



SIP ASSURANCES

Spruce Creek High School

I do hereby certify that all facts, figures, and representations in this school improvement plan are true, accurate, and consistent with all applicable statutes, regulations, and procedures required by state and federal agencies. Additionally, I do hereby certify the school will implement with fidelity the actions outlined in Section IV.

Leesa Holloway
School Advisory Council Chair Printed Name

School Advisory Council Chair Signature

Timothy P. Egnor
Principal Printed Name

Principal Signature

Mary Pat Kennedy
Area Superintendent Printed Name

Area Superintendent Signature

**STRATEGIC PLAN
FOR
SCHOOL IMPROVEMENT**

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**REPORT OF THE
2007-2008
SCHOOL IMPROVEMENT
PLAN**

SCHOOL ADVISORY COUNCIL MEETING SCHEDULE

| DATE OF SAC MEETING | LOCATION OF SAC MEETING | TIME OF SAC MEETING |
|----------------------------|--------------------------------|----------------------------|
| August 21, 2007 | SCHS Media Center | 7 pm |
| September 18, 2007 | SCHS Media Center | 7 pm |
| October 16, 2007 | SCHS Media Center | 7 pm |
| November 13, 2007 | SCHS Media Center | 7 pm |
| January 15, 2008 | SCHS Media Center | 7 pm |
| February 19, 2008 | SCHS Media Center | 7 pm |
| March 18, 2008 | SCHS Media Center | 7 pm |
| April, 15, 2008 | SCHS Media Center | 7 pm |

GOAL STATUS REPORT

2007-2008 School Improvement Plan

Tim Egnor
Principal

Leesa Holloway
School Advisory Council Chairman

Goal 1: *Continue to strengthen the delivery of instructional services for all Spruce Creek High School Students.*

met partially met carried forward amended/deleted other

*Adequate progress for this objective has been achieved: yes no

*Comments: **Objective 1 of this goal states that Spruce Creek High School would increase by 10% the total number of Lower Quartile students making adequate progress on the FCAT Reading Assessment from 2007-08. While we did increase our total number, it was by 6%. Objective 2 was met.**

Goal 2: *Continue to evaluate and build programs that facilitate student transition from Spruce Creek High School to post-secondary and workforce entry.*

met partially met carried forward amended/deleted other

*Adequate progress for this objective has been achieved: yes no

*Comments: While increased enrollment has been realized in SDD, AP courses, career & technical programs (academies, dual enrollment, and early college), there has not been a 10% increase.

In Volusia County Schools, adequate progress for the overall school improvement plan is determined by the area superintendent, in conjunction with the principal, within the context of state accountability, and district and school goals.

Spruce Creek High School has made adequate progress toward meeting the objectives within its 2007-2008 school improvement plan. yes no

SCHOOL IMPROVEMENT FUNDS

FY: 2007 - 2008

Spruce Creek High School

Total Allocation

\$27,000.00

| DATE OF REQUEST | DESCRIPTION OF REQUEST | CORRELATION TO SIP OBJECTIVE NUMBER | REQUESTED BY | AMOUNT REQUESTED | AMOUNT FUNDED | REMAINING BALANCE |
|-----------------|---|-------------------------------------|----------------|------------------|---------------|-------------------|
| Aug 07 | Copier cost for administration & APEX lab | 1 | Administration | \$706 | 706 | |
| | 3 Cell Phone Contracts for Administration | 1 | Administration | \$1575 | 1575 | 26294 |
| | SAC Chairperson supplement | 1 | SAC | \$950 | \$950 | 24719 |
| | Donation to PAC for Honors ceremony | 2 | PAC | \$500 | \$500 | 23769 |
| | Hawk of the Year Scholarship | 2 | SAC | \$500 | \$500 | 23269 |
| | VCR/DVD Player | 1 | Y. Henebury | \$100 | \$100 | 22769 |
| Sept 08 | Attendance of FAHPRS Conference | 1 | D. Howard | \$500 | \$500 | 22669 |
| | Attendance of FDEO Conference | 1 | B Adkins | \$500 | 500 | 22169 |
| | Attendance of Nat'l Council of Teachers of English Conference | 1 | D. Keith | \$500 | 500 | 21669 |
| | Attendance of NAF Leadership Summit | 1 | D Urquhart | \$500 | 500 | 21169 |
| | Attendance of NAF Leadership Summit | 1 | L Holloway | \$500 | 500 | 20669 |
| | Attendance of Fla Council of Teachers of Math Conference | 1 | S Tweedy | \$445 | 445 | 20169 |
| | Attendance of Fla Council of Teachers of Math Conference | 1 | C Hillyard | \$445 | 445 | 19724 |
| | Attendance of Fla Council of Teachers of Math Conference | 1 | D Zinck | \$445 | 445 | 19279 |
| | Attendance of FAHPRS Conference | 1 | J Golinski | \$500 | 500 | 18779 |
| | Attendance of FAHPRS Conference | 1 | K Newnam | \$225 | 225 | 18554 |
| | Tutoring of 06-07 remaining funds | 2 | P Nehrig | \$6480 | 6480 | 12074 |
| | Rollover | | | 1500 | | 13574 |
| Oct 07 | Attendance of Fla Art Educators Conference | 1 | C Jesup | \$473 | \$473 | 13101 |
| | Attendance of Fla Art Educators Conference | 1 | P Miles | \$500 | | 12601 |
| | Attendance of Photoshop Workshop | 1 | R Pelham | \$500 | | 12101 |
| | Attendance of American Volleyball Coaches Conference | 1 | C Swayze | \$500 | | 11601 |
| | Attendance of NAF Leadership Summit | 1 | J Harms | \$225 | \$225 | 11376 |
| Nov 07 | Attendance of T3 Conference | 1 | V Morris | \$65 | | 11311 |
| | Attendance of Foreign Language Instruction Workshop | 1 | A Pereles | \$280 | | 11031 |
| | Attendance of Foreign Language Instruction Workshop | 1 | M Wintenburg | \$280 | | 10751 |
| | Attendance of Foreign Language Instruction Workshop | 1 | K Merrell | \$350 | | 10401 |
| | Attendance of Nat'l Softball Coaches Clinic | 1 | B MCClelland | \$500 | | 9901 |

| | | | | | | |
|--------|---|---|--------------------|--------|-------|------|
| | Attendance of Nat'l Softball Coaches Clinic | 1 | C McClelland | \$500 | | 9401 |
| | Math Instructional Resources | 2 | P Rager | \$500 | | 8901 |
| | Two Class Sets Novels for English Classes | 2 | M Harrison | \$400 | \$400 | 8501 |
| | Marvelous Media Monday Supplies | 2 | D Croak | \$300 | | 8201 |
| Jan 08 | US Flag and Florida Flag | 1 | M Ochoa | \$120 | | 8081 |
| | Yearbook & Newspaper supplies | 1 | J Cunningham | \$600 | | 7481 |
| | TI Workshop | 1 | 11 Math Teachers | \$275 | | 7206 |
| Feb 08 | Tutoring | 2 | P Nehrig | \$2000 | | 5206 |
| | Batteries | 1 | V Elliott | \$820 | | 4386 |
| | NAF Summer Institute | 1 | Coalson/Grusauskas | \$1000 | | 3386 |
| Mar 08 | Camera | 1 | P Pappas | \$1500 | | 1886 |
| | Math summer conference | 1 | J Rette | \$400 | | 1486 |
| | English writing conference | 1 | D Crile | \$100 | | 1386 |
| May | Sub coverage overages for staff development | 1 | Administration | 1386 | | -0- |

