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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Todd Sparger

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Dr. Janna Hammond

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Samantha Murray

Position Title

SAC Chair and Media Specialist

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Latonya Mitchell

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Kevin Clark

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Alan Canetti

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Dr. Wes Porter

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Margaret Johnson

Position Title

Administrative Dean

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Shon Duncan

Position Title

Social Studies Chair

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10

Employee's Name

Cassandra Reyes

Position Title

Math Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #11

Employee's Name

Leah Delorenzo

Position Title

English Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #12

Employee's Name

Dr. Vonda Morris

Position Title

Math Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #13

Employee's Name

Gillian Sayyah

Position Title

Academic Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #14

Employee's Name

Karie Cappiello

Position Title

School Counselor

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team includes representatives from each department who meet in the summer for the SLT, department leadership who meet monthly, administrative team that meets weekly, and the SAC that meets 5 times a year. Information is shared with the whole faculty/staff, posted on the website and on social media for additional stakeholder feedback.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The administrative team and the academic coach will regularly look at data and share it with all stakeholders. Discussions will take place with the leadership team and in PLCs to determine how to effect progress. If needed, the SLT will be reconvened to edit goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	30.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	64.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	144	180	155	231	710
One or more suspensions	95	89	72	40	296
Course failure in English Language Arts (ELA)	22	97	37	68	224
Course failure in Math	14	50	58	81	203
Level 1 on statewide ELA assessment	131	146	85	96	458
Level 1 on statewide Algebra assessment	130	87	61	58	336

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	109	147	106	133	495

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	13	46	35	26	120
Students retained two or more times	3	11	6	20	40

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	65	51	55	56	44	50	58	46	51
ELA Grade 3 Achievement **									
ELA Learning Gains	58	56	57				52		
ELA Learning Gains Lowest 25%	56	55	55				35		
Math Achievement *	51	45	45	41	28	38	33	33	38
Math Learning Gains	48	51	47				34		
Math Learning Gains Lowest 25%	48	53	49				35		
Science Achievement *	80	73	68	77	68	64	75	30	40
Social Studies Achievement *	75	69	71	62	59	66	67	40	48
Graduation Rate	99	93	90	94	90	89	93	65	61
Middle School Acceleration								43	44
College and Career Readiness	76	66	67	67	65	65	62	62	67
ELP Progress	46	52	49	52	44	45	50		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	702
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
64%	66%	54%	57%		57%	61%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	56%	No		
Asian Students	85%	No		
Black/African American Students	51%	No		
Hispanic Students	60%	No		
Multiracial Students	70%	No		
White Students	66%	No		
Economically Disadvantaged Students	59%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	4	
English Language Learners	52%	No		
Asian Students	89%	No		
Black/African American Students	41%	No		
Hispanic Students	63%	No		
Multiracial Students	61%	No		
White Students	69%	No		
Economically Disadvantaged Students	57%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	3	
English Language Learners	43%	No		
Native American Students				
Asian Students	78%	No		
Black/African American Students	40%	Yes	2	
Hispanic Students	54%	No		
Multiracial Students	65%	No		
Pacific Islander Students				
White Students	55%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	65%		58%	56%	51%	48%	48%	80%	75%		99%	76%	46%
Students With Disabilities	28%		50%	52%	18%	39%	36%	44%	46%		96%	38%	
English Language Learners	35%		53%	48%	41%	50%	63%	64%	53%		100%	63%	46%
Asian Students	88%		77%		79%	67%		94%	82%		100%	93%	
Black/African American Students	41%		53%	49%	28%	34%	44%	50%	62%		96%	52%	
Hispanic Students	60%		58%	56%	46%	44%	48%	70%	72%		100%	65%	39%
Multiracial Students	72%		66%	81%	45%	41%		82%	70%		100%	71%	
White Students	66%		56%	55%	54%	49%	47%	83%	77%		99%	78%	
Economically Disadvantaged Students	56%		57%	56%	40%	44%	49%	71%	64%		98%	63%	55%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	56%				41%			77%	62%		94%	67%	52%
Students With Disabilities	19%				18%			35%	27%		92%	22%	
English Language Learners	41%				25%			67%	38%		65%	62%	67%
Asian Students	85%				74%			91%	88%		100%	93%	
Black/African American Students	32%				18%			50%	25%		92%	30%	
Hispanic Students	55%				37%			78%	57%		90%	60%	
Multiracial Students	65%				24%			84%	45%		96%	52%	
White Students	58%				46%			79%	66%		94%	70%	
Economically Disadvantaged Students	46%				30%			66%	54%		88%	52%	64%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	58%		52%	35%	33%	34%	35%	75%	67%		93%	62%	50%
Students With Disabilities	15%		31%	24%	13%	30%	37%	35%	31%		86%	20%	
English Language Learners	35%		54%	53%	21%	36%	27%	56%	33%		94%	13%	50%
Native American Students													
Asian Students	87%		73%		57%	32%		95%	88%		100%	88%	
Black/African American Students	31%		38%	24%	15%	34%	43%	49%	46%		88%	36%	
Hispanic Students	57%		56%	52%	35%	40%	33%	74%	61%		89%	67%	27%
Multiracial Students	66%		62%		32%	38%		83%	79%		100%	62%	
Pacific Islander Students													
White Students	59%		51%	36%	36%	33%	32%	76%	69%		94%	62%	
Economically Disadvantaged Students	47%		46%	35%	26%	29%	33%	66%	58%		87%	47%	50%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	64%	51%	13%	53%	11%
Ela	9	64%	49%	15%	53%	11%
Biology		79%	68%	11%	67%	12%
Algebra		43%	49%	-6%	50%	-7%
Geometry		55%	47%	8%	52%	3%
History		73%	65%	8%	67%	6%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		47%	14%	33%	16%	31%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		29%	15%	14%	17%	12%
Geometry		12%	29%	-17%	16%	-4%
History		55%	33%	22%	29%	26%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

