



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

Tim Egnor

Principal Printed Name

Principal Signature

Mary Patt Kennedy

Area Superintendent Printed Name

Area Superintendent Signature

**STRATEGIC PLAN
FOR
SCHOOL IMPROVEMENT
SPRUCE CREEK HIGH SCHOOL**

TABLE OF CONTENTS

REPORT OF THE 2008-2009 SCHOOL IMPROVEMENT PLAN	4
School Advisory Council Meeting Schedule.....	5
Goal Status Report.....	6
School Improvement Budget Report.....	7
Florida School Recognition Funds Report.....	9
THE 2009-2010 SCHOOL IMPLEMENTATION PLAN	10
Part I. School Profile.....	11
A. School /Community Characteristics.....	11
B. School Advisory Council Membership.....	12
C. School-Based Leadership Team Members.....	13
D. Statements of Compliance.....	14
E. Public Input Sessions.....	14
F. Stakeholders’ Involvement.....	14
Part II. Mission Statement and Beliefs.....	15
Part III. Student Achievement.....	17
Part IV. Action Plan.....	28
Part V. Response to Instruction/Intervention (RtI).....	38
Part VI. School Wide Florida’s Continuous Improvement Model.....	40
Part VII. Implementation Monitoring.....	46
Part VIII. “Be There” Parent Involvement Plan.....	47
APPENDIX	48
Stakeholders’ Perspective – Climate Survey Results.....	49
Samples of climate survey(s).....	51

REPORT OF THE 2008-2009
SCHOOL IMPROVEMENT
PLAN

SPRUCE CREEK HIGH
SCHOOL

School Advisory Council Meeting Schedule

DATE OF SAC MEETING	LOCATION OF SAC MEETING	TIME OF SAC MEETING
August 26, 2008	SCHS Media Center	7 pm
September 16, 2008	SCHS Media Center	7 pm
October 21, 2008	SCHS Media Center	7 pm
November 18, 2008	SCHS Media Center	7 pm
January 20, 2009	SCHS Media Center	7 pm
February 17, 2009	SCHS Media Center	7 pm
March 17, 2009	SCHS Media Center	7 pm
April 21, 2009	SCHS Media Center	7 pm

Goal Status Report

2008-2009 School Improvement 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.

met partially met carried forward amended/deleted other

*Adequate progress for this objective has been achieved: Yes No

*Comments: Whereas student achievement did not increase as planned, the school did receive enough points on the accountability model to be an "A" school, but was awarded a "B" due to the minimum requirement of 50% students in the lower quartile making learning gains was not met.

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

met partially met carried forward amended/deleted other

*Adequate progress for this objective has been achieved: Yes No

*Comments:

Goal 3: All members of the "Learning Community" will participate in the educational process.

met partially met carried forward amended/deleted other

*Adequate progress for this objective has been achieved: Yes No

*Comments:

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 as made adequate progress toward meeting the objectives within its 2008-2009 school improvement plan.