ENDING BALANCE: \$0

**THE 2008-2009
SCHOOL IMPROVEMENT
PLAN**

PART I. SCHOOL PROFILE

A. SCHOOL /COMMUNITY CHARACTERISTICS

Spruce Creek High School has a new look for the community! During the past summer, construction began on a new traffic flow pattern, new and expanded parking lots for students, teachers, and visitors along with a modern façade to the Taylor Road entrance. These improvements come as a result of hearing the voices of involved parents, students, community and faculty/staff through our school's climate surveys. The Creek may have a new look, but continues its longstanding legacy of outstanding academic achievement. Our excellent academic reputation relies on RIGOR in the curriculum. This rigor routinely proves itself through achievement that exceeds district, state, national and even international standards. Nearly 70% of the students enroll in IB, AP, or Honors courses. There are an ever-increasing number of dual enrolled students at DSC taking advantage of the college credit opportunity. We also have many Florida Virtual students. Spruce Creek supports the RELEVANCE of the curriculum through the development and maintenance of quality elective programs that contribute to the academic success of the school. More than 50% of the students participate in a performing or fine arts course, 63% participate in one of four foreign languages and 50% take advantage of Applied Technology offerings. There is beyond doubt something for everyone. No high school can be truly effective without providing for the third "R" in education. A balance between the classroom, co- and extracurricular activities and civic involvement provide for RELATIONSHIPS. With more than 40 athletic teams and 53 clubs, Creek offers every student a chance to participate in an area of interest outside the classroom. Creek's total athletic program has again earned the recognition as 5-Star Champions in the district, News-Journal All Sport Award and the Dodge 6-A All Sports Award. SCHS students are becoming productive citizens through their community service, civic involvement and conscientious scholarship.

Spruce Creek High School is located in Port Orange, Florida, a rapidly growing central Florida coastal community. When the school opened in 1975, the population of Port Orange was approximately 10,000 persons. Spruce Creek High School was the pride of Port Orange by being the first enclosed, air conditioned school in the district. It was quite adequate to house the 1500 students for which it was designed. In 2006 the population of Port Orange reached 56,067 with approximately 19% of the population of school age. The student population for SCHS is currently over 2700 students. The facility now consists of the original building, an addition with 20 classrooms and over 40 portable classrooms. With the projected population of over 60,000 for Port Orange by 2010, addition of new programs, and the class size amendment, the portable community at Spruce Creek will by necessity continue to expand.

The city of Port Orange has evolved into a healthy, synergistic community which has much to offer. Situated near the world-famous Daytona Beach, the home of NASCAR, and the historic Kennedy Space Center, Port Orange is made up of some 150 distinct "neighborhoods". They are the core of this community, making it a great place in which to live, learn, work, and play. While the school is located in the midst of a family neighborhood, magnet programs in the school draw students from widely diverse locales. Some students walk to school; others travel from as many as forty miles away. Some students live in a nearby neighborhood where airplane hangers are as plentiful as garages; others live on near-by farms where some students feed their horses before coming to school; still others live in public housing. Spruce Creek High School, affectionately known as the "Creek", strives to ensure that all students are treated as valued individuals with many interests and needs.

Spruce Creek High School is in fact comprehensive both culturally and academically. The student racial composition remains fairly constant with approximately 83% Caucasian, 7% Black, 4% each Asian and Hispanic, and 3% Indian or mixed. The faculty of 161 teachers and seven administrators is 82% Caucasian, 11% Black, 4% Hispanic, and 2% Asian or Indian.

The struggling national and local economic status is apparent at the Creek. The percentage of students participating in the free and reduced lunch program has grown to 20% from a long standing 13% participation. Academically the school houses such programs as SED, ESOL, JROTC, two National Academy Foundation-affiliated academies: an Academy of Finance and an Academy of Information Technology and Robotics. Both academies and the International Baccalaureate Program (IB) for the eastside of Volusia County serve as a magnet programs for the school. AP classes are also offered in 25 different subjects. Currently, about 26% of the students attending Spruce Creek come from out of zone to attend one of the programs.

B. SAC MEMBERSHIP LETTER

SCHOOL ADVISORY COUNCIL MEMBERSHIP

The following elected or appointed individuals serve on the 2008-2009 School Advisory Council (SAC) at Spruce Creek High School. The people on this list represent the diverse ethnic, racial, and economic community served by this school. At least fifty-one percent (51%) of the SAC are parents and community members **not employed by the District of Volusia County**. At least one member represents support personnel who are employed at this school site. Students are members where appropriate.

ELECTED MEMBERS

| Names | Representative Group | Length of Term |
|----------------------|----------------------|----------------|
| 1. Jan Albert | Parent | 2 |
| 2. Eleanor Angelucci | Parent | 2 |
| 3. Melanie Dolan | Parent | 2 |
| 4. Amy Harms | Parent/VCS Employee | 2 |
| 5. Margaret Jackson | Parent | 2 |
| 6. Patty Kelemen | Parent | 2 |
| 7. Kim Bouck Justis | Parent | 2 |
| 8. Craig Oulton | Parent | 2 |
| 9. Sandy Palmer | Parent | 2 |
| 10. Becky Trudeau | Parent | 2 |
| 11. Marina Turturro | Parent/VCS Employee | 2 |
| 12. Melissa Palmer | Student | 1 |
| 13. Jordan Walters | Student | 1 |
| 14. Danielle Lipton | Student | 1 |
| 15. Elaine Attick | Community | 1 |
| 16. Colleen DeCarlo | Community | 2 |
| 17. Barbara Krulich | Community | 1 |
| 18. Tim Egnor | Principal | 2 |
| 19. Paul Nehrig | Administration | 2 |
| 20. *Leesa Holloway | Chairperson | 2 |
| 21. Debbie Croaks | Teacher | 1 |
| 22. **Laine Crooks | Staff | 1 |
| 23. Gary Nelson | Teacher | 1 |
| 24. Billie Powers | Teacher | 1 |
| 25. Andrea White | Teacher | 1 |
| 26. Dru Urquhart | Teacher | 1 |

APPOINTED MEMBERS

| Names | Representative Group | Length of Term |
|----------------------|----------------------|----------------|
| 1. Melissa Berman | Student | 1 |
| 2. Alex LeRoux | Student | 1 |
| 3. Gordon Wilson | Student | 1 |
| 4. Raj Mankbadi | Community | 1 |
| 5. Heather Alexander | Teacher | 1 |
| 6. Michelle Kelley | Teacher | 1 |
| 7. Peter Pappas | Teacher | 1 |
| 8. Jenny Rette | Teacher | 1 |
| 9. Brent Rohol | Teacher | 1 |
| 10. Debra Summer | Guidance Director | 1 |