We had an increase of 15% achievement in ELA grade 10, an increase of 13% in US history, and a 12% increase in Geometry. We had new members of the PLC teams and worked on relationships and connections. They focused on the CRQs in grade 10 ELA which enabled closer alignment to the benchmarks. US History used Common Lit to align to the benchmarks. There was a renewed focus on effective questioning techniques and small groups. Geometry did a bootcamp focusing on individual standards and we had stronger academic coach support in math.

Lowest Performance

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

Our lowest performance was in Algebra 1 with 44%, but that was an increase of 8% from the previous year. Our PLC worked with stronger academic coach support to achieve these gains. We continue to struggle to increase the numbers for Algebra 1 even more because most strong math students take Algebra in middle school. We are working to ensure students are placed correctly in Algebra 1 or Algebra 1A to help students be more successful.

Greatest Decline

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

We did not have any areas that declined from the previous year.

Greatest Gap

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.

We are higher than the state in all areas. Overall we are trending upward and the biggest contributing factor is a renewed focus on working together and relationships.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our first area of concern is chronic absenteeism. Even though our attendance was considered

excellent, we still have plenty of students we are concerned about and wish to work with to reduce absences.

Highest Priorities

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

Our highest priorities are attendace, Algebra 1 test scores, and 10th grade ELA test scores.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our first is improving success in 9th and 10th grade ELA and have 100% of our students earn the ELA requirement before graduation. Our scores in 9th and 10th grade increased this year, but it is a graduation requirement and until we reach 100% it will be a crucial need and goal.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We had 66% of our 10th grade ELA students pass last year, which was 15% higher than the county and 13% higher than the state average. But it also means that 34% of our 10th graders did not meet the graduation requirement. Our 9th grade ELA scores increased to 65%. Our goal is to reduce that number by 5% in both grade levels. We will also focus on having 100% pass rates before graduation.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The 9th grade, 10th grade ELA, and intensive reading teams will meet weekly with their PLCs and the academic coach and members of the administrative team to provide support and assist with monitoring data.

Person responsible for monitoring outcome

Gillian Sayyah

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our area of focus will be that teachers will provide explicit instruction aligned to the benchmarks and intended learning. All teachers will focus on increasing literacy skills in all content areas. We will utilize small group learning and interventions to meet individualized student needs, scaffolding to help meet learners where they are, and effective classroom discussion.

Rationale:

According to Hattie's research, small group learning has an effect size of .47, interventions to meet students' needs has an effect size of .77, classroom discussion and scaffolding both have an effect size of .82.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Focus on Benchmarks and Curriculum Maps

Person Monitoring:

Gillian Sayyah

By When/Frequency:

Weekly PLC

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work on strengthening their understanding of the benchmarks, curriculum maps, and how to effectively utilize course materials to increase critical thinking.

Action Step #2

Focus on Collaborative Groups

Person Monitoring:

Gillian Sayyah

By When/Frequency:

Weekly PLC

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work on effective ways to implement collaborative groups to increase critical thinking.