Yes No

School Improvement Funds

FY: 2008 - 2009

School: Spruce Creek High

Total Allocation: \$13,372.00

DATE OF REQUEST	DESCRIPTION OF REQUEST	Correlation to SIP Objective Number	Requested By	AMOUNT REQUESTED	AMOUNT FUNDED	Balance
8/26/2008	Cell phones (3 phones)	2.1	Administration	1575	1575	\$11,797.00
8/27/2008	Supplement	1.1	Holloway, Leesa	950	950	\$10,847.00
8/28/2008	Honors Banquet	1.1	PTSA	500	500	\$10,347.00
8/29/2008	Scholarship	1.1	Hawk of the Year	500	500	\$9,847.00
9/19/2008	FDEO Conf	1.2	Adkins, Brooke	\$393	\$393	\$9,454.00
9/19/2008	Am VB Coach Assoc	1.2	Swayze, Cara	\$400	\$400	\$9,054.00
9/19/2008	English Tch Conf	1.1	Keith, Debbie	\$250	\$250	\$8,804.00
9/19/2008	Mag Subscription	1.1	Croak, Debbie	\$100	\$100	\$8,704.00
10/6/2008	Substitute	1.4	White, Andrea	\$100	\$100	\$8,604.00
10/6/2008	Substitute	1.1	Dorinson, Marilyn	\$200	\$200	\$8,404.00
10/8/2008	Substitute	1.1	Hillyard, Carol	\$200	\$200	\$8,204.00
10/9/2008	Art Conference	1.1	Miles, Patricia	\$400	\$400	\$7,804.00
10/10/2008	Art Conference	1.1	Jesup, Cindy	\$400	\$400	\$7,404.00
10/11/2008	Fl Admin. Assist Con	2.1	London, Katrina	\$199	\$199	\$7,205.00
10/17/2008	Substitute	1.1	Astrid Augut	\$200	\$200	\$7,005.00
11/18/2008	READ Magazine	1.1	Prospect, Susan	\$355.25	\$355.25	\$6,649.75
11/19/2008	Upfront Magazine	1.1	Prospect, Susan	\$329.00	\$329.00	\$6,320.75
12/8/2008	German Immersion	1.1	Merrill, Karein	\$120	\$120	\$6,200.75
12/9/2008	German Immersion	1.1	Augut, Astrid	\$135	\$135	\$6,065.50
12/10/2008	Staff Development	1.3	Nibert, Natalie (Gay)	\$300	\$300	\$5,765.50
1/20/2009	Sanitizing Light	2.1	Smith, Aimee/Zomorodian	\$250	\$250	\$5,515.50

2/17/2009	Travel Literacy Carts	1.1	Croak, Debbie	\$220	\$220	\$5,295.50
3/17/2009	Testing Substitute	1.1	Nehrig, Paul	\$1,400	\$1,400	\$3,895.50
4/22/2009	NAF Registration	1.2	Harms, Jean	\$400	\$400	\$3,495.50
4/22/2009	NAF Registration	1.2	Grusauskas	\$400	\$400	\$3,095.50

ENDING BALANCE:

\$3,095.50

Volusia County Schools – Created 2/8/99
Distributed by: School Improvement Services

99194MIS

Florida School Recognition Funds

FY: 2008-2009

School: Spruce Creek High

Total Allocation: \$227,331.00

DATE OF EXPENDITURE	DESCRIPTION OF EXPENDITURE	AMOUNT REQUESTED	AMOUNT FUNDED	REMAINING BALANCE
				\$227,331.00
12/1/09	HP Monitors	499.76	499.76	226,831.24
12/1/09	Shredder	189.99	189.99	226,641.25
12/1/09	Tutors	5,265.00	5,265.00	221,376.25
12/1/09	Substitute	5,640.00	5,640.00	215,736.25
12/1/09	Physical Fitness Training Stations	10,771.00	5,383.00	210,353.25
12/1/09	MS IT Academy Platinum	1,750.00	1,750.00	208,603.25
12/1/09	Projector Screens	271.84	271.84	208,331.41
12/1/09	Color Toner	855.96	855.96	207,475.45
12/1/09	FCS Equipment	362.85	362.85	207,112.60
12/1/09	Scrabble Sets	499.50	499.50	206,613.10
12/1/09	ESE Life Skill Equipment & Supplies	395.58	395.58	206,217.52
12/1/09	Ballet Barre	350.00	350.00	205,867.52
12/1/09	IB Testing Substitutes	1,440.00	1,440.00	204,427.52
12/1/09	Interwrite Schoolpad	3,499.90	3,499.90	200,927.62
12/1/09	Adjustable Rectangular Tables	1,252.90	1,252.90	199,674.72
12/1/09	Camcorders	990.00	990.00	198,684.72
12/1/09	Biology Lab Kits & Supplies	6,992.00	6,992.00	191,692.72
12/1/09	Dynamics Lab Systems	2,466.00	2,466.00	189,226.72
12/1/09	Rocket Kits	1,275.00	1,275.00	187,951.72
12/1/09	Chemistry & Biology Chemicals & Supplies	2,800.00	2,800.00	185,151.72
12/1/09	Art USB Tablets	1,413.00	1,413.00	183,738.72
12/1/09	Faculty, Staff, Administrative Bonuses	181,864.80	181,864.80	1,873.92
12/1/09	Contingency Fund	1,873.92	1,873.92	-0-
12/1/09				
12/1/09				
12/1/09				
12/1/09				
12/1/09				
12/1/09				

