

Volusia County Schools

# Spruce Creek High School



2017-18 School Improvement Plan

## Spruce Creek High School

801 TAYLOR RD, Port Orange, FL 32127

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
High School 9-12	No	38%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	B

*\*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 is pending approval by the Volusia County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Spruce Creek High School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Wayne Green</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Spruce Creek High School provides all students with a challenging, creative curriculum that fosters graduates who are knowledgeable, contributing members of our community and world.

Hawks SOAR with our Student Centered, Opportunity Driven, Academically Engaging and Relevant Curriculum!

How will YOUR story take flight?

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

Our Vision at Spruce Creek High School is to create a better world through education.

#### 2. School Environment

##### a. 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 396 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.

##### b. 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.

**c. 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.

**d. 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 the 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Early warning indicators that are used are attendance reports, FCA/FSA/EOC scores, and grades.

- >Teacher on Assignment monitors attendance as part of the PST process.
- >List is shared with teachers, and counselors identifying students at risk for graduation to mentor.
- >Quarterly, administration reviews discipline concerns.
- >Reading coach monitors students with level 1 or 2 on FCAT or FSA.
- >Counselors notify parents of students failing multiple courses through letters, connect ed messages and conferences.
- >Identified seniors are monitored to ensure graduation requirements are met.
- >The EWS PLC established last year will continue.
- >An EWS teacher cohort was created.

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

##### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	25	18	1	78
One or more suspensions	0	0	0	0	0	0	0	0	0	4	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	44	38	28	1	111
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	50	44	34	1	129

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. Identified areas become the focus of the intervention efforts. These concerns are addressed at department chair meetings, faculty meeting and within PLC meetings. Professional development supports differentiated instruction to meet student needs. Teachers of courses provide remediation and assistance before school, at lunch and after school.

Students with behavioral issues are followed by the administrators assigned and referred to PST or other resources as needed.



An EWS PLC meets monthly with assigned students to mentor.  
An EWS teacher cohort was created for the 17-18 school year.

Resources as well as information on students who are 504, ELL or at risk are located on a secure I-drive for teachers to refer to as they incorporate accommodations in instruction for identified students.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. 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

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

##### 1. PFEP Link

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

##### 2. 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 quarterly 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.

### 2. 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.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Sparger, Todd	Principal
Clark, Kevin	Assistant Principal
Mallory, Beverly	Assistant Principal
Cappiello, Karie	Instructional Coach
Murray, Samantha	Instructional Media
Fulcher, Kathy	Assistant Principal
Hallett, Scott	Assistant Principal
Mahaney, Ryan	Assistant Principal
Everidge, Erin	Instructional Coach
Bradham, Mark	Administrative Support

**b. Duties**

**1. 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.

**2. 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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Samantha Murray	Teacher
Heather Alexander	Teacher
Astrid Augat	Teacher
Lori Beck	Parent
Brooke Billmeier	Parent
Kelli Bundza	Teacher
Pedro Dash	Parent
Colleen DeCarlo	Education Support Employee
Sandi Dembinsky	Business/Community
Sandra Hall	Teacher
Deborah Keith	Business/Community
Kim Rice	Parent
Jill Yanus	Parent
Assil El-Ghali	Student
Randy Truong	Student
James Lanni	Parent
Todd Sparger	Principal
Samantha Murray	Teacher
Mary Ann Bunn	Parent
Scott Hallett	Teacher
Debbie Keith	Business/Community
Brandon Lee	Parent
Gina Lloyd	Parent
Liz Paschal	Parent
Leslie Ramshaw	Parent
Stan Schmidt	Business/Community
Michele Toliver	Parent
Emily Amen	Student
Paige Bryan	Student
Vonda Morris	Teacher
Leona Norah	Parent
Helda Said	Student
Theresa Torres-Anderson	Parent

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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.

*b. 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 2016-2017 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 has discussion regarding the SIP Goal and strategies. From the data, Spruce Creek High School developed a plan that targets standards aligned instruction, classroom environment and the instructional shifts. Each department determined the area that they would focus on and suggested professional learning opportunities to support the school wide goal. PLC teams were re-established with courses that have EOC assessment, common courses or common professional goals.