C. SCHOOL-BASED LEADERSHIP TEAM MEMBERS

| NAME | TITLE/POSITION |
|--------------------------|---------------------------------------|
| Cappiello, Karie | 10 th Grade Teacher |
| Croak, Debbie | Reading Coach |
| Downs, Margaret | Media Specialist |
| Egnor, Tim | Principal |
| Hall, Sandy | Reading Teacher |
| Hallett, Scott | Social Studies Teacher |
| Holloway, Leesa | SAC Chairperson |
| McKibbins-Shed, Paulette | ESE Co-Chairperson |
| Nehrig, Paul | Assistant Principal, Curriculum |
| Nolin, Celia | Spanish Teacher |
| Norman, Glen | Business Partner Coordinator |
| Pappas, Peter | Communications Technology Teacher |
| Polite, Eric | Assistant Principal, Student Services |
| Rette, Jenny | Mathematics Teacher |
| Roland, Rose | Assistant Principal, ESE |
| Roos, Andy | Science Teacher |
| Snyder, Cindy | ESE Co-Chairperson |
| Summer, Debbie | Guidance Director |
| White, Linda | 9 th Grade Teacher |

D. STATEMENTS OF COMPLIANCE

SCHOOL ADVISORY COUNCIL

| | YES | NO |
|--|------------|-----------|
| At least 51% of the SAC are parent / community members not employed by the District of Volusia County. | x | |
| The SAC is representative of the ethnic diversity of our school community. | x | |
| The SAC is representative of the racial diversity of our school community. | x | |
| The SAC is representative of the economic diversity of our school community. | x | |
| At least one member represents support personnel who are employed at this site. | x | |

E. NOTICE OF PUBLIC INPUT

| DATE | TIME |
|-------------------------------|-------------------------------|
| SEPTEMBER 4, 2008 | OPEN HOUSE 5:30 – 9:00 |
| SEPTEMBER 11, 2008 | FACULTY MEETING 3 PM |
| SEPTEMBER 16, 2008 | SAC MEETING 7 PM |
| SEPTEMBER 18, 2008 | DEPARTMENT CHAIR MEETING 3 PM |
| SEPTEMBER 23, 2008 | LEADERSHIP COMMITTEE 3:00 PM |
| SEPTEMBER 29-OCTOBER 14, 2008 | SCHS.COM AND CREEKCONNECT.COM |

F. STAKEHOLDERS' PERSPECTIVES (CLIMATE SURVEYS)

1. PARENT CLIMATE SURVEY RESULTS

CLIMATE SURVEY USED: VOLUSIA COUNTY SURVEYS OTHER

| NUMBER OF SURVEYS SENT TO PARENTS | NUMBER OF SURVEYS RETURNED | PERCENT OF SATISFIED PARENTS |
|-----------------------------------|----------------------------|------------------------------|
| 250 | 86 | 70 |

POSITIVE TRENDS & RECOMMENDATIONS NOTED BY OUR PARENTS:

POSITIVE REMARKS:

- ◆ Open Communication between parents, students, teachers, administration
- ◆ High academic standards & positive learning environment
- ◆ Great teachers
- ◆ Creek Connect

RECOMMENDATIONS:

- ◆ Improvements to physical plant
- ◆ Better athletic facilities
- ◆ Better traffic flow

2. TEACHER CLIMATE SURVEY RESULTS

CLIMATE SURVEY USED: VOLUSIA COUNTY SURVEYS OTHER

| NUMBER OF SURVEYS SENT TO TEACHERS | NUMBER OF SURVEYS RETURNED | PERCENT OF SATISFIED TEACHERS |
|------------------------------------|----------------------------|-------------------------------|
| 190 | 119 | 95 |

POSITIVE TRENDS & RECOMMENDATIONS NOTED BY OUR TEACHERS:

POSITIVE REMARKS:

- ◆ Sense of community
- ◆ Students drive to excel; strong academic focus
- ◆ Administrative support and communication

RECOMMENDATIONS:

- ◆ More team planning time
- ◆ Improved facilities
- ◆ Enforced disciplinary measures

3. SCHOOL STAFF CLIMATE SURVEY RESULTS

CLIMATE SURVEY USED: VOLUSIA COUNTY SURVEYS OTHER

| NUMBER OF SURVEYS SENT TO SCHOOL STAFF | NUMBER OF SURVEYS RETURNED | PERCENT OF SATISFIED SCHOOL STAFF |
|--|----------------------------|-----------------------------------|
| 50 | 41 | 83 |
| <p>POSITIVE TRENDS & RECOMMENDATIONS NOTED BY OUR SCHOOL STAFF:</p> <p>POSITIVE REMARKS:</p> <ul style="list-style-type: none"> ◆ The family atmosphere ◆ Open door policy with supervisors <p>RECOMMENDATIONS:</p> <ul style="list-style-type: none"> ◆ Facility and material upgrades ◆ Shared decision making ◆ Increased supervision around campus | | |

4. STUDENT CLIMATE SURVEY RESULTS

Climate Survey Used: VOLUSIA COUNTY SURVEYS Other

| NUMBER OF SURVEYS SENT TO STUDENTS | NUMBER OF SURVEYS RETURNED | PERCENT OF SATISFIED STUDENTS |
|---|----------------------------|-------------------------------|
| 350 | 285 | 56 |
| <p>POSITIVE TRENDS & RECOMMENDATIONS NOTED BY OUR STUDENTS:</p> <p>POSITIVE REMARKS:</p> <ul style="list-style-type: none"> ◆ Helpful and friendly teachers ◆ School spirit ◆ Variety of courses <p>RECOMMENDATIONS:</p> <ul style="list-style-type: none"> ◆ Improve appearance of facilities ◆ More parking spots for students ◆ Better cafeteria food | | |

G. SACS STANDARDS

1. Previously Identified Deficiencies

- | |
|---|
| <input checked="" type="checkbox"/> None Reported |
| <input type="checkbox"/> Deficiency Reported |

2. New Deficiencies Reported

- | |
|---|
| <input checked="" type="checkbox"/> None Reported |
| <input type="checkbox"/> Deficiency Reported |

3. Outline the Plan to Resolve Remaining Deficiencies (N/A)

PART II. MISSION STATEMENT AND BELIEF STATEMENTS

Vision Statement of Volusia County Schools

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

(Approved 4/14/92)

Spruce Creek High School Mission Statement

Our mission at Spruce Creek High School is to provide through commitment of parents, teachers, and community, the means for each student to reach his or her potential. At Spruce Creek High School **Hawks Soar!**

HAWK *Service*
Opportunity
Academics
Responsibility

Spruce Creek High School Belief Statement

When changing to the new format to align School Improvement with Southern Association guidelines during the 2001-2002 school year, the faculty, staff, and School Advisory Committee studied the school philosophy, and the previous format, to establish the following beliefs. These beliefs are reviewed yearly by each department and SAC. They were last amended and approved in October 2004.

1. Teachers, administrators, parents, and the community share the responsibility for advancement of the school's mission.
2. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
3. A safe and physically comfortable environment promotes student learning.
4. Each student is a valued individual with unique physical, emotional, intellectual, cultural and social needs.
5. Student learning is the chief priority for the school.
6. Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
7. Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.
8. Students learn best when they are actively engaged in the learning process.
9. Exceptional students (e.g., special education, limited English proficiency, talented and gifted, etc.) require special services and resources.
10. Positive relationships and mutual respect among and between students and staff enhance a student's self-esteem.