ENDING BALANCE: - 0 -

**THE 2009-2010
SCHOOL IMPROVEMENT PLAN
SPRUCE CREEK HIGH SCHOOL**

Part I. School Profile

A. School/Community Characteristics

When our faculty, administration, and staff returned in August for a new year we began with the mindset that the 2009-10 school term will be the “Year of Renewal.” We had survived devastating budget cuts from the previous year that included the loss of 35 teaching units. These cuts had a “wildfire” affect on numerous outstanding programs, activities and pride that Spruce Creek has proudly held for many years. Fortunately, the expression that “the strong will survive” proved itself to be true for the Creek. From the ashes of the “budget cut wildfire” sprouts new growth and energy. The Spruce Creek family is ready to begin anew with a renewed sense of pride and academic focus. In spite of going through a low point in our history, the Creek 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 80% of the students enroll in IB, and at least one 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 55% of the students participate in a performing or fine arts course, 65% 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 30 athletic teams and over 60 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 community of neighborhood located near the central Florida coast. 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 2009 the population of Port Orange increased to 56,732 residents with approximately 17% of the population of school age. The student population for SCHS is currently over 2800 students. The facility now consists of the original building, an addition with 20 classrooms and 42 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 81% Caucasian, 8% Black, 4% each Asian and Hispanic, 2% mixed and 0.2% Indian. The faculty of 143 teachers and seven administrators is 82% Caucasian, 10% Black, 3% 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 continued to grow due to the apparent economic slowdown. We have approximately 20% participation in the program. 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 seven subjects with 24 different courses and exams. Currently, about 28% of the students attending Spruce Creek come from out of zone to attend one of the programs.

B. School Advisory Membership Letter

SCHOOL ADVISORY COUNCIL MEMBERSHIP

The following elected or appointed individuals serve on the 2009-2010 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
Eleanor Angelucci	Parent	2
Lisa Blythe	Parent	2
Jennifer Card	Parent	2
Mary Crist	Parent	2
Amy Harms	Parent//VCS Employee	1
Patricia Kelemen	Parent	2
Patti Lewis	Parent	2
Craig Oulton	Parent	2
Marina Rapissi	Parent	2
Rick Snodgrass	Parent	2
Kathleen Silbermann	Parent	2
Becky Trudeau	Parent	2
Marina Turturro	Parent//VCS Employee	2
Heather Alexander	Teacher	1
Michelle Kelley	Teacher	1
Brent Rohol	Teacher	1
Kathy Worcester	Teacher	2
Margaret Wintenburg	Teacher	2
Jenny Rette	Teacher	1
Debra Summer	Teacher	1
Anne Clooney	Teacher	2
Jean Harms	Teacher	2
*Leesa Holloway	Teacher-Chairperson	2
Tim Egnor	Principal	2
Paul Nehrig	Administrator	2
**Lane Crook	Staff	1
Danielle Lipton	Student	2

APPOINTED MEMBERS

Names	Representative Group	Length of Term
Barbara Krulich	Community member	1
Elaine Attick	Community member	1
Melanie Dolan	Community member	1
Raj Mankbadi	Community member	1
Pamela Hamilton	Community member	1

* SAC Chairperson

** Support Staff Representative

C. School-based Leadership Team Members

(This team is responsible for the day to day implementation.)

NAME	TITLE/POSITION
Beattie, Dr. Karen	Assistant Principal, Curriculum
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
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. Statement 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
AUGUST 18, 2009	DEPARTMENT CHAIR MEETING 3 PM
AUGUST 25, 2009	SAC MEETING 7 9M
SEPTEMBER 10, 2009	OPEN HOUSE 5:30 – 9:00
SEPTEMBER 2, 2009	FACULTY MEETING 3 PM
SEPTEMBER 4-SEPTEMBER 10, 2009	SCHS.COM AND CREEKCONNECT.COM

F. Stakeholder' Involvement

Option 1: Climate Survey Completed. See Appendixes for Climate Survey Results

Option 2: Climate Survey NOT Completed. Documentation of stakeholders' involvement listed below.