*c. 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.

**2. 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 2016-2017 Beginning Budget \$0 (Funding was not allocated until after the final meeting of the year). The faculty and staff of SCHS voted to allocate 20% of our A+ funds to go toward school needs. This is how that money was spent:

September 19, 2016 (opening balance from 15-16 \$16,649.52 with no allocation from state)

- Cameron McClelland: \$400 conference registration + \$125 substitute for Friday for NFCA 2016
- Major Mario Ochoa: \$100 for dodgeballs to use for school events
- Jill Ciccirelli: \$190 for registration and \$125 for a sub to attend FATE conference
- Susan Prospect: \$600 for alternative seating for the elearning lab
- Jill Ciccirelli: \$1044 for 4 headsets for the auditorium for stage management
- Todd Sparger: \$950 for SIP/SAC Chair Supplement
- Todd Sparger: \$500 for Hawk of the Year scholarship
- \$1500 for 12 subs for teachers to attend FETC for 1 day plus an extra \$400 for registrations

October 24, 2016

- McClelland: Change conference, no additional money
- Sandrin-Litt: \$165 for Chem & Eng News subscription
- Green: \$1100 for sub. to an Algebra remediation program
- Murray: \$500 for registration for ISTE2017

November 14, 2016

- Sub for Wilson for field trip \$105 GIS Field Trip
- Sub for Cooney \$105 UCF Physics Teacher Day

December 12, 2016

- Cappiello- \$600 for books for teacher book study
- Ciccirelli- \$600 for camera bundle for theatre department
- Green- \$200 sub for 2 days- CHAMPS & Autism Workshop

- Murray- \$1000 giant floor chess set for media center, giant connect 4, and assorted games for game area.

January 9, 2017

- Cooney/Science Dpt- Lab Materials \$2600
- Siebels & Beatty Sub for Field Trip \$250

February 13, 2017

- Augat: Tripod Mount for iPad \$75
- McClelland/ Life Skills Class: Dishwasher \$320
- Pringle/ CTE: Sewing Machine Repairs \$500
- Wilson: Field Trip Costs \$350
- Bundza: Field Trip Costs \$400
- Palmer: Equipment for workout room \$560
- DeCarlo/Media: 4 Hokki Movement Stools \$500
- Hallett: Subs for Learning Walks \$1200
- Green: ALEXS Geometry Subscriptions \$250
- 30 Clip Microscopes for Phones: \$350
- 30 VR Headsets to use with Phones: \$600
- Throwable Microphone: \$550
- Precision Paper Cutter: \$550
- Poster Making Supplies: \$500
- Computer Speaker Replacements: \$700

April 10, 2017

- Alexander: Slab Roller for Ceramics \$1200
- Redman: Sheet Music for Chorus \$200
- Jowers: Summer Hours for Guidance \$3500
- Fulcher: Summer Hours for Math \$500
- Cicciarelli: Riser Platforms \$5500
- Henderson: AVID Field Trip to FSU & FAMU \$2500
- Jones: Dry Erase Boards and Books \$600
- Prospect: Assorted Materials for eLearning Lab \$1140
- Johnson: AP Biology Academy \$1170
- Cappiello: Teacher PD Book Club Books \$1200

May 8, 2017

- Augat: 3 digital voice recorders \$300
- Wolfson: costs to attend The Right Question Institute \$1000
- Murray: FL Teens Read Books for Student Book Club \$1000
- Cooney: Science teacher PD/lab prep and organization over summer \$1500
- Travel expenses summer conferences \$1820
- PLC Subs \$2,500
- FETC Registration & Subs for 18 Member Digital Dream Team for 2018 \$6794
- Redman: Choral Sheet Music & Storage \$3200
- Hall: Dry Erase Boards \$400
- Bundza: Flexible Seating \$500
- Brinkerhoff: NYT Upfront \$1600
- Brinkerhoff: Student Buzzer System for Academic Comp \$315
- Jones: Flexible Seating \$100
- Alexander: Air filters for ceramics room \$60
- Alexander: Clay for ceramics \$450
- Smiley: New projection screen \$200
- Tolvo: Dry Erase Board \$100
- Bailey: QuickBooks textbooks \$570.00
- Rager: dry erase boards kit \$150.00
- Rager: calculators \$150.00

