations.
Targeted Barriers to Achieving the Goal	• Teacher reluctance to change due to time restraints and outside pressures. • Insufficient time for professional development in a school day. • Insufficient funding for substitutes or stipends to provide common course development of assessments, evaluation of data and time to plan for intervention opportunities outside the classroom.

Plan to Monitor Progress Toward the Goal

Action:
Monitor grades in each course below a C. Teachers whose grades show a high failure rate will be given assistance. Teachers will show evidence of intervention with students who are below a C.

Person or Persons Responsible:
Assistant Principal of Data

Target Dates or Schedule:
Midterm grades will be evaluated and indicate needed interventions for students by teacher. End of each 9 week grading will show evidence of student proficiency and/or areas of need.

Evidence of Completion:
DSA data in August will be used as a benchmark. DSA data at the end of semester1 will indicate progress toward course proficiency. EOC exams or final course exams will show course proficiency.

Action Plan for Improvement

Goal #1:	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.
Barrier #1:	Student attendance.
Strategy #1 to Overcome the Barrier	The teacher on assignment will monitor attendance and provide mentors for students who need it.

Step #1 to Implement Strategy #1

Action:
Mentors will be provided for at-risk students

Person or Persons Responsible:
Teacher on Assignment

Target Dates or Schedule:
On-going monitoring, assigning mentors as needed

Evidence of Completion:
Student mentor list will be shared with administrative team.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1:	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.
Barrier #1:	Student attendance.
Strategy #2 to Overcome the Barrier	Students will be encouraged to enroll in on-line courses and the Odyssey lab to make up credits for graduation.

Step #1 to Implement Strategy #2

Action:
Students will be made aware of credit retrieval options.

Person or Persons Responsible:
Guidance counselors and teacher on assignment

Target Dates or Schedule:
Yearly

Evidence of Completion:
Records of counseling and numbers enrolled.

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1:	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.
Barrier #1:	Student attendance.
Strategy #3 to Overcome the Barrier	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 more toward graduation.

Step #1 to Implement Strategy #3

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

Person or Persons Responsible:
Administrative team

Target Dates or Schedule:
Monthly at faculty meetings

Evidence of Completion:
Agendas from meetings

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #1

Action:
Administrative team will discuss progress

Person or Persons Responsible:
Administrative team

Target Dates or Schedule:
Monthly meetings

Evidence of Completion
Agendas

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #1

Action:
At risk students will be moving toward meeting graduation requirements.

Person or Persons Responsible:
Administrative team, guidance counselors, teacher on assignment

Target Dates or Schedule:
Periodically

Evidence of Completion:
The percentage of students meeting graduation requirements will increase.

Goal #2:	Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disablities and economically disadvantaged students meeting reading proficiency.
Barrier #1:	Teacher reluctance to change due to time restraints and outside pressures.
Strategy #1 to Overcome the Barrier	Professional Learning Communities will provide support for teachers within each discipline through professional development and planning time. PD will be based on teachers becoming familiar with the gradual release model that fosters students' independence in learning. PD will also be based on student engagement strategies and correlating lesson plans to the Common Core State Standards.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Common Core Writing to Text

Person or Persons Responsible:
Department Chairs

Target Dates or Schedule:
This will occur according to the Volusia Writes/Common Core Writing to Text 2013-2014.

Evidence of Completion:
Teachers will have the scores according to the Grades 6-11 Expanded Scoring Rubric for Analytic and Narrative Writing. A copy of the scores will be kept in a notebook within each department.

Facilitator:
Department chairs

Participants:
Teaching staff

Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
1. Review assessment data and alignment of assessment to standards. 2. Use the data to plan for student proficiency as aligned to the CCSS. 3. Develop an intervention process when students are not proficient. 4. Provide a plan for students who need to be provided enrichment to be more successful. 5. Follow a common rubric in the evaluation of literacy standards including writing across the disciplines.

Person or Persons Responsible:
Department chairs

Target Dates or Schedule:
Establish a monthly early release day for PLC meetings for common courses to meet to review data and assessments. Teachers will record evidence of literacy strategies that have supported learning growth in students.

Evidence of Completion:
1. Meeting notes 2. Progress of students in meeting CCSS expectations in Pinnacle. 3. Plan for intervention for remediation or accleration. 4. Rubric use is evaluated and refined as evidenced in the meeting notes.

Facilitator:
Department chairs

Participants:
Faculty members

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Department chairs will share information from their department PLC meetings. After each Early Release PD, agendas, minutes and sign in sheets will be collected by the Assistant Principal of Curriculum.

Person or Persons Responsible:
Assistant Principal of Curriculum Reading Coach

Target Dates or Schedule:
Monthly department meetings facilitated by the Assistant Principal of Curriculum.

Evidence of Completion
Meeting agendas and notes. Sign in sheets. Writing result notebook

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Teachers will be observed implementing more effective literacy standards through all disciplines.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
During walk-throughs and formal observations

Evidence of Completion:
Teacher evaluations, student scores

Goal #2:	Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disablities and economically disadvantaged students meeting reading proficiency.
Barrier #2:	Insufficient time for professional development in a school day.
Strategy #1 to Overcome the Barrier	Utilize teacher duty day to meet for common lesson planning and assessment.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will meet with their PLC to plan common lessons and assessments.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
The teacher duty day at the end of each marking period.

Evidence of Completion:
Lesson plan sample.