(Amended and approved 10/07/04)

PART III. STUDENT ACHIEVEMENT

High School Adequate Progress Performance Appraisal

School District of Volusia County, Florida

| | | |
|----------------------------------|--------------------------|----------------------|
| School: Spruce Creek High School | Principal: Timothy Egnor | School Year: '08-'09 |
|----------------------------------|--------------------------|----------------------|

SCHOOL DEMOGRAPHICS

| | | | |
|---|-------------------|---------------------------|--------------|
| Enrollment: 2609 | Minority %: 16.63 | ESE %: 9.81 | ESOL %: 1.00 |
| Free/Reduced Lunch %: 14.95 | Mobility %: 26.50 | Gifted %: 4.64 | |
| % Administratively Assigned to Grade 9: .80 | | Grade 9 Retention %: 1.62 | |

ACCOUNTABILITY MEASURES

| HIGH STANDARDS | | Current Year | Prior Year | 2 Years Prior | Trend | Goal Met Y / N / P ¹ | New Target |
|----------------|----------|--------------|------------|---------------|-------|---------------------------------|------------|
| FCAT Writing | % >= 3.5 | 92 | 91 | 91 | > | Y | Goal 1 |
| FCAT Reading | % >= 3 | 69 | 61 | 61 | > | Y | Goal 1 |
| FCAT Math | | 88 | 85 | 85 | > | Y | 90 |
| FCAT Science | % >= 3 | 65 | 67 | N/A | < | N | Goal 1 |

| LEARNING GAINS | Current Year | Prior Year | 2 Years Prior | Trend | Goal Met Y / N / P ¹ | New Target |
|----------------|--------------|------------|---------------|-------|---------------------------------|------------|
| FCAT Reading | 67 | 58 | 57 | > | Y | 70 |
| FCAT Math | 82 | 76 | 79 | > | Y | 85 |

| PERCENT OF LOWEST QUARTILE MAKING ADEQUATE PROGRESS | Current Year | Prior Year | 2 Years Prior | Trend | Goal Met Y / N / P ¹ | New Target |
|---|--------------|------------|---------------|-------|---------------------------------|------------|
| FCAT Reading | 48 | 42 | 45 | > | P | 50 |
| FCAT Math | 69 | 59 | 72 | = | Y | 70 |

| SCHOOL PERFORMANCE LEVEL | Current Year Level | Prior Year Level | 2 Years Prior Level | Trend | Goal Met Y / N / P ¹ | New Target |
|---------------------------|--------------------|------------------|---------------------|-------|---------------------------------|------------|
| School Grades | A | B | B | > | Y | A |
| School Grade Total Points | 590 | 549 | 419 | > | Y | 595 |

MONITORING STUDENT BEHAVIORAL MEASURES

| PROCESS | Current Year | Prior Year | 2 Years Prior | Trend | Goal Met Y / N / P ¹ | New Target |
|------------------|--------------|------------|---------------|-------|---------------------------------|------------|
| | Percent | Percent | Percent | | | |
| Attendance | 93.90 | 94.30 | 95.60 | < | N | 94.00 |
| Absent > 20 days | 10.60 | 8.50 | 6.30 | < | N | 6.00 |
| Suspension Rate | 7.13 | 8.61 | 10.00 | < | Y | 7.00 |
| Dropout Rate | N/A | 0.50 | 0.90 | < | Y | 0.50 |
| Graduation Rate | N/A | 89.40 | 85.20 | > | P | 90.00 |

1 Y=Yes, N=No, P=Partial

CLOSING THE GAP

FCAT-NRT

| FCAT-NRT (Median Percentile Rank Scores) | Grade 9 | | | Grade 10 | | |
|---|--------------|------------|---------------|--------------|------------|---------------|
| | Current Year | Prior Year | 2 Years Prior | Current Year | Prior Year | 2 Years Prior |
| <i>Reading Comprehension</i> | 81 | 85 | N/A | 84 | 75 | N/A |
| Math Problem Solving | 82 | 85 | N/A | 80 | 79 | N/A |

No Child Left Behind Adequate Yearly Progress Summar

| ADEQUATE PROGRESS YES _____ NO _____ | ----- Percent scoring three or above ----- | | | | | | | | | Graduation Rate | | |
|---|--|------------|---------------|--------------|------------|---------------|--------------|------------|---------------|-----------------|------------|---------------|
| | Reading | | | Mathematics | | | Writing | | | | | |
| GROUP | Current Year | Prior Year | 2 Years Prior | Current Year | Prior Year | 2 Years Prior | Current Year | Prior Year | 2 Years Prior | Current Year | Prior Year | 2 Years Prior |
| Total | 64 | | | 82 | | | 94 | | | 88 | | |
| White | 67 | | | 85 | | | | | | 89 | | |
| Black | | | | | | | 91 | | | 57 | | |
| Hispanic | | | | | | | | | | | | |
| Asian | | | | | | | | | | | | |
| American Indian | | | | | | | | | | | | |
| Economically Disadvantaged | 41 | | | 59 | | | 92 | | | 59 | | |
| Limited English Proficiency | | | | | | | | | | | | |
| Students With Disabilities | 22 | | | 38 | | | 81 | | | 66 | | |

PSAT

| PSAT | Grade 9 | | | Grade 10 | | |
|-----------------------------------|--------------|------------|---------------|--------------|------------|---------------|
| | Current Year | Prior Year | 2 Years Prior | Current Year | Prior Year | 2 Years Prior |
| <i>White</i> | 41.00 | 41.10 | 41.50 | 44.30 | 43.90 | 45.40 |
| African American | 33.10 | 33.10 | 33.60 | 39.10 | 44.50 | 37.10 |
| <i>Hispanic</i> | 38.20 | 42.60 | 42.30 | 46.30 | 37.70 | 49.70 |
| <i>Female</i> | 41.00 | 40.70 | 42.10 | 44.00 | 40.10 | 46.50 |
| <i>Male</i> | 39.40 | 40.40 | 39.40 | 44.10 | 45.30 | 42.80 |
| <i>Economically Disadvantaged</i> | 35.10 | 35.30 | 34.90 | 37.70 | 42.50 | 40.30 |
| <i>ESE</i> | 29.90 | 30.40 | 30.50 | 34.30 | 37.40 | 32.10 |
| <i>Gifted</i> | 51.90 | 51.00 | 51.40 | 54.70 | 33.50 | 55.60 |
| Total | 40.20 | 40.50 | | 44.10 | | |
| Math | | | | | | |
| White | 42.20 | 42.80 | | 47.10 | 46.40 | 47.40 |
| <i>African American</i> | 35.00 | 34.90 | | 38.10 | 39.80 | 38.70 |
| <i>Hispanic</i> | 38.80 | 42.80 | | 47.10 | 42.60 | 48.80 |
| <i>Female</i> | 41.00 | 41.40 | | 44.90 | 46.30 | 47.00 |
| <i>Male</i> | 42.20 | 43.30 | | 48.70 | 45.50 | 46.50 |
| <i>Economically Disadvantaged</i> | 36.80 | 36.80 | | 39.90 | 39.80 | 41.60 |
| <i>ESE</i> | 31.30 | 32.80 | | 36.90 | 33.90 | 32.00 |
| <i>Gifted</i> | 52.60 | 54.60 | | 60.00 | 57.80 | 57.80 |
| Total | 41.60 | 42.30 | | 46.80 | | |

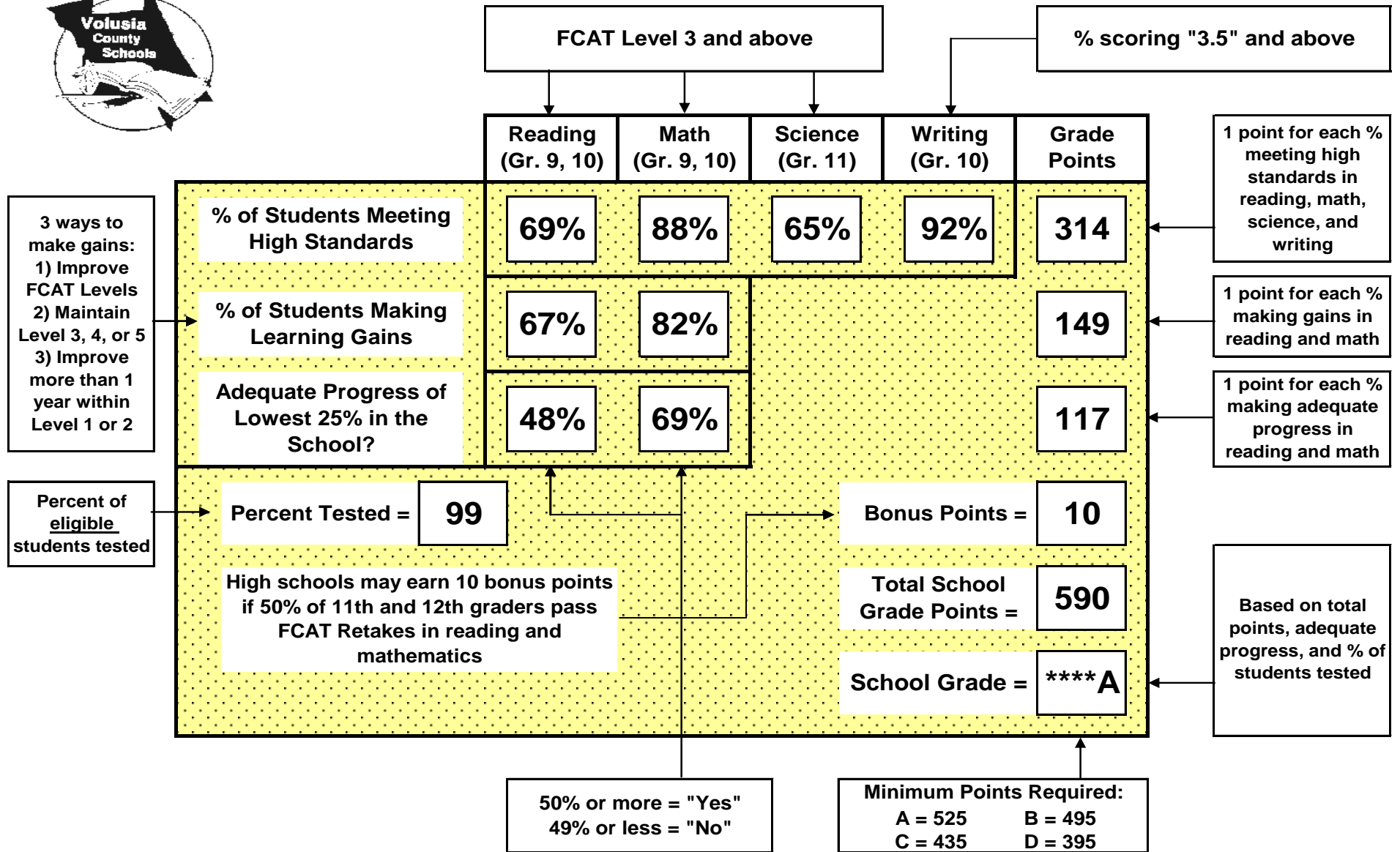
Other Key Information

| CUSTOMER SATISFACTION | Current Year | | Prior Year | | 2 Years Prior | | Trend | Goal Met Y / N / P ¹ | New Target |
|-----------------------|-----------------|-------------|-----------------|-------------|-----------------|-------------|-------|---------------------------------|------------|
| | % Not Satisfied | % Satisfied | % Not Satisfied | % Satisfied | % Not Satisfied | % Satisfied | | | |
| Family | | | | | | | | | |
| Student | | | | | | | | | |
| Staff | | | | | | | | | |

¹ Y=Yes, N=No, P=Partial

2007-2008 School Accountability Report:

Spruce Creek High School



****Beginning in 2008 a school with at least 40% of the lowest 25% of its students achieving learning gains will not have its school grade reduced if there is at least a 1% improvement over the previous year.



Spruce Creek High School

School Accomplishments

- Ranked 92nd in Newsweek magazine's Top 100 High Schools in America
- Ranked #1 in Florida by the High School Athletic Association in All Sports Category
- Designated Florida Music Demonstration School
- Consistently ranked in the top 5 schools in the world for the number of IB exams administered and IB diplomas awarded.
- Earned Florida Department of Education 5 Star School Award for community involvement
- Numerous AP offerings in all core and many electives areas
- Growing Academy offerings including Finance, Information Technology, and Gaming & Simulation
- More than \$8 million in scholarships and 38,000 hours

SCHOOL REPORT CARD (2007-2008)

| % Meeting High Standards | Grade 9 | Grade 10 | Grade 11 |
|--------------------------|---------|----------|----------|
| Reading | 73% | 66% | NA |
| Math | 87% | 88% | NA |
| Writing Plus | NA | 92% | NA |
| Science | NA | NA | 65% |
| % Making Learning Gains | Grade 9 | Grade 10 | Grade 11 |
| Reading | 68% | 65% | NA |
| Math | 78% | 85% | NA |
| Lowest 25% in Reading | 52% | 44% | NA |
| Lowest 25% in Math | 65% | 73% | NA |
| Percent Tested | 99% | 99% | 97% |

2007-2008 FCAT-NRT Data (not included in school grade)

The FCAT-NRT data may be used to compare the school's academic achievement with other groups of students. The score reported is the median percentile rank score (NPR). The NPR represents the score for the middle performing student in the group.

| Grade | SCHOOL | | DISTRICT | | NATION | |
|----------|---------|------|----------|------|---------|------|
| | Reading | Math | Reading | Math | Reading | Math |
| Grade 9 | 81 | 82 | 65 | 71 | 50 | 50 |
| Grade 10 | 84 | 80 | 72 | 63 | 50 | 50 |

| | |
|--|--|
| 2007-2008 Adequate Yearly Progress (AYP) Report - School Level - Page 1 | Volusia SPRUCE CREEK HIGH SCHOOL - 4436 |
|--|--|