- Rager: USA Test Prep Algebra \$375.00
- B. McClelland: ESE- VE Modified class set Where the Red Fern Grows \$90
- B. McClelland: Flexible Seating \$100
- Morris: AAA batteries for TI-83 calculators \$200
- Morris: Math Nation Algebra 2 workbooks \$140
- Vivitek Novopro for Media Center for PD, Lessons, Meetings, etc. \$650
- Epson remotes and VGA/HDMI adapters for classrooms \$250

Current balance in A+ funds 2016: \$500  
 Current balance A+ 2017: \$38910.13  
 School Improvement: \$13190.32  
 Lead Money Internal Account: \$4137.33

Current Total Balance: \$56,737.78- Approved \$25,094.00 = Current Remaining Balance: \$31,393.78  
 as of September 2017

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sparger, Todd	Principal
Clark, Kevin	Assistant Principal
Mallory, Beverly	Assistant Principal
Cappiello, Karie	Administrative Support
Murray, Samantha	Instructional Media
Fulcher, Kathy	Assistant Principal
Hallett, Scott	Assistant Principal
Mahaney, Ryan	Assistant Principal
Everidge, Erin	Instructional Coach
Bradham, Mark	Administrative Support

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

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.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

### 1. 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. Scheduled monthly PLC meetings support school goal for literacy.

### 2. 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. In addition, we have a Literacy 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. Additionally, we keep a record of all resumes received for future reference when positions become available. The Spruce Creek High administrative staff encourages teachers to seek higher degrees and assists teachers with data and school related experience who are currently working toward an additional degree.

### 3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. 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 team works to develop common lessons and assessments to measure standards being instructed upon. Data from the assessments is used to differentiate instruction and plan for remediation to meet the personalized, individual need of all students.

## **b. Instructional Strategies**

### **1. 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. In addition to PLC monthly meetings, all assessed course PLC's were provided with a full day of training and collaboration as well as common planning which allows them to meet weekly. Each PLC was provided training in regards to AVID strategies, Computer Based testing, instructional shifts, instructional practice guides, current curriculum maps and data analysis utilizing a student data chat protocol. The training focused upon how to analyze and respond to the data to drive instruction.

### **2. 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. Assessed courses meet weekly within common planning.

#### **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**

Hallett, Scott, shallett@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:** Weekend Program

**Minutes added to school year:** 0

After school programs for identified students

**Strategy Rationale**

Spruce Creek High and the YMCA's Project 396 partnered to send more than 35 students from Spruce Creek's Bow-ties and Pearls mentoring groups on a weekend camping trip to Camp Winona. The Spruce Creek students who participated in the mentoring groups have made a personal commitment to work hard toward the goal of graduation.

**Strategy Purpose(s)**

- Enrichment

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

Hallett, Scott, shallett@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.

**Strategy:** After School Program

**Minutes added to school year:** 2,160

After school programs for identified students

**Strategy Rationale**

Inclusion opportunity for lower quartile / EWS students to assist with increasing student achievement. transportation and refreshments are provided. Students have the opportunity to attend once a week on Wednesdays.

**Strategy Purpose(s)**

- Enrichment

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

Hallett, Scott, shallett@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.

**Strategy:** After School Program

**Minutes added to school year:** 0

An Early Warning Systems PLC was established. Teachers were provided with a common planning to meet monthly with the Data AP and the Curriculum AP. Teachers were scheduled with similar student populations (similar to an academic team). this allows the teachers to review the EWS data and conversation regarding students behavior and student achievement.