Action Step #3

Questioning Strategies and Effective Discussions

Person Monitoring:

Gillian Sayyah

By When/Frequency:

Weekly PLC

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work together on effective questioning strategies and how to hold effective classroom discussions that increase critical thinking.

Action Step #4

Test Taking Strategies

Person Monitoring:

Gillian Sayyah

By When/Frequency:

Weekly PLC

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will plan for making sure students are prepared for the actual test and know how to use the tools and features in the testing platforms.

Action Step #5

Focus on Higher Level Thinking and Discussions Across Content Areas

Person Monitoring:

Dr. Janna Hammond

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Departments will work together to discuss ways they can support literacy in their content areas and create a common plan to focus on higher level thinking and more effective classroom discussions across the content areas.

Action Step #6

Focus on Student Seat Time

Person Monitoring:

Dr. Janna Hammond

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In an effort to reduce the amount of time students are out of class, we will be implementing a new digital pass system that will allow all teachers and administrators to see instruction time lost for individual students, track patterns, and ultimately reduce the amount of time students spend outside of the classroom.

Action Step #7

Student Connections and Involvement

Person Monitoring:

Dr. Janna Hammond

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students who are involved in art, music, clubs and sports on campus are more connected to school and tend to perform better in class. We will work to help students find those connections, support their interests, and support the teachers and coaches leading those groups so that they can continue to mentor student achievement.

Action Step #8

Deeper Teacher Training

Person Monitoring:

Dr. Janna Hammond

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will support teachers attending state and national conferences in all areas as appropriate to help them increase their knowledge and bring those new skills back to share with other teachers and help improve student performance. We will also support teachers visiting other classrooms to observe

each other in school-based learning walks with time to debrief about lessons learned to ensure we are learning from the experts on our campus.

Action Step #9

Effective Use of Technology

Person Monitoring:

Dr. Janna Hammond

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work on using technology effectively to increase understanding, not to supplant instruction. Tactile strategies including the use of paper and pencil will be emphasized where appropriate and technology will be used effectively to deepen understanding. Teachers will work to standardize their use of Canvas to ensure parents are able to support student success from home.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our second goal is improving success in Algebra and Geometry and have 100% of our students earn the math requirement before graduation. Our scores increased this year, but it is a graduation requirement and until we reach 100% it will be a crucial need and goal.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We had 44% of our Algebra students pass last year, which was 8% higher than the previous year. But it also means that 56% of our students did not meet the math graduation requirement. Our goal is to reduce that number by 5%. We will also focus on having 100% pass rates before graduation.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Algebra and Geometry teams will meet weekly with their PLC and the academic coach and members of the administrative team to provide support and assist with monitoring data.

Person responsible for monitoring outcome

Vonda Morris

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our area of focus will be that teachers will provide explicit instruction aligned to the benchmarks and intended learning. All teachers will focus on increasing math literacy skills in all content areas as appropriate. We will utilize small group learning and interventions to meet individualized student needs, scaffolding to help meet learners where they are, and effective classroom discussion.

Rationale:

According to Hattie's research, small group learning has an effect size of .47, interventions to meet students' needs has an effect size of .77, classroom discussion and scaffolding both have an effect size of .82.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Focus on Benchmarks and Curriculum Maps

Person Monitoring:

Vonda Morris

By When/Frequency:

Weekly PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work on strengthening their understanding of the benchmarks, curriculum maps, and how to effectively utilize course materials to increase critical thinking.

Action Step #2

Effective use of Technology

Person Monitoring:

Vonda Morris

By When/Frequency:

Weekly PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work on using technology effectively to increase understanding, not to supplant instruction. Tactile strategies including the use of paper and pencil will be emphasized where appropriate and technology will be used effectively to deepen understanding. Teachers will work to standardize their use of Canvas to ensure parents are able to support student success from home.

Action Step #3

Proper Placement

Person Monitoring:

By When/Frequency:

Vonda Morris

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Student test scores will be monitored to ensure students are in the right class and that they are placed appropriately at the end of the school year.

Action Step #4

Questioning Strategies and Effective Discussions

Person Monitoring:

Vonda Morris

By When/Frequency:

Weekly PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work together on effective questioning strategies and how to hold effective classroom discussions that increase critical thinking.

Action Step #5

Focus on Collaborative Groups and Bootcamps

Person Monitoring:

Vonda Morris

By When/Frequency:

Weekly PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work on effective ways to implement collaborative groups and small group bootcamp remediation and enrichment to increase critical thinking.