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)

School Mission

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

Achievement Growth Analysis: High School Model

Volusia County Schools

Consistent with District Strategic Plan Goals

School: Spruce Creek High School

Growth Area Ratio: # 7 Yes Growth Areas / # 27 Possible Growth Areas= .259

Measure 1: School Grade Performance Factors*

	School Grade	% High Stand Writing	% High Stand Reading	% High Stand Math	% High Stand Science	% L Gains Read	% L Gains Math	% LQ Read	% LQ Math
2009	B (560)	81	64	87	61	58	82	46	71
2008	****A(590)	92	69	88	65	67	82	48	69
2007	B (549)	91	61	85	67	58	76	42	76
2006	B (419)	91	61	86	NA	57	79	45	N/A
Growth	No	No	No	No	No	No	No	No	Yes

****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.

All Curriculum Groups FCAT Data

Measure 2: Reading Achievement

*9th Grade	2008	2009	Growth	*10th Grade	2008	2009	Growth
Level One	14	12	Yes	Level One	18	20	No
Level 3 & above	65	63	No	Level 3 & above	61	53	No

*Percentages used for report

Measure 3: Mathematics Achievement

*9th Grade	2008	2009	Growth	*10th Grade	2008	2009	Growth
Level One	8	6	Yes	Level One	4	4	No
Level 3 & above	79	82	Yes	Level 3 & above	84	81	No

*Percentages used for report

Measure 4: Writing Achievement: 10th Grade

	2008	2009	Growth		2008	2009	Growth
3.5 and above	88	76	No	Mean Prompt Score	4.2	3.9	No
4.0 and above	72	59	No				

Measure 5: Science Achievement: 11th Grade

	2007	2008	2009	Growth
3 and above	62	59	57	No
Mean Scale Score	334	333	331	No
Physical/Chemical	7/13	8/14	8/13	Yes
Earth and Space Sciences	8/12	8/12	8/12	No
Life and Environmental	8/12	8/14	9/14	Yes
Scientific Thinking	9/14	8/11	8/12	No

Measure 6: Retake Percent passing for Bonus Points

	2006-07	2007-08	2008-09	Growth
Bonus Points (at least 50 Percent of 11 and 12 graders taking retakes must pass)	10 Bonus Points Received	10 Bonus Points Received	10 Bonus Points Received	Yes

Measure 7: Graduation and Dropout Rate

Using FLDOE Current Method	2005-06	2006-07	2007-08	2008-09	Growth
Graduation Rate	85.2	89.4	90.93	TBD	TBD
Dropout Rate	0.9	0.5	0.24	TBD	TBD

New Component #1: HS Accountability: Graduation/Drop-Out Rate

Using NGA 4 Year Cohort Method	2007-08	2008-09	Growth
Graduation Rate	182 of 200	TBD	TBD

New Component #4: HS Accountability: Graduation Rate for At-Risk Students

At-Risk Graduation Rate: Subset of Overall Cohort	2007-08	2008-09	Growth
Graduation Rate	79 of 100	TBD	TBD

Measure 8: Participation and performance of advanced students

A) AP PARTICIPATION

	05-06	06-07	07-08	08-09	Growth
Total Exams	966	816	1082	911	No
Number of Students	656	506	654	545	No
Performance % 3 or Higher		45.10	47.50	44.01	No
% Enrolled in AP Courses who took the exam		96	114	TBD	TBD

B) NEW COMPONENT #2A/B HIGH SCHOOL ACCOUNTABILITY

Acceleration	2007-08	2007-08	2008-09	Growth
# 2A Participation	ALL 9-12 graders that took an accelerated exam/course during the academic year/all 11 th -12 th graders	182 of 200 Points	TBD	TBD
#2B Performance	# of Successful Completions in accelerated coursework by a student/All 9 th -12 th graders that took an accelerated exam/course during the academic year	100 of 100 Points	TBD	TBD

Measure 9: POST-SECONDARY READINESS FACTORS

A) SAT Results

	2005-06	2006-07	2007-08	2008-09	Growth
Critical Reading	527 @ 67%	536 @ 67%	554 @ 64%	545 @ 59%	No
Mathematics	540 @ 67%	548 @ 67%	553 @ 64%	553 @ 59%	No
Writing	518 @ 63%	521 @ 67%	529 @ 64%	527 @ 59%	No