[Click here to see a detailed report](#)

| | | | | |
|--|---------------------------|--------------------------------------|--------------------------------|-----------------------------|
| Did the School Make Adequate Yearly Progress? | YES | Percent of Criteria Met: 100% | | |
| Total Writing Proficiency Met: | YES | 2007-2008 School Grade: | A | |
| Total Graduation Criterion Met: | YES | | | |
| | 95% Tested Reading | 95% Tested Math | Reading Proficiency Met | Math Proficiency Met |
| TOTAL | YES | YES | YES | YES |
| WHITE | YES | YES | YES | YES |
| BLACK | YES | YES | NA | NA |
| HISPANIC | YES | YES | NA | NA |
| ASIAN | YES | YES | NA | NA |
| AMERICAN INDIAN | NA | NA | NA | NA |
| ECONOMICALLY DISADVANTAGED | YES | YES | YES | YES |
| ENGLISH LANGUAGE LEARNERS | NA | NA | NA | NA |
| STUDENTS WITH DISABILITIES | YES | YES | YES | YES |

| | | | | |
|---|----------------------------|--|---|---------------------|
| 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2 | | Volusia SPRUCE CREEK HIGH SCHOOL 4436 | | |
| Number of students enrolled in the grades tested: | Read: 1412 | 2007-2008 | A | Did the School make |
| | | | | YES |

| (Click here to see the number of students in each group.) Math: 1409 School Grade ¹ : | | | | | | | | | | | | Adequate Yearly Progress? | | | | | | | | | | | | |
|--|--|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|--|------|---------------------|--|------|------------------|--|----------------------|---|-------------------|
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ³). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 58% scoring at or above grade level in Reading? | | 62% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | Growth model reading | % of students on track to be proficient in math | Growth model math |
| | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2007 | 2008 | Y/N | 2006 | 2007 | Y/N | 2007 | 2008 | Y/N | 2007 | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N |
| TOTAL ⁴ | 98 | Y | 99 | Y | 64 | Y | 82 | Y | 94 | | Y | 84 | 88 | Y | 45 | 36 | NA | 22 | 18 | NA | 63 | NA | 88 | NA |
| WHITE | 99 | Y | 99 | Y | 67 | Y | 85 | Y | | | Y | 87 | 89 | Y | 43 | 33 | NA | 19 | 15 | NA | 66 | NA | 90 | NA |
| BLACK | 96 | Y | 96 | Y | | NA | | NA | 81 | 91 | Y | 44 | 57 | Y | | | NA | | | NA | | NA | | NA |
| HISPANIC | 100 | Y | 100 | Y | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | NA | | NA |
| ASIAN | 99 | Y | 99 | Y | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | NA | | NA |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | NA | | NA |
| ECONOMICALLY DISADVANTAGED | 96 | Y | 97 | Y | 41 | N | 59 | N | 80 | 92 | Y | 52 | 59 | Y | 68 | 59 | Y | 46 | 41 | Y | 42 | NA | 71 | NA |
| ENGLISH LANGUAGE LEARNERS | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | NA | | NA |
| STUDENTS WITH DISABILITIES | 96 | Y | 97 | Y | 22 | N | 38 | N | 65 | 81 | Y | 51 | 66 | Y | 91 | 78 | Y | 76 | 62 | Y | 27 | NA | 56 | NA |
| KEY: | Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities | | | | | | | | | | | | | Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable. | | | | | | | | | | |

¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.
² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.
³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.
⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

| | | |
|---|--|--|
| Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases. | Safe Harbor (Part b³): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total. | Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 58% for reading and 62% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total. |
|---|--|--|

Data provided by the Florida Department of Education, July 2008. Subject to review and verification by local school district staff.

PART IV. ACTION PLAN

GOAL 1: Continue to strengthen the delivery of instructional services for all Spruce Creek High School Students, leading to increased achievement in Reading, Writing, and Science performance on state accountability measures.

OBJECTIVE 1 Fifty percent or more of Lower Quartile students will make learning gains on the 2009 FCAT Reading assessment.

NEW _____ **X** _____ CONTINUING _____

Check all the components addressed in this objective

| Check | Redesign Component Addressed: |
|----------|--|
| X | <ul style="list-style-type: none"> • High Expectations with Rigor and Relevance |
| | <ul style="list-style-type: none"> • Grade-Level Transition |
| X | <ul style="list-style-type: none"> • Sustained and Supported Staff Development |
| X | <ul style="list-style-type: none"> • Supported Student / Teacher Relationships |

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus: Academic Excellence Access & Equity High Performing Instructional Staff
 Involved Family & Community Safe and Orderly Environment Effective Operations

District Strategic Plan Goal Number(s): 1, 2, 3, 4, 5, 9, 10, 12, 19

| STRATEGIES / ACTIVITIES | STAFF DEVELOPMENT COMPONENT | IMPLEMENTATION PLAN | PERSON(S) RESPONSIBLE | RESOURCE ALLOCATION | BY WHEN? |
|---|--|--|---|---|------------|
| Continue implementation of district comprehensive, tiered reading plan/includes the infusion of ESE students in reading classes | District & Site-based training; Reading Coach to provide monitoring and assistance | -Place students in proper tiered Reading classes through collaborative analysis process -Monitor reading program and refine as needed -Monitor student progress through MAZE and other assessments | Debbie Croak, Reading Coach; Joy Swebilus, Data Assistant Principal; Rose Roland, ESE Assistant Principal; Paul Nehrig, Curriculum Assistant Principal | District Reading Department assistance as needed for Reading resources, SAC funding | Spring '09 |

| | | | | | |
|--|--|--|--|--|---------------------------|
| Continue mentoring program for lower quartile students | Guidance training; mentors trained on site | Retain existing mentors, seek & train new mentors from community; identify & encourage students to participate | Guidance staff, Scott Hallett, 9 th grade TOA | District support of mentoring through volunteer/ partnership program | Continuing through '09 |
| 'Learn at Lunch' Tutoring Program | School-based training of tutors | Selected teachers will serve as lunchtime tutors for lower quartile students needing assistance in reading and math; students are referred for services through a learning prescription form available to all staff. | Paul Nehrig, Curriculum Assistant Principal; Debbie Croak, Reading Coach; Reading & Math department teachers | Supplemental Academic Intervention Funding, approved 9/ /08 | Launch October '08 |
| Morning Tutoring | School-based training of tutors | Selected teachers will serve as morning tutors for students needing assistance in a variety of subject areas, with an emphasis on Reading in the Content Area strategies | Paul Nehrig, Curriculum Assistant Principal; Debbie Croak, Reading Coach | SAC funding requests. | Launch October '08 |
| Members of the literacy leadership team will continue to provide training opportunities and reading strategies for teachers as well as programs to increase literacy in the classroom. | Literacy Leadership Team, School-based | School-based peer classroom visitations, one-on-one training, faculty meeting presentations | Debbie Croak, Reading Coach; Literacy leadership Team Members | N/A | Ongoing, through June '09 |
| 'Marvelous Media Mondays' Family Literacy Nights | School-based | Monthly family literacy-themed evening events led by reading teachers to increase reading skills and interest in literacy; held in SCHS Media Center. | Debbie Croak, Reading Coach; Sandy Hall, Reading Teacher | SAC Requests, Business Partners | Continuing from '07-'08 |

OBJECTIVE 2 Close the performance gap between General Education, ESE, and other identified sub-group populations (as defined by NCLB) within the Lower Quartile to less than 10% on the 2009 FCAT Reading Assessment.

NEW _____ **X** _____ CONTINUING _____

Check all the components addressed in this objective

| Check | Redesign Component Addressed: |
|----------|--|
| X | <ul style="list-style-type: none"> • High Expectations with Rigor and Relevance |
| | <ul style="list-style-type: none"> • Grade-Level Transition |
| X | <ul style="list-style-type: none"> • Sustained and Supported Staff Development |
| X | <ul style="list-style-type: none"> • Supported Student / Teacher Relationships |

District Strategic Plan Area(s) of Focus: Academic Excellence Access & Equity High Performing Instructional Staff
 Involved Family & Community Safe and Orderly Environment Effective Operations

District Strategic Plan Goal Number(s): 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 19

| STRATEGIES /ACTIVITIES | STAFF DEVELOPMENT COMPONENT | IMPLEMENTATION PLAN | PERSON(S) RESPONSIBLE | RESOURCE ALLOCATION | BY WHEN? |
|--|-----------------------------------|---|---|---------------------|---------------------------------------|
| Refine, support, monitor, and foster the quality delivery of ESE instructional services as they relate to the Sunshine State Standards | Site-based coaching | ESE Administrator, ESE Department Chairs, Curriculum Administrator, and Principal provide monitoring, support, and professional development to ESE teachers for increased student achievement | Rose Roland, ESE Assistant Principal; Paulette McKibbens-Shed and Cindy Snyder, ESE Department Co-Chairs; Paul Nehrig, Curriculum Assistant Principal; Tim Egnor, Principal | N/A | Ongoing, through June '09 |
| Continue working with district ESE administrator to monitor programs and review effective strategies | N/A | Regular communication and assistance with developing and monitoring ESE programming | Rose Roland, ESE Administrator, Paul Nehrig, Curriculum Administrator | N/A | Ongoing, through June '09 |
| Provide additional support for co-teaching teams through coaching and professional development | Natalie Nibert, TOA; School-based | Individualized content and methods support provided to co-teaching pairs: observations | Rose Roland, ESE Administrator, Paul Nehrig, Curriculum | N/A | Beginning September '08, through June |

| | | | | | |
|--|---|---|--|---|--|
| | | with feedback, after-school workshops, and other professional development opportunities | Administrator, Natalie Nibert, TOA | | '09 |
| Members of the literacy leadership team will continue to provide training opportunities and reading strategies for teachers as well as programs to increase literacy in the classroom. | Literacy Leadership Team, School-based | School-based peer classroom visitations, one-on-one training, faculty meeting presentations | Debbie Croak, Reading Coach; Literacy leadership Team Members | N/A | Ongoing, through June '09 |
| Continue use of common assessments; utilize data generated to improve instructional practices | School-based professional development & Scantron training | Teacher teams will gather by department/curriculum groups to analyze common assessments results & developing strategies for responding to learning gaps | Paul Nehrig, Curriculum Administrator, School-based Scantron contacts, Department Chairs | N/A | Ongoing, through June '09 |
| Continue progress monitoring of reading through MAZE assessments administered in Language Arts classes | Reading Coach will support Language Arts teachers | Student progress will be monitored through MAZE, interventions provided for students needing additional support | Language Arts teachers, Debbie Croak, Reading Coach | District Reading Department support, school-based funding | Beginning September '08 through Spring '09 |

OBJECTIVE 3 Seventy-six percent or more of 10th grade students will score a ‘4’ or higher on the 2009 FCAT Writing Assessment.

NEW _____ **X** _____ CONTINUING _____

Check all the components addressed in this objective

| Check | Redesign Component Addressed: |
|-------|--|
| X | <ul style="list-style-type: none"> High Expectations with Rigor and Relevance |
| | <ul style="list-style-type: none"> Grade-Level Transition |
| X | <ul style="list-style-type: none"> Sustained and Supported Staff Development |
| X | <ul style="list-style-type: none"> Supported Student / Teacher Relationships |

District Strategic Plan Area(s) of Focus: Academic Excellence Access & Equity High Performing Instructional Staff
 Involved Family & Community Safe and Orderly Environment Effective Operations

District Strategic Plan Goal Number(s): 1, 3, 4, 5, 8, 9

| STRATEGIES /ACTIVITIES | STAFF DEVELOPMENT COMPONENT | IMPLEMENTATION PLAN | PERSON(S) RESPONSIBLE | RESOURCE ALLOCATION | BY WHEN? |
|---|--|--|--|---------------------|----------------------------|
| Continue implementation of Volusia Writes program | School based | All departments participate; assessments given during selected date ranges | Department Chairs and Paul Nehrig, Curriculum Administrator | N/A | Ongoing, through April '09 |
| Review & refine instructional practices within Language Arts classes to focus on improved writing achievement | Seek district support through Denny Bowden; school-based collaboration and peer coaching | Language Arts teachers will meet with district specialist, review instructional practices, and implement strategies to enhance student performance | Language Arts Department Chairs and Paul Nehrig, Curriculum Administrator | N/A | Ongoing, through June '09 |
| Continue use of common assessments; utilize data generated to improve instructional practices | School-based professional development & Scantron training | Language Arts teacher teams will gather to analyze common assessments results & developing strategies to increase writing achievement | Paul Nehrig, Curriculum Administrator, School-based Scantron contacts, Language Arts Department Chairs | N/A | Ongoing, through June '09 |

OBJECTIVE 4 The number of students scoring a ‘3’ or higher on the 2009 FCAT Science Assessment will increase 5% over 2008.

NEW _____ **X** _____ CONTINUING _____

Check all the components addressed in this objective

| Check | Redesign Component Addressed: |
|-------|--|
| X | <ul style="list-style-type: none"> High Expectations with Rigor and Relevance |
| | <ul style="list-style-type: none"> Grade-Level Transition |
| X | <ul style="list-style-type: none"> Sustained and Supported Staff Development |
| X | <ul style="list-style-type: none"> Supported Student / Teacher Relationships |

District Strategic Plan Area(s) of Focus: Academic Excellence Access & Equity High Performing Instructional Staff
 Involved Family & Community Safe and Orderly Environment Effective Operations

District Strategic Plan Goal Number(s): 1, 3, 4, 5, 8, 9

| STRATEGIES /ACTIVITIES | STAFF DEVELOPMENT COMPONENT | IMPLEMENTATION PLAN | PERSON(S) RESPONSIBLE | RESOURCE ALLOCATION | BY WHEN? |
|---|--|--|---|---------------------|---------------------------|
| Ensure science courses are using performance tasks as part of regular course curriculum | School based, with district support | Curriculum Administrator and science chair ensure that the performance tasks are being assigned and evaluated | Josh Platt, Department Chair; Paul Nehrig, Curriculum Assistant Principal | N/A | Ongoing, through June ‘09 |
| Review & refine instructional practices within Science classes to focus on improved Science achievement | Seek district support through Theresa Northrup; school-based collaboration and peer coaching | Science teachers will meet with district specialist, review instructional practices, and implement strategies to enhance student performance | Science Department Chair; Paul Nehrig, Curriculum Administrator | N/A | Ongoing, through June ‘09 |
| Continue use of common assessments; utilize data generated to improve instructional practices | School-based professional development & Scantron training | Science teacher teams will gather to analyze common assessments results & developing strategies to increase science achievement | Paul Nehrig, Curriculum Administrator, School-based Scantron contacts, Science Department Chair | N/A | Ongoing, through June ‘09 |

What needs assessment tools did you use to identify these objectives?

Student performance on the FCAT (SSS Reading, Writing, Science), NCLB AYP Report

Evaluation:

- Analyze the results of the 2009 FCAT Reading Assessment to determine LQ achievement gains.
- Examine the results of the 2009 FCAT Reading Assessment to determine the change in the achievement gap between General Education students and ESE & identified subgroups within the LQ.
- Review the results of the 2009 FCAT Writing Assessment to determine the percentage of 10th grade students scoring a '4' or higher.
- Analyze the results of the 2009 FCAT Science Assessment to determine the percentage of 11th grade students scoring '3' or higher.

Adequate Progress:

Adequate Progress will be realized when:

- 50% of all LQ students make learning gains on the 2009 FCAT Reading Assessment
- The achievement gap is less than 15% between General Education students and ESE & identified subgroups within the LQ
- 73% or more 10th grade students score a '4' or higher on the 2009 FCAT Writing Assessment
- The number of 11th grade students scoring '3' or higher on the 2009 FCAT Science Assessment increases by 3% or more

GOAL 2: Continuously and closely monitor student attendance, intervening when students are absent in excess of five or more unexcused days.

OBJECTIVE 1 Spruce Creek High School will maintain a school-wide student attendance rate of 94% or above during the 2008-2009 school year.

NEW _____ **X** _____ CONTINUING _____

Check all the components addressed in this objective

| Check | Redesign Component Addressed: |
|-------|--|
| X | <ul style="list-style-type: none"> High Expectations with Rigor and Relevance |
| | <ul style="list-style-type: none"> Grade-Level Transition |
| | <ul style="list-style-type: none"> Sustained and Supported Staff Development |
| X | <ul style="list-style-type: none"> Supported Student / Teacher Relationships |

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus: Academic Excellence Access & Equity High Performing Instructional Staff
 Involved Family & Community Safe and Orderly Environment Effective Operations

District Strategic Plan Goal Number(s): 2, 3, 4, 6, 10, 12, 13, 14, 15, 16, 19

| STRATEGIES / ACTIVITIES | STAFF DEVELOPMENT COMPONENT | IMPLEMENTATION PLAN | PERSON(S) RESPONSIBLE | RESOURCE ALLOCATION | BY WHEN? |
|------------------------------------|-----------------------------|--|--|---|------------------|
| Closely monitor student attendance | Site-based | <ul style="list-style-type: none"> - Utilize CrossPointe attendance function every day, in every classroom - Monitor attendance reports for compliance | Attendance Administrator Eric Polite, all teachers and department chairs | School-based, District support of CrossPointe | Through June '09 |

| | | | | | |
|---|------------|---|--|---|------------------|
| Implement interventions when students exhibit absenteeism | Site-based | <ul style="list-style-type: none"> - Parents of students absent 5 or more days receive attendance letter - Additional interventions at 10 and 20 days absent include guidance counseling, direct parent contact, and referral to school social worker for possible SINS/FINS interventions -Utilize services of the Division of Motor Vehicles, encouraging students to attend school or face losing their drivers' license | Attendance Administrator Eric Polite, Administrator for Student Services Vincent Elliott, School Social Worker Melissa Burke-Jackson, Guidance Counselors | District provision of School Social Worker services | Through June '09 |
| Develop and utilize regular communications regarding attendance | N/A | <ul style="list-style-type: none"> -Attendance office will communicate with parents, teachers, guidance and administration regarding individual and school-wide attendance trends -Teachers, guidance and administration will use timely and accurate information to communicate with students, parents, and the public regarding attendance and the importance of consistent, regular attendance -Multiple channels of communications such as school newsletters, website, CreekConnect, school website, ConnectEd, personal contacts, parent contacts, orientations and school events will be utilized | Attendance officers, Attendance Administrator Eric Polite, Administrator for Student Services Vincent Elliott, Guidance Counselors | School-based, District Support of ConnectEd | Through June '09 |

What needs assessment tools did you use to identify these objectives?

Attendance data trends from previous 3 years

Evaluation:

Analyze average student attendance rates using school-based and district reports.

Adequate Progress:

Adequate Progress will be realized when student attendance rates are maintained at 94%.

PART V. IMPLEMENTATION MONITORING

ONGOING MONITORING PLAN

| GOAL # | INSTRUMENT / METHOD | PROCEDURE | SCHEDULE |
|---------------|--|---|--|
| 1 | Adequate Progress Performance Appraisal | Prior year's data will be compared to current data to determine if Adequate Progress has been realized | August – September 2008 data report on testing results |
| 1 | FCAT Data Analysis | Examine change in students moving to levels 3 and above in reading and math | May/June 2009 |
| 1 | Subgroup Data Analysis | Population sub-groups will be reviewed for change in overall performance among group members | June 2009 |
| 1 | Periodic testing: Reading Progress Monitoring w/ MAZE | Students will be tested periodically to measure growth in reading, individual interventions applied as needed, trends addressed through program adjustments in Reading classes | Ongoing |
| 1 | Needs Assessments and Surveys | All stakeholders surveyed to provide feedback on effectiveness of programs | Climate/program evaluation surveys to be conducted starting in Spring 2009 and results analyzed for 2009 – 2010 plan |
| 1 | School-wide use of formative assessments to improve instructional practices | Faculty will monitor student achievement of objectives throughout the year using formative assessments; teacher teams will analyze results and adjust instruction to respond to student needs. Reports on formative assessment results and instructional modifications submitted to Curriculum Administrator quarterly. | Ongoing – formative assessments administered frequently throughout the year |
| 2 | Attendance Reporting / Classroom and administrative use of CrossPointe to monitor attendance | Daily attendance reporting at classroom level; weekly/monthly reports generated by attendance office for use by guidance/administration to implement interventions for students exhibiting absenteeism | Ongoing – August '08 through September '09 |

PART VI. “BE THERE” PARENT INVOLVEMENT PLAN

OBJECTIVE 1 Continue to build an involved learning community for Spruce Creek High School students.

Non-Title I School X
(Select Appropriate Strategies)

Title I School _____
(Address ALL Strategies)

| STRATEGIES / ACTIVITIES | IMPLEMENTATION PLAN | PERSON(S) RESPONSIBLE | RESOURCE ALLOCATION | BY WHEN? |
|--|---|---|---|-----------------|
| Include parents in the development and implementation of the school’s Strategic Plan | School Advisory Council | Leesa Holloway, SAC Chair | N/A | September 09 |
| Convene an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend to inform parents of their right of parents to be involved | Open House SAC Meetings Parent Advisory Council (PAC) | Katrina London, Activities Director; Leesa Holloway, SAC Chair; Tim Egnor, Principal | N/A | September 09 |
| Offer a flexible number of meetings, such as meetings in the morning or evening, and provide as needed, a means to remove barriers for attendance | Guidance Conferences SAC/PAC meetings Marvelous Media Mondays | Debbie Summer, Guidance Director; Leesa Holloway, SAC Chair, Debbie Croak, Reading Coach | Supplemental academic intervention funding, internal | Through 09 |

| | | | | |
|--|--|---|--|---------|
| Provide SCHS parents: <ul style="list-style-type: none"> • Timely information about programs • A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels the students are expected to meet • If requested by parents, opportunities for regular meeting to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible. | School Strategic Plan Program of Studies Pupil Progression Plan Parent Input Sessions at SAC/PSTA | School Administration | Various sources, internal and district | 08-09 |
| Submit any parent comments on the Strategic Plan (School Wide Plan) when the school makes the plan available to the District. | Climate survey data | Paul Nehrig, Curriculum Asst Principal | Internal funding | 08-09 |
| Continue to develop systems for connecting parents and entire learning community to school events, reporting mechanisms, and academic programs. | <u>CreekConnect</u> Comprehensive Communication and Data Management System for students, teachers, and parents ParentPortal Parent/Teacher Conferences Mid-term reports, report cards Volunteer Program “VIPS” Mentoring Program | Joy Swebilus, Data Asst Principal, Debbie Summer, Guidance Director; Paul Nehrig, Curriculum Assistant Principal; Scott Hallett, 9 th Grade TOA | District/internal funding | Ongoing |