Action Step #6

Test Taking Strategies

Person Monitoring:

Vonda Morris

By When/Frequency:

Weekly PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will plan for making sure students are prepared for the actual test and know how to use the tools and features in the testing platforms.

Action Step #7

Focus on Student Seat Time

Person Monitoring:

Dr. Janna Hammond

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In an effort to reduce the amount of time students are out of class, we will be implementing a new digital pass system that will allow all teachers and administrators to see instruction time lost for individual students, track patterns, and ultimately reduce the amount of time students spend outside of the classroom.

Action Step #8

Student Connections and Involvement

Person Monitoring:

Dr. Janna Hammond

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students who are involved in art, music, clubs and sports on campus are more connected to school and tend to perform better in class. We will work to help students find those connections, support their interests, and support the teachers and coaches leading those groups so that they can continue to mentor student achievement.

Action Step #9

Deeper Teacher Training

Person Monitoring:

Dr. Janna Hammond

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will support teachers attending state and national conferences in all areas as appropriate to help them increase their knowledge and bring those new skills back to share with other teachers and help improve student performance. We will also support teachers visiting other classrooms to observe each other in school-based learning walks with time to debrief about lessons learned to ensure we are learning from the experts on our campus.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The SWD group is meeting the national expectations, but is our lowest performing ESSA subgroup.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will increase success of SWD to 45% proficiency on ELA and math.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The subgroup data will be discussed in PLCs. Support facilitators will take an active role in PLCs to help ensure SWD needs are being discussed and met. We will implement the new monitoring system to track progress.

Person responsible for monitoring outcome

Kevin Clark

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our area of focus will be that teachers will provide explicit instruction aligned to the benchmarks and intended learning. All teachers will focus on increasing literacy skills in all content areas for all students. We will utilize small group learning and interventions to meet individualized student needs, scaffolding to help meet learners where they are, and effective classroom discussion.

Rationale:

According to Hattie's research, small group learning has an effect size of .47, interventions to meet students' needs has an effect size of .77, classroom discussion and scaffolding both have an effect size of .82. SWD are enrolled in classes with support facilitators who can help assist with small group instruction and pull-outs as needed for interventions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Ensure Correct Placement

Person Monitoring:

Kevin Clark

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Case managers will ensure students are placed in the correct classes and the ESE administrator will ensure students are receiving effective support from support facilitators.

Action Step #2

Ensure Teacher Support

Person Monitoring:

Kevin Clark

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our ESE administrator will work with the ESE PLC to ensure they are supported and they are providing support for the general education teachers in the form of training and assistance.

Action Step #3

Instructional Strategies and Supports for All Teachers

Person Monitoring:**By When/Frequency:**

Kevin Clark

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our ESE administrator will help connect all teachers with instructional strategies and resources like Snap and Read to help support SWD.

IV. Positive Culture and Environment**Area of Focus #1**

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We want to focus on providing support and professional development for our entire faculty to ensure teachers feel connected and are able to perform at the highest level possible. When teachers are happy, connected, supported, and well trained they thrive and their students thrive with them.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is that the climate survey and other school based surveys will reflect that 100% of our faculty are satisfied with the level of support they receive at our school.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The entire administrative team will be monitoring the individual teachers and departments that they evaluate and work with.

Person responsible for monitoring outcome

Dr. Todd Sparger

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our area of focus will be utilizing a variety of strategies to increase teacher capacity and collective

teacher efficacy.

Rationale:

Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of 1.57 it is strongly correlated with student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Deeper Teacher Training

Person Monitoring:

Dr. Janna Hammond

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will support teachers attending state and national conferences in all areas as appropriate to help them increase their knowledge and bring those new skills back to share with other teachers and help improve student performance. We will also support teachers visiting other classrooms to observe each other in school-based learning walks with time to debrief about lessons learned to ensure we are learning from the experts on our campus.

Action Step #2

Mentorship of New Teachers

Person Monitoring:

Shon Duncan

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will provide specific, strategic support for teachers new to Volusia and those who are just new to Spruce Creek High School to ensure that they are connected.

Action Step #3

Sunshine Club

Person Monitoring:

Vonda Morris

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will organize fun events and social gatherings for the faculty and staff to help with morale and connections to each other.

Action Step #4

Honoring Class Time

Person Monitoring:

Dr. Janna Hammond

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In an effort to reduce the amount of time students are out of class and make it easier on teachers, we will be implementing a new digital pass system that will allow all teachers and administrators to see instruction time lost for individual students, track patterns, and ultimately reduce the amount of time students spend outside of the classroom and the amount of time teachers have to spend dealing with passes.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00