*@% signifies percentage of senior class taking the sat

B) ACT Results

	2005-06	2006-07	2007-08	2008-09	Growth
TOTAL TESTED	135	181	205	262	N/A
English	21.4	21.8	22.5	20.7	No
Mathematics	21.7	22.3	23.1	21.3	No
Reading	22.8	22.9	23.4	21.8	No
Science	21.6	21.9	22.3	20.6	No
Composite	22.0	22.4	22.9	21.2	No

B) New Component #3: High School Accountability: Postsecondary Readiness

Readiness	2007-08	2008-09	Growth
Performance on Reading	83 of 100	TBD	TBD
Performance on Math	74 of 100	TBD	TBD

MEASURE 10: New Component #5: High School Accountability: Growth/Decline in Components

Growth or Decline in Components	2007-08	2008-09	2008-09
Points Earned	Data Unavailable	TBD	TBD

MEASURE 11: CLOSING THE ACHIEVEMENT GAP: FCAT Demographics

Grade 9

	2006-07	2007-08	2008-09	Growth	2006-07	2007-08	2008-09	Growth
	Reading: 3 and Higher				Math: 3 and Higher			
White	62	69	66	No	79	84	85	Yes
African-American	28	26	38	Yes	45	47	58	Yes
Hispanic	68	57	50	No	76	50	82	Yes
Students with Disabilities	11	18	18	No	23	31	39	Yes
Economically Disadvantaged	36	40	38	No	52	54	61	Yes
ELL	*	0	*	NA	*	38	*	NA

Grade 10

	2006-07	2007-08	2008-09	Growth	2006-07	2007-08	2008-09	Growth
	Reading: 3 and Higher				Math: 3 and Higher			
White	52	63	57	No	81	86	84	No
African-American	21	35	17	No	36	60	57	No
Hispanic	29	60	42	No	73	83	63	No
Students with Disabilities	6	16	15	No	24	38	42	Yes
Economically Disadvantaged	24	37	31	No	54	64	63	No
ELL	*	*	*	*	*	*	*	*

*too few students to report

SCHOOL DEMOGRAPHIC PROFILE

Enrollment: 2612	Minority %: 17.1%	ESE %: 9.5%	ELL %: 0.8%	Gifted %: 2.3%
Economically Disadvantaged %: 18.0%		Stability %: 94.6%	Attendance %: 94.34%	Absent>20 days: 11.7%
% Administratively Assigned to Grade 9: NA			Gr. 9 Retention %: 9.3%	Suspension Rate: 9.0%

Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 85%		
Total Writing Proficiency Met:	YES	2008-2009 School Grade:	B	
Total Graduation Criterion Met:	YES			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	NO	YES
WHITE	YES	YES	NO	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	NO	NO
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	YES	YES	NO	NO

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2	Volusia SPRUCE CREEK HIGH SCHOOL 4436
---	--

Number of students enrolled in the grades tested: <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;"> Click here to see Number of students in each group </div>	Read: 1380 Math: 1377	2008-2009 School Grade ¹ :	B	Did the School make Adequate Yearly Progress?	NO	
--	--------------------------	--	---	---	----	--

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).	This section shows the improvement for each group used to determine AYP via safe harbor (Part b²).	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?		65% scoring at or above grade level in Reading?		68% 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
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	99	Y	99	Y	60	N	83	Y		92	Y	88	90	Y	36	40	N	18	17	NA	60	N	83	NA
WHITE	99	Y	99	Y	63	N	86	Y		93	Y	89	92	Y	33	37	N	15	14	NA	62	N	86	NA
BLACK	96	Y	96	Y		NA		NA	91	80	N	57	71	Y			NA			NA				
HISPANIC	100	Y	100	Y		NA		NA			NA			NA			NA			NA				
ASIAN	98	Y	100	Y		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	97	Y	97	Y	37	N	64	N	92	82	N	59	68	Y	59	63	N	41	36	N	36	N	63	N
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES	95	Y	96	Y	25	N	46	N	81	74	N	66	76	Y	78	75	N	62	54	N	23	N	46	N

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 b²): 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	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 65% for reading and 68% for math. Any subgroup is eligible
---	--	--

	<p>be reduced by at least 10%. Any subgroup is eligible for Safe Harbor as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.</p>	<p>for the Growth Model as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.</p>
--	---	---

Data provided by the Florida Department of Education, June 2009. Subject to review and verification by local school district staff.