Facilitator:
Department chair

Participants:
Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:
Collection of plans, assessments and minutes.

Person or Persons Responsible:
Department Chairs

Target Dates or Schedule:
At the end of each quarterly meeting.

Evidence of Completion
Common lesson plans will be kept in a notebook or jump drive.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disablities and economically disadvantaged students meeting reading proficiency.
Barrier #3:	Insufficient funding for substitutes or stipends to provide common course development of assessments, evaluation of data and time to plan for intervention opportunities outside the classroom.
Strategy #1 to Overcome the Barrier	Investigate resources to provide for professional learning communities to have common planning.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Research funding opportunities

Person or Persons Responsible:
Curriculum administrator and department chairs

Target Dates or Schedule:
Quarterly

Evidence of Completion:
List of funding for substitutes or teachers for common planning.

Facilitator:
PD coordinator

Participants:
Teachers teaching common courses.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #2

Action:
Identify fund sources to provide for substitutes or stipend for PLC meetings during the school day or after the school day.

Person or Persons Responsible:
Assistant Principal of Curriculum

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion
Each PLC will have an a designated time to meet.monthly.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #2

Action:
Agenda and notes from each meeting will be kept.

Person or Persons Responsible:
Department chairs will monitor the PLC schedule.

Target Dates or Schedule:
Monthly

Evidence of Completion:
Agendas and notes from PLC meetings.

Coordination and Integration

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

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, algebra1, geometry and biology.

Professional Development

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

Goal #2: Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disablties and economically disadvantaged students meeting reading proficiency.

Barrier #1: Teacher reluctance to change due to time restraints and outside pressures.

Strategy #1: Professional Learning Communities will provide support for teachers within each discipline through professional development and planning time. PD will be based on teachers becoming familiar with the gradual release model that fosters students' independence in learning. PD will also be based on student engagement strategies and correlating lesson plans to the Common Core State Standards.

Action Step #1: Common Core Writing to Text

Facilitator leader
Department chairs

Participants
Teaching staff

Target dates or schedule
This will occur according to the Volusia Writes/Common Core Writing to Text 2013-2014.

Evidence of Completion and Person Responsible for Monitoring
Teachers will have the scores according to the Grades 6-11 Expanded Scoring Rubric for Analytic and Narrative Writing.
A copy of the scores will be kept in a notebook within each department.
(Person Responsible: Department Chairs)

Action Step #2: 1. Review assessment data and alignment of assessment to standards. 2. Use the data to plan for student proficiency as aligned to the CCSS. 3. Develop an intervention process when students are not proficient. 4. Provide a plan for students who need to be provided enrichment to be more successful. 5. Follow a common rubric in the evaluation of literacy standards including writing across the disciplines.

Facilitator leader
Department chairs

Participants
Faculty members

Target dates or schedule
Establish a monthly early release day for PLC meetings for common courses to meet to review data and assessments. Teachers will record evidence of literacy strategies that have supported learning growth in students.

Evidence of Completion and Person Responsible for Monitoring
1. Meeting notes
2. Progress of students in meeting CCSS expectations in Pinnacle.
3. Plan for intervention for remediation or accleration.
4. Rubric use is evaluated and refined as evidenced in the meeting notes.
(Person Responsible: Department chairs)

Barrier #2: Insufficient time for professional development in a school day.

Strategy #1: Utilize teacher duty day to meet for common lesson planning and assessment.

Action Step #1: Teachers will meet with their PLC to plan common lessons and assessments.

Facilitator leader
Department chair

Participants
Teachers

Target dates or schedule
The teacher duty day at the end of each marking period.

Evidence of Completion and Person Responsible for Monitoring
Lesson plan sample.
(Person Responsible: Teachers)

Barrier #3: Insufficient funding for substitutes or stipends to provide common course development of assessments, evaluation of data and time to plan for intervention opportunities outside the classroom.

Strategy #1: Investigate resources to provide for professional learning communities to have common planning.

Action Step #1: Research funding opportunities

Facilitator leader
PD coordinator

Participants
Teachers teaching common courses.

Target dates or schedule
Quarterly

Evidence of Completion and Person Responsible for Monitoring
List of funding for substitutes or teachers for common planning.
(Person Responsible: Curriculum administrator and department chairs)

Budget

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Detail

Goal #2: Reading AMO targets will be met through implementing effective literacy standards through all disciplines with a focus on increasing the percentage of students with disablities and economically disadvantaged students meeting reading proficiency.

Barrier #1: Teacher reluctance to change due to time restraints and outside pressures.

Strategy #1: Professional Learning Communities will provide support for teachers within each discipline through professional development and planning time. PD will be based on teachers becoming familiar with the gradual release model that fosters students' independence in learning. PD will also be based on student engagement strategies and correlating lesson plans to the Common Core State Standards.

Action Step #1: Common Core Writing to Text

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

Action Step #2: 1. Review assessment data and alignment of assessment to standards. 2. Use the data to plan for student proficiency as aligned to the CCSS. 3. Develop an intervention process when students are not proficient. 4. Provide a plan for students who need to be provided enrichment to be more successful. 5. Follow a common rubric in the evaluation of literacy standards including writing across the disciplines.

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

Barrier #3: Insufficient funding for substitutes or stipends to provide common course development of assessments, evaluation of data and time to plan for intervention opportunities outside the classroom.

Strategy #1: Investigate resources to provide for professional learning communities to have common planning.

Action Step #1: Research funding opportunities

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	