**Strategy Rationale**

At risk students are the focus of this PLC.. Teachers use behavioral and academic data to personalize each students experience and assist them with being successful.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Fulcher, Kathy, kafulch@volusia.k12.fl.us

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

EWS, EOC and FSA data are used to identify and monitor student progress.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

**1. 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.

**b. College and Career Readiness**

**1. 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 396 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.

We provide college visit opportunities for our students, some of these opportunities are provided through AVID.

We are going to administer the ASVAB assessment to any student who desires to participate.

We have a new position, CTE Liaison, who works with the local community on behalf of our CTE programs.

**2. 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). Certifications include but are not limited to Adobe Photoshop, Adobe Flash, Autodesk Inventor, Adobe Dream Weaver, HTML 5, Java Script, WISE, Ready to Work, Adobe Illustrator, Adobe Premier and the Microsoft Office Bundle.

We also have a new position, CTE Liaison, who works with the local community on behalf of our CTE programs.

**3. 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
  - Academy of Finance
  - AITR Academy ( Academy of Robotics and Technology)
- JROTC

**4. 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 ensure instruction is aligned to the Florida standards. PLC teams are also using a variety of data to (EWS, DIA, SMT, Common Assessments) to plan for data driven instruction and to personalize student learning.

The goal for 2017-2018 is to align instruction to the standards with an emphasis on classroom environment and instruction. Professional development for this school year will support different

opportunities to engage in teaching strategies (behavioral and academic) that can be implemented in the classroom and utilized for DPP evaluative purposes. Instructional strategies regarding technology are presented through the year to support the District's mission and vision regarding a 21st Century personalized learning experience for students. Additional Professional Learning opportunities will focus upon the instructional strategies and are being determined based upon the feedback from PLC surveys regarding instructional strategy needs.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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 SCHS family establishes a shared belief in the importance of relationship building and instructional practices that meet the needs of ALL students, then student achievement will increase.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If the SCHS family establishes a shared belief in the importance of relationship building and instructional practices that meet the needs of ALL students, then student achievement will increase. 1a

G093453

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	85.0
Algebra I EOC Pass Rate	68.0
FSA ELA Achievement	72.0
U.S. History EOC Pass	77.0
Geometry EOC Pass Rate	72.0

**Targeted Barriers to Achieving the Goal** 3

- 17-18 Time (lack of time for Professional Learning and collaboration).
- 17-18 Lack of knowledge and engagement regarding equity in opportunity.
- 17-18 Student behavior and attendance.

**Resources Available to Help Reduce or Eliminate the Barriers** 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](http://www.CreekPLC.weebly.com).
- EWS data will provided to the EWS PLC at each monthly meeting.
- Professional learning will focus upon teaching strategies to assist teachers with their professional practice.
- PLC days provided to teachers with an EOC/FSA assessment
- Common Planning for assessed courses

**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**

Scott Hallett

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

VLT assessments through Language Arts classes as entered in Eduphoria. DIA and SMT assessments for courses that have them Gradebook PLC notes EOC/FSA results

## 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 SCHS family establishes a shared belief in the importance of relationship building and instructional practices that meet the needs of ALL students, then student achievement will increase. 1

G093453

**G1.B1** 17-18 Time (lack of time for Professional Learning and collaboration). 2

B250691

**G1.B1.S1** Expand and support opportunities for personalized professional growth through collaboration in effective professional learning communities. 4

S264718

### Strategy Rationale

If teachers are provided time to collaborate and work within PLCs, the understanding of data analysis and data driven instruction relative to each individual student, teachers will have the opportunity to provide personalized learning experiences that will result in an increase in student achievement.

### Action Step 1 5

Expansion in choice of PLC's.

#### Person Responsible

Scott Hallett

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Teachers submit a PLC documentation form after meeting with their PLC.

### Action Step 2 5

Retraining in PLC Best Practices

#### Person Responsible

Samantha Murray

#### Schedule

On 5/31/2018

#### Evidence of Completion

Retrain Instructional Leaders to share during department meetings and school based ERPL.

### Action Step 3 5

Refresh the PLC documentation process

**Person Responsible**

Samantha Murray

**Schedule**

On 5/31/2018

***Evidence of Completion***

Based on teacher feedback, the documentation process for PLC's was revised. Changes are made throughout the year based upon teacher feedback.