2008-2009 Adequate Yearly Progress (AYP) Report - Page 3	Volusia SPRUCE CREEK HIGH SCHOOL 4436
---	--

Number of students enrolled in the grades tested: Click the total number to return to the AYP results	Read: 1380 Math: 1377	2008-2009 School Grade ¹ :	B	Did the School make Adequate Yearly Progress?	NO
--	--------------------------	---	---	--	----

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).	This section shows the improvement for each group used to determine AYP via safe harbor (Part b²).	This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.
--	--	---

Group	Number of students enrolled Reading		Number Tested Reading		Number of students enrolled Math		Number Tested Math		Number with Writing test scores		Number included in Graduation Rate ³		Number with Reading scores on FCAT or other assessment		Number with Math scores on FCAT or other assessment		Number of students with current and prior year Reading scores on FCAT or other assessment		Number of students with current and prior year Math scores on FCAT or other assessment	
	2009	2009	2009	2009	2008	2009	2007	2008	2008	2009	2008	2009	2008	2009	2009	2009				
TOTAL ⁴	1380	1363	1377	1360	673	616	659	629	1334	1317	1332	1313	1238	1231						
WHITE	1119	1107	1117	1104	565	504	559	529	1101	1073	1098	1068	1013	1005						
BLACK	104	100	103	99	45	41	49	49	95	93	97	93	88	88						
HISPANIC	54	54	54	54	25	30	15	25	53	50	52	50	47	47						
ASIAN	61	60	61	61	25	26	25	13	56	60	56	61	50	51						
AMERICAN INDIAN	4	4	4	4	0	2	0	0	1	4	1	4	4	4						
ECONOMICALLY DISADVANTAGED	289	281	288	279	92	124	71	62	218	262	218	258	246	243						
ENGLISH LANGUAGE LEARNERS	20	20	20	20	5	13	5	7	17	17	17	17	16	16						
STUDENTS WITH DISABILITIES	150	142	151	144	59	65	64	45	137	131	136	131	124	122						

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 schools' 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 $\leq 5\%$ and $\geq 95\%$

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.

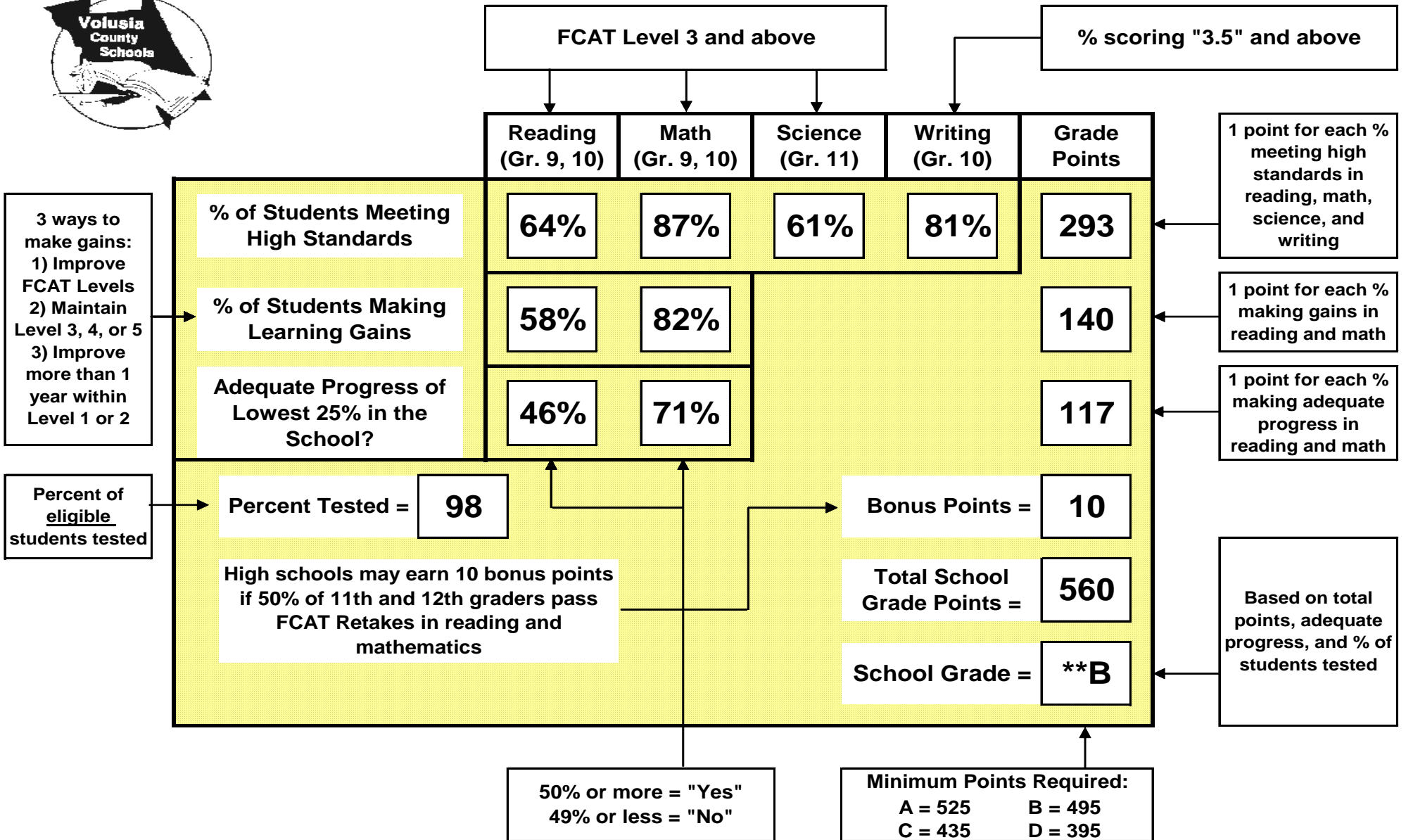
Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. Any subgroup is eligible for Safe Harbor as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.

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 with in three years, should be 65% for reading and 68% for math. Any subgroup is eligible for the Growth Model as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.

Data provided by the Florida Department of Education, June 2009. Subject to review and verification by local school district staff.

2008-2009 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.

SCHOOL REPORT CARD (2008-2009)

SPRUCE CREEK HIGH SCHOOL

% Meeting High Standards	Grade 9	Grade 10	Grade 11
Reading	68%	58%	
Math	87%	87%	
Writing Plus		81%	
Science			61%
% Making Learning Gains	Grade 9	Grade 10	Grade 11
Reading	65%	51%	
Math	82%	82%	
Lowest 25% in Reading	55%	35%	
Lowest 25% in Math	72%	69%	
Percent Tested	99%	99%	96%



- State ranked as an “A” or “B” school for seven consecutive years
- Music demonstration school for the state of Florida
- Consistently ranked as having one of the top ten athletic programs by the Florida High School Athletic Association (FHSAA)
- Designated by the Florida Department of Education as a Five Star Award Winning School for seven consecutive years. The award is based upon exemplary community relations.
- Consistently ranked as one of the top five schools in the nation for the award of International Baccalaureate Diplomas

Part IV. Action Plan

GOAL 1: ACADEMIC GOAL – Continue to strengthen the delivery of instructional services for all Spruce Creek High School students, leading to increased achievement in reading, mathematics, writing and science performance on State accountability measures.

OBJECTIVE 1 – Fifty percent or more of Lower Quartile students will make learning gains on the 2010 FCAT Reading assessment.

NEW 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

Check	State Statutory Requirements
X	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
X	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

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?
'Learn at Lunch' Tutoring Program through the new Resource Room	School-based training of tutors	Selected teachers will serve as lunchtime tutors for lower quartile students needing assistance in reading and math, plus those students needing assistance in core classes	Dr. Karen Beattie, assistant principal Counselors Resource Room teachers Debbie Croak, reading coach	Supplemental Academic Intervention Funding, if approved for 2009-2010	Launch October '09 – if funded

Emphasis on targeted reading skills with infusion of improvement strategies in 9 th and 10 th grade English, social studies and science classes	School-based training of select teachers	Training provided in pre-planning, classroom posters provided, follow-up through collegial sharing and classroom observations	Dr. Karen Beattie, assistant principal Debbie Croak, reading coach Select teachers	No funds required	Ongoing, through June '10
Accurately place students in intensive reading courses, and target those students for assistance who are unable to be placed in reading courses due to staffing reductions	School-based training of Collaborate Analysis Team and select teachers	Prior to registration and afterwards, including during the summer, review and revision of recommendation and student placement process to include additional review of student placement following receipt of FCAT scores by the expanded Collaborative Analysis Team	Dr. Karen Beattie, assistant principal Collaborative Analysis Team and RtI Team	\$6000 for stipends to work after hours and during the summer to review data and place students an	Ongoing through July '10
Increase reading in the content area expertise of select teachers and promote reading in the content area strategies	CAR-PD on-line professional development	Identify select teachers to take the CAR-PD on-line professional development	Dr. Karen Beattie, assistant principal	No funds required	October '09
Identify students in core classes for the purpose of monitoring and intervention	School-based teacher training	Train teachers on use of Data Warehouse and intervention strategies Train teachers on use of Data Warehouse and intervention strategies	Dr. Karen Beattie, assistant principal Department Chairpersons	No funds required	On-going though July '10

OBJECTIVE 2 The percentage of students in identified sub-group populations demonstrating proficiency (as defined by the NCLB AYP Report) on the 2010 FCAT Reading and Math assessments will increase by 10% for the purpose of meeting the Safe Harbor standards.

NEW _____ CONTINUING _____ **X - MODIFIED**

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

Check	State Statutory Requirements
X	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
X	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

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?
Identify students in core classes for the purpose of monitoring and intervention	School-based teacher training	Train teachers on use of Data Warehouse and intervention strategies	Dr. Karen Beattie, assistant principal Department Chairpersons	None needed	On-going though June '10
Continue monitoring and revision of ESE courses and delivery models, including co-teach and self-contained	District and school-based teacher training	ESE teachers to work with subject area teachers to ensure fidelity of curriculum. ESE teachers to monitor student academic progress and provide interventions as needed.	Rose Roland, ESE assistant principal ESE teachers and staff Dr. Karen Beattie, assistant principal	School Improvement Funds for professional development	On-going through June '10

Accurately place students in academic courses	School-based training of Collaborate Analysis Team and select teachers	Prior to registration, review and revision of recommendation and student placement process to include additional review of student placement following receipt of FCAT scores by the expanded Collaborative Analysis Team	Dr. Karen Beattie, assistant principal Collaborative Analysis Team	\$6000 for stipends to work after hours and in the summer to review data and place students	Ongoing through July '10
Provide credit retrieval through additional APEX learning lab period	None required	Identify students in need of credits and schedule them into an 8 th period APEX class.	Dr. Karen Beattie, assistant principal Counselors	\$5500 for APEX teacher secured through District SAI funds	Launch September '09 – June '10

OBJECTIVE 3 Sixty-seven percent of all 10th grade students will score a level 4 or higher on the 2010 FCAT Writing Assessment, with identified sub-population groups (NCLB AYP Report) increasing by 1% from 2009.

NEW _____ CONTINUING X

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 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

Check	State Statutory Requirements
X	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
X	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

District Strategic Plan Area(s) of Focus: Academic Excellence
 Involved Family & Community

Access & Equity High Performing Instructional Staff
 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?
Review & refine instructional practices within 9 th and 10 th grade English classes to focus on improved writing achievement	Seek district support for additional training, school-based collaboration and peer coaching	English teachers will meet with district specialist, review instructional practices, and implement strategies to enhance student performance	English department chairpersons, Dr. Karen Beattie, assistant principal Sue Schilsky, district specialist	No funds required	Ongoing, through June '10
Use FCAT Writes rubric for social studies writing prompts in grades 9 and 10	Seek district support for additional training, school-based collaboration and peer coaching	Social studies teachers will be trained in the use of the rubric and then implement rubric with writing prompts	Language Arts and Social Studies department chