

Volusia County Schools

# Spruce Creek High School



## 2019-20 School Improvement Plan

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## **Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>7</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>17</b>
<b>Budget to Support Goals</b>	<b>19</b>

# Spruce Creek High School

801 TAYLOR RD, Port Orange, FL 32127

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

## Demographics

**Principal: Todd Sparger J**

Start Date for this Principal: 7/1/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	38%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: B
<b>School Grades History</b>	2017-18: A 2016-17: B 2015-16: A 2014-15: A 2013-14: B
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	

<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

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?

#### Provide the school's vision statement

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

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Sparger, Todd	Principal	Instructional Leader.
Bradham, Mark	Assistant Principal	Curriculum Assistant Principal
Clark, Kevin	Assistant Principal	ESE Assistant Principal
Porter, Wesley	Assistant Principal	Data Assistant Principal
Mallory, Beverly	Assistant Principal	Ninth Grade Assistant Principal
Canetti, Alan	Assistant Principal	12th Grade Assistant Principal/ Facilities
Murray, Samantha	Instructional Technology	Instructional Technology Liaison / Media Specialist
Cappiello, Karie	Guidance Counselor	Guidance Director / IB Director
Keisha, rentz	Administrative Support	Problem Solving Team Chair
Howard, Lekita	Instructional Coach	Literacy Coach, Data Analysis for Content Area PLCs

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	713	658	636	492	2499
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	54	69	66	248	
One or more suspensions	0	0	0	0	0	0	0	0	0	11	12	7	6	36	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	49	99	91	56	295	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	159	120	108	65	452	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	54	73	63	34	224

**The number of students identified as retainees:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	58	53	52	5	168
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	61	36	16	18	131

**FTE units allocated to school (total number of teacher units)**

150

**Date this data was collected or last updated**

Friday 8/30/2019

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

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

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

**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	88	57	61	33	239
One or more suspensions	0	0	0	0	0	0	0	0	0	115	95	79	52	341
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	57	110	127	84	378
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	159	120	108	65	452

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	107	79	67	34	287

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	67%	52%	56%	66%	51%	56%
ELA Learning Gains	51%	49%	51%	53%	47%	53%
ELA Lowest 25th Percentile	29%	37%	42%	37%	37%	44%
Math Achievement	57%	48%	51%	63%	49%	51%
Math Learning Gains	50%	49%	48%	57%	50%	48%
Math Lowest 25th Percentile	34%	38%	45%	53%	44%	45%
Science Achievement	82%	76%	68%	78%	71%	67%
Social Studies Achievement	58%	69%	73%	69%	66%	71%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	713 (0)	658 (0)	636 (0)	492 (0)	2499 (0)
Attendance below 90 percent	59 ( )	54 ( )	69 ( )	66 ( )	248 (0)
One or more suspensions	11 (0)	12 (0)	7 (0)	6 (0)	36 (0)
Course failure in ELA or Math	49 (0)	99 (0)	91 (0)	56 (0)	295 (0)
Level 1 on statewide assessment	159 (0)	120 (0)	108 (0)	65 (0)	452 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
09	2019	67%	51%	16%	55%	12%
	2018	68%	50%	18%	53%	15%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	65%	50%	15%	53%	12%
	2018	60%	49%	11%	53%	7%
Same Grade Comparison		5%				
Cohort Comparison		-3%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	81%	72%	9%	67%	14%
2018	76%	65%	11%	65%	11%
Compare		5%			
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	57%	63%	-6%	70%	-13%
2018	67%	63%	4%	68%	-1%
Compare		-10%			



<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	48%	54%	-6%	61%	-13%
2018	45%	57%	-12%	62%	-17%
Compare		3%			

  

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	59%	55%	4%	57%	2%
2018	69%	55%	14%	56%	13%
Compare		-10%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	21	29	20	35	43	39	39	27		76	18
ELL	29	45	38	50	60		50	30		60	
ASN	89	59		93	67		95	70		100	81
BLK	33	34	26	31	38	25	55	30		84	37
HSP	62	56	46	51	51	19	72	37		94	47
MUL	64	46		59	45		94	55		91	30
WHT	70	52	29	60	50	38	85	63		91	61
FRL	51	44	27	48	44	29	72	52		82	33

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	21	27	20	27	35	22	23	51		76	11
ELL	29	36	29	50							
ASN	89	69	50	88	56		95	80		100	81
BLK	38	39	27	38	46	41	48	51		73	30
HSP	55	56	44	56	58		78	50		84	59
MUL	72	68		65	52		74	67		93	69
WHT	68	53	37	66	58	55	81	73		92	58
FRL	52	47	36	56	56	61	65	62		81	38

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	57
OVERALL Federal Index Below 41% All Students	NO

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	630
Total Components for the Federal Index	11
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The data component which showed the lowest level of performance was the Learning gains for our ELA Lowest Performing Quartile for all Subgroups combined.

Contributing factors for last year's low performance could be that many of the students included in the LPQ Subgroups need more support in achieving success in meeting the required standards in reading.

The data trend was that the largest drop in performance occurred in the Economically Disadvantaged Subgroup (-9%) overall rating 27. and the White Subgroup (-8%) overall rating 29. followed by the Black/ African American Subgroup (-1%) overall rating 26.

#### Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The data component which showed the greatest decline from the prior year was our Math performance for Lowest Performing Quartile for all Subgroups combined. (-19

overall rating 34)

The factors contributing to this decline are perplexing because students were provided many tutoring opportunities before school, during lunch, and an extensive after school tutoring program through a temporary grant from FEMA (Restart Grant).

Many of the student subgroups in the LPQ showed growth in Learning Gains (Hispanic subgroup increased by 19% & Students with Disabilities increased by 17%)

Maybe the decline was due to the students in subgroups which did not demonstrate growth did not take advantage of the tutoring opportunities in Math provided at our school last year.

Black (-19 overall rating 25), Economically Disadvantaged (-32 overall rating 29), White (-17 overall rating 38)

This would be something to investigate further for this school year.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

The data component which had the greatest gap when compared to the state average was our Social Studies Achievement.

The factors that contributed to the gap in achievement between our school and the state may have been due to many variables, such as, proper alignment of content to the standards being tested, teachers preparation of students reading and understanding test questions (student's with low reading levels), & the need to increase performance in the Social Studies PLC. Specifically having good DIA data analysis and intervention plans for struggling students.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component which showed the most improvement was our Science Achievement (Overall Subgroup increase of +4%).

There was an increase of +16% in our SWD Subgroup, +7% increase in Black/African American, +7% Economically Disadvantaged, and +4% in our White Subgroup. There was also a significant increase in student achievement in science for our ELL and Multicultural Subgroups.

Our school's new actions were to utilize Science District Specialist to assist in the analysis of data obtained from our District Interim Assessments (DIA and SMT). The Science PLC was very active in the analysis of data for which standards need remediation and employing interventions for students in the classroom, and before/afterschool tutoring sessions.

Teacher /Co-teacher team was also very active in identifying EWS students and reaching out to them and their families for support.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

After reviewing the EWS data, attendance is an area of concern that we will continue to address.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Increase Achievement in ELA for our Black/African American Subgroup.
2. Increase Achievement in Math for our Black/African American Subgroup.
3. Increase Achievement in Social Studies for our Black/African American Subgroup.
4. Increase Achievement in ELA and Social Studies for our Students with Disabilities Subgroup.
5. Increase Achievement in Social Studies for our Students with Disabilities Subgroup.

**Part III: Planning for Improvement**

**Areas of Focus:**

#1	
<b>Title</b>	Area of Focus #1: ELA Learning Gains Lowest Quartile Rationale:
<b>Rationale</b>	<p>ELA school wide dropped 8% points in Learning Gains for Lowest Quartile students.</p> <p>SWD students only 20% of students had learning gains in lowest quartile. While only 21% of the SWD students overall met proficiency which as an -8% drop. SWD did increase +2 in LG but still only met 29% proficiency in LG.</p> <p>Black/African American ESSA Subgroup overall achievement 33% which was down -5% from prior year. Also, down -5% from prior year in LG with 34 in overall LG. The lowest 25% LG was only 26 overall and had a -1% drop from the prior year.</p>

<b>State the measureable outcome the school plans to achieve</b>	Our school would like to see and increase of at least 6% in our ELA LG for our Black/African American ESSA Subgroup, and an 11% increase in our ELA SWD ESSA Subgroup.
<b>Person responsible for monitoring outcome</b>	Mark Bradham (mbradha@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Focus on the teaching of academic vocabulary to support stronger reading comprehension levels in grade-level appropriate complex text.
<b>Rationale for Evidence-based Strategy</b>	FSA ELA Level 1 and 2 students struggle with academic vocabulary in both informational and literary text. This is evidenced in data from reporting category 2 of the FSA ELA area of Craft and Structure which demands that students interpret connotative and figurative meanings of words and phrases and that they analyze how word choices affect meaning/tone and the impact on text structure

Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Select students who need Tier 2 reading intervention and double-block their ELA and intensive reading class together with the same teacher to allow for direct support of teaching academic vocabulary to positively impact improved reading comprehension of grade-level appropriate complex text in connected curriculum.</li> <li>2. We will utilize a new bell schedule that will provide for 30 minutes of office hours daily (except on early release days) to allow students to have more access to academic help during regular school hours. (Admin Team)</li> <li>3. We will partner with VyStar for the "Reality Fair" for Seniors to scaffold real life skills into the curriculum. (CTE Coordinator &amp; Rocco)</li> <li>4. We will strengthen and expand current mentoring groups: Teen Zone, Bow Ties, and Pearls (Murray, Howard, Mallory)</li> <li>5. We will implement school-wide strategies for student success/organization</li> </ol>

skills including a standard for how to display daily objectives that will be in student friendly language and will include what students will learn today, how they will know they are successful, and why it is important. (Bradham)

**Person Responsible** Mark Bradham (mbradha@volusia.k12.fl.us)

**#2**

**Title** Area of Focus #2: Math Proficiency

**Rationale** Rationale :  
 Math Achievement overall dropped 6% in proficiency to 57%.  
 The Lowest Quartile learning gains dropped 19%.  
 For our ESSA Subgroup population of SWD was 35% proficiency overall and only 39% made learning gains in lowest quartile.  
 The ESSA Subgroup Black population dropped 16% to a 25% (forget if that is overall of LG)

**State the measureable outcome the school plans to achieve** Our school would like to see our overall math proficiency to increase by at least 5% to obtain 61% proficiency, and increase our math proficiency in our LG of the lowest 25% from 29 to at least 34.  
 We would like to focus on monitoring the DIA and SMT Data to measure our progress towards our desired outcome.

**Person responsible for monitoring outcome** Mark Bradham (mbradha@volusia.k12.fl.us)

**Evidence-based Strategy** We are going to use standards based instruction to align lesson plans in Algebra I Content Area PLCs.

**Rationale for Evidence-based Strategy** Because Standards-based instruction will provide a structural and cognitive framework from which teachers can plan, monitor and assess student learning, we selected this as the foundation for the evidenced based strategy to employ for our school to improve proficiency in math.

**Action Step**

**Description** 1. Hold Algebra 1 PLC Data Chat Day to analyze last year's individual teacher data.  
 2. Invite District Math Specialist to weekly PLC meetings to discuss teaching and learning strategies to use to remediate standards identified as not meeting proficiency on DIAs and SMTs.  
 3. Administration weekly visits to PLC to ensure effectiveness of collaboration and data outcomes.  
 4. Invite Algebra 1 teachers to visit "Pineapple" Classrooms to observe teaching strategies  
 5. Review performance data quarterly with individual Algebra 1 teachers to determine if students are reaching measurable outcomes set in Area of Focus #2 Math Proficiency.

**Person Responsible** Mark Bradham (mbradha@volusia.k12.fl.us)

**#3**

**Title** Area of Focus #3: Social Studies Proficiency

**Rationale** Rationale: As a school our Social Studies Scores dropped by 11% to 58% proficiency. Our ESSA Subgroup Black dropped 21% to a 30% proficiency and our SWD ESSA Subgroup dropped 24% to a 27% proficiency.

**State the measureable outcome the school plans to achieve** Our School would like to achieve a minimum of 12% increase in achievement on our Social Studies scores.

**Person responsible for monitoring outcome** [no one identified]

**Evidence-based Strategy** Collective Teacher Efficacy and UDL Interventions for Black/African American & Students with Learning Needs.

**Rationale for Evidence-based Strategy** Collective Teacher Efficacy has an effect size of 1.57 according to John Hattie. Interventions for Students with Learning Needs has an effect size of .77 according to John Hattie. Both strategies will need to be used to improve performance of our lowest quartile students  
UDL can be used to address the learning needs for all students providing multiple access points for learning content.

**Action Step**

**Description**

1. We will continue with professional development in Universal Design for Learning. (Clark, Bundza)
2. Faculty-wide, self-paced, on-line instructional strategies PD inside TEAMS that will look at related issues in education in shorter articles. Teachers will engage in digital discussions via Teams. (Howard, Murray)
3. We will continue common planning PLCs for tested subjects with once weekly meetings where PLCs can discuss effective instructional strategies and individual student needs. Non-tested subjects will meet once monthly during office hours. (Admin Team)
4. Learning Walks with redesigned focus areas to include looking for best practices and tracking students. (Howard, Murray, & Bradham)
5. Peer Coaching and “Pineapple Classroom” Initiative (shared on Teams) (Howard, Murray, & Bradham)

**Person Responsible** Mark Bradham (mbradha@volusia.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

- We are planning to address the following remaining school-wide improvement priorities:
- Building relationships between all stakeholders
  - Increasing Collective Teacher Efficacy
  - Providing opportunities for students to have interventions and remediation in content



areas.

We plan on addressing these remaining School-wide Improvement priorities by doing the following actions:

- Professional Learning Opportunities for teachers in Equity, Teacher Efficacy, and school wide teaching and learning strategies.
- Continued development of Content Area PLCs.
- Continued use of Content Area Specialist in PLCs assisting teachers with data analysis using DIAs and SMTs.
- Participation in Learning Walks.and Pineapple Classrooms for teachers to demonstrate and model best practices.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

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.

### **PFEP Link**

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

### **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.

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.

### **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 Freshman were brought to campus day 1 for the Freshman First day...only freshman attended. Activities and assemblies were provided and designed specifically for incoming freshman.

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.

### **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.

**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. The CTE Liaison works with the local community on behalf of our CTE programs.

**Part V: Budget**

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Area of Focus #1: ELA Learning Gains Lowest Quartile</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			4436 - Spruce Creek High School	Other		\$1,500.00
			<i>Notes: ELA PLC Data Chat Day.</i>			
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Area of Focus #2: Math Proficiency</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4436 - Spruce Creek High School	Other		\$1,500.00
			<i>Notes: Algebra 1 &amp; Geometry PLC Data Chat Day</i>			
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Area of Focus #3: Social Studies Proficiency</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4436 - Spruce Creek High School	Other		\$1,000.00
			<i>Notes: US History PLC Data Chat Day</i>			
					<b>Total:</b>	<b>\$4,000.00</b>