### Action Step 4 5

Provide opportunities for teachers to attend PLC training.

**Person Responsible**

Scott Hallett

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Professional Learning opportunities will be provided to the faculty. PLC training will be offered during some of these time frames.

### Action Step 5 5

New Teacher PLC group

**Person Responsible**

Beverly Mallory

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

New teachers will have the opportunity to meet with admin or veteran teachers.

### Action Step 6 5

Continue with the EWS PLC meeting monthly with the addition of an identified EWS teacher cohort.

#### **Person Responsible**

Kathy Fulcher

#### **Schedule**

Monthly, from 8/14/2017 to 5/31/2018

#### **Evidence of Completion**

Meeting minutes and grade reports by EWS teachers. EWS report.

### Action Step 7 5

Continue with Learning Walk Professional Learning opportunities for faculty.

#### **Person Responsible**

Scott Hallett

#### **Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

#### **Evidence of Completion**

Teachers will have the opportunity to participate within school based Learning Walks which will provide an opportunity for faculty to observe their colleagues during instructional delivery.

### Action Step 8 5

Identify teacher leaders and provide opportunities for training (clinical education)

#### **Person Responsible**

Kathy Fulcher

#### **Schedule**

Annually, from 8/14/2017 to 5/31/2018

#### **Evidence of Completion**

Teachers identified as teacher leaders on campus will attend clinical education training to be able to host senior student teacher interns.

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

The SCHS Leadership team will receive participant feedback via google docs for PLCs, ERPLs, and other trainings provided.

**Person Responsible**

Scott Hallett

**Schedule**

Annually, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Lesson Plans, assessments, Gradebook, Eduphoria and EOC/FSA results.

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

DIA, SMT, EOC and FSA results will reflect teacher's participation in PLCs and specific Professional Learning demonstrating an understanding of equitable instructional delivery pertaining to the standards.

**Person Responsible**

Scott Hallett

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Evidence will be gathered from Eduphoria, Gradebook, FSA and EOC results.

**G1.B2** 17-18 Lack of knowledge and engagement regarding equity in opportunity. **2**

 B250692

**G1.B2.S1** Implement professional learning opportunities to encourage equity in opportunity and advancement. **4**

 S264719

**Strategy Rationale**

If teachers have the opportunity to participate in professional learning pertaining to culturally responsive instruction and the use of technology, the relationship building and personalized instruction will increase student achievement.

**Action Step 1** **5**

Provide culturally responsive instruction training

**Person Responsible**

Scott Hallett

**Schedule**

On 5/31/2018

**Evidence of Completion**

ERPL Google doc feedback from

**Action Step 2** **5**

Mentoring/Support Training

**Person Responsible**

Kathy Fulcher

**Schedule**

On 5/31/2018

**Evidence of Completion**

Teachers participating in the EWS PLC will receive training to mentor students they have identified and agreed to mentor. A pre and post test will be given prior to and after Mentor training occurs.

**Action Step 3** 5

Technology training

**Person Responsible**

Samantha Murray

**Schedule**

Annually, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Teachers will provide feedback for technology training offered throughout the year in the media center after school.

**Action Step 4** 5

Positive Intervention and MTSS Training

**Person Responsible**

Mark Bradham

**Schedule**

Annually, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Monitor the number of referral written.

**Action Step 5** 5

Book Club

**Person Responsible**

Samantha Murray

**Schedule**

Annually, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Teachers will provide feedback from book club study they participate in.

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

Administration will assist and monitor the Professional Learning opportunities offered for faculty.

**Person Responsible**

Scott Hallett

**Schedule**

On 5/31/2018

**Evidence of Completion**

Feedback from Professional learning via Google docs.

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

The SCHS Leadership Team will monitor the student performance on district and state assessments.

**Person Responsible**

Scott Hallett

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Student performance on DIA's, SMT's, EOC's, and FSA's as well as EWS interim reports and graduation rate.

**G1.B3** 17-18 Student behavior and attendance. 2

B251111

**G1.B3.S1** Build upon a response to intervention system of support for students. 4

S264717

**Strategy Rationale**

By providing inclusion opportunities for students, student achievement will increase.

**Action Step 1** 5

Strengthen Bow Ties and PEARLS mentoring groups

**Person Responsible**

Beverly Mallory

**Schedule**

Semiannually, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

schedule meetings, meeting minutes and attendance sheets

**Action Step 2** 5

Project 396

**Person Responsible**

Beverly Mallory

**Schedule**

Annually, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

scheduled meetings, meeting agendas and attendance sheets



**Action Step 3** 5

Classroom Semester surveys

**Person Responsible**

Samantha Murray

**Schedule**

Semiannually, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Feedback from students pertaining to the surveys provided by teachers

**Action Step 4** 5

Chronic attendance monitoring

**Person Responsible**

Mark Bradham

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

remind messages and attendance reports share with the Leadership Team

**Action Step 5** 5

Transportation/Votran Passes

**Person Responsible**

Mark Bradham

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Collection and distribution of transportation passes

**Action Step 6** 5

Student book club

**Person Responsible**

Samantha Murray

**Schedule**

Annually, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

agendas and attendance sheets for student book club meetings

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Administrators will assist and monitor the progress of EWS, Bow Ties and PEARLS mentoring, project 396 and attendance

**Person Responsible**

Scott Hallett

**Schedule**

Annually, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

EWS report, Attendance reports, and Mentoring agendas and visits by administrators.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

the SCHS Leadership Team will monitor student performance through the year and student achievement via assessments and grading reports.

**Person Responsible**

Scott Hallett

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Student performance on DIA's, SMT's, EOC's, and FSA's as well as attendance and EWS reports.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M372249	Monitoring will be through DIAs and VLTs in Eduphoria, Gradebook, PLC notes, EOC and FSA results.	Hallett, Scott	8/14/2017	VLT assessments through Language Arts classes as entered in Eduphoria. DIA and SMT assessments for courses that have them Gradebook PLC notes EOC/FSA results	5/31/2018 quarterly
G1.B3.S1.MA1  M373557	the SCHS Leadership Team will monitor student performance through the year and student achievement...	Hallett, Scott	8/14/2017	Student performance on DIA's, SMT's, EOC's, and FSA's as well as attendance and EWs reports.	5/31/2018 quarterly
G1.B3.S1.MA1  M373556	Administrators will assist and monitor the progress of EWS, Bow Ties and PEARLS mentoring, project...	Hallett, Scott	8/14/2017	EWS report, Attendance reports, and Mentoring agendas and visits by administrators.	5/31/2018 annually
G1.B3.S1.A1  A350856	Strengthen Bow Ties and PEARLS mentoring groups	Mallory, Beverly	8/14/2017	schedule meetings, meeting minutes and attendance sheets	5/31/2018 semiannually
G1.B3.S1.A2  A350857	Project 396	Mallory, Beverly	8/14/2017	scheduled meetings, meeting agendas and attendance sheets	5/31/2018 annually
G1.B3.S1.A3  A350859	Classroom Semester surveys	Murray, Samantha	8/14/2017	Feedback from students pertaining to the surveys provided by teachers	5/31/2018 semiannually
G1.B3.S1.A4  A350860	Chronic attendance monitoring	Bradham, Mark	8/14/2017	remind messages and attendance reports share with the Leadership Team	5/31/2018 quarterly
G1.B3.S1.A5  A350861	Transportation/Votran Passes	Bradham, Mark	8/14/2017	Collection and distribution of transportation passes	5/31/2018 quarterly
G1.B3.S1.A6  A350862	Student book club	Murray, Samantha	8/14/2017	agendas and attendance sheets for student book club meetings	5/31/2018 annually
G1.B1.S1.MA1  M373383	DIA, SMT, EOC and FSA results will reflect teacher's participation in PLCs and specific...	Hallett, Scott	8/14/2017	Evidence will be gathered from Eduphoria, Gradebook, FSA and EOC results.	5/31/2018 quarterly
G1.B1.S1.MA1  M373378	The SCHS Leadership team will receive participant feedback via google docs for PLCs, ERPLs, and...	Hallett, Scott	8/14/2017	Lesson Plans, assessments, Gradebook, Eduphoria and EOC/FSA results.	5/31/2018 annually
G1.B1.S1.A1  A350694	Expansion in choice of PLC's.	Hallett, Scott	8/14/2017	Teachers submit a PLC documentation form after meeting with their PLC.	5/31/2018 monthly
G1.B1.S1.A2  A350695	Retraining in PLC Best Practices	Murray, Samantha	8/14/2017	Retrain Instructional Leaders to share during department meetings and school based ERPL.	5/31/2018 one-time
G1.B1.S1.A3  A350696	Refresh the PLC documentation process	Murray, Samantha	8/14/2017	Based on teacher feedback, the documentation process for PLC's was revised. Changes are made throughout the year based upon teacher feedback.	5/31/2018 one-time
G1.B1.S1.A4  A350706	Provide opportunities for teachers to attend PLC training.	Hallett, Scott	8/14/2017	Professional Learning opportunities will be provided to the faculty. PLC training will be offered during some of these time frames.	5/31/2018 monthly
G1.B1.S1.A5  A350707	New Teacher PLC group	Mallory, Beverly	8/14/2017	New teachers will have the opportunity to meet with admin or veteran teachers.	5/31/2018 quarterly
G1.B1.S1.A6  A350708	Continue with the EWS PLC meeting monthly with the addition of an identified EWS teacher cohort.	Fulcher, Kathy	8/14/2017	Meeting minutes and grade reports by EWS teachers. EWS report.	5/31/2018 monthly
G1.B1.S1.A7  A350709	Continue with Learning Walk Professional Learning opportunities for faculty.	Hallett, Scott	8/14/2017	Teachers will have the opportunity to participate within school based Learning Walks which will provide an opportunity for faculty to observe their colleagues during instructional delivery.	5/31/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A8 A350711	Identify teacher leaders and provide opportunities for training (clinical education)	Fulcher, Kathy	8/14/2017	Teachers identified as teacher leaders on campus will attend clinical education training to be able to host senior student teacher interns.	5/31/2018 annually
G1.B2.S1.MA1 M373551	The SCHS Leadership Team will monitor the student performance on district and state assessments.	Hallett, Scott	8/14/2017	Student performance on DIA's, SMT's, EOC's, and FSA's as well as EWS interim reports and graduation rate.	5/31/2018 quarterly
G1.B2.S1.MA1 M373524	Administration will assist and monitor the Professional Learning opportunities offered for faculty.	Hallett, Scott	8/14/2017	Feedback from Professional learning via Google docs.	5/31/2018 one-time
G1.B2.S1.A1 A350746	Provide culturally responsive instruction training	Hallett, Scott	8/14/2017	ERPL Google doc feedback from	5/31/2018 one-time
G1.B2.S1.A2 A350747	Mentoring/Support Training	Fulcher, Kathy	8/14/2017	Teachers participating in the EWS PLC will receive training to mentor students they have identified and agreed to mentor. A pre and post test will be given prior to and after Mentor training occurs.	5/31/2018 one-time
G1.B2.S1.A3 A350748	Technology training	Murray, Samantha	8/14/2017	Teachers will provide feedback for technology training offered throughout the year in the media center after school.	5/31/2018 annually
G1.B2.S1.A4 A350749	Positive Intervention and MTSS Training	Bradham, Mark	8/14/2017	Monitor the number of referral written.	5/31/2018 annually
G1.B2.S1.A5 A350750	Book Club	Murray, Samantha	8/14/2017	Teachers will provide feedback from book club study they participate in.	5/31/2018 annually

## V. Professional Development Opportunities

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

**G1.** If the SCHS family establishes a shared belief in the importance of relationship building and instructional practices that meet the needs of ALL students, then student achievement will increase.

**G1.B1** 17-18 Time (lack of time for Professional Learning and collaboration).

**G1.B1.S1** Expand and support opportunities for personalized professional growth through collaboration in effective professional learning communities.

### **PD Opportunity 1**

Provide opportunities for teachers to attend PLC training.

#### **Facilitator**

Samantha Murray or identified faculty members.

#### **Participants**

Teachers who volunteer to attend

#### **Schedule**

Monthly, from 8/14/2017 to 5/31/2018

### **PD Opportunity 2**

Continue with Learning Walk Professional Learning opportunities for faculty.

#### **Facilitator**

Scott Hallett

#### **Participants**

SCHS Faculty

#### **Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**G1.B2** 17-18 Lack of knowledge and engagement regarding equity in opportunity.

**G1.B2.S1** Implement professional learning opportunities to encourage equity in opportunity and advancement.

**PD Opportunity 1**

Provide culturally responsive instruction training

**Facilitator**

Nicholas prince

**Participants**

SCHS Faculty

**Schedule**

On 5/31/2018

**PD Opportunity 2**

Technology training

**Facilitator**

Samantha Murray - Identified Faculty

**Participants**

SCHS Faculty

**Schedule**

Annually, from 8/14/2017 to 5/31/2018

**PD Opportunity 3**

Book Club

**Facilitator**

Samantha Murray

**Participants**

SCHS Faculty

**Schedule**

Annually, from 8/14/2017 to 5/31/2018

## VI. Technical Assistance Items

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

**G1.** If the SCHS family establishes a shared belief in the importance of relationship building and instructional practices that meet the needs of ALL students, then student achievement will increase.

**G1.B1** 17-18 Time (lack of time for Professional Learning and collaboration).

**G1.B1.S1** Expand and support opportunities for personalized professional growth through collaboration in effective professional learning communities.

### TA Opportunity 1

Retraining in PLC Best Practices

**Facilitator**

Scott Hallett

**Participants**

PLC Leaders/Instructional Leaders

**Schedule**

On 5/31/2018

### TA Opportunity 2

New Teacher PLC group

**Facilitator**

Beverly Mallory

**Participants**

New SCHS Teachers

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

## VII. Budget

1	G1.B1.S1.A1	Expansion in choice of PLC's.	\$0.00
2	G1.B1.S1.A2	Retraining in PLC Best Practices	\$0.00
3	G1.B1.S1.A3	Refresh the PLC documentation process	\$0.00
4	G1.B1.S1.A4	Provide opportunities for teachers to attend PLC training.	\$0.00
5	G1.B1.S1.A5	New Teacher PLC group	\$0.00

Volusia - 4436 - Spruce Creek High School - 2017-18 SIP  
 Spruce Creek High School

6	G1.B1.S1.A6	Continue with the EWS PLC meeting monthly with the addition of an identified EWS teacher cohort.				\$0.00
7	G1.B1.S1.A7	Continue with Learning Walk Professional Learning opportunities for faculty.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4436 - Spruce Creek High School	School Improvement Funds		\$6,000.00
8	G1.B1.S1.A8	Identify teacher leaders and provide opportunities for training (clinical education)				\$0.00
9	G1.B2.S1.A1	Provide culturally responsive instruction training				\$0.00
10	G1.B2.S1.A2	Mentoring/Support Training				\$0.00
11	G1.B2.S1.A3	Technology training				\$0.00
12	G1.B2.S1.A4	Positive Intervention and MTSS Training				\$0.00
13	G1.B2.S1.A5	Book Club				\$0.00
14	G1.B3.S1.A1	Strengthen Bow Ties and PEARLS mentoring groups				\$0.00
15	G1.B3.S1.A2	Project 396				\$0.00
16	G1.B3.S1.A3	Classroom Semester surveys				\$0.00
17	G1.B3.S1.A4	Chronic attendance monitoring				\$0.00
18	G1.B3.S1.A5	Transportation/Votran Passes				\$0.00
19	G1.B3.S1.A6	Student book club				\$0.00
					<b>Total:</b>	<b>\$6,000.00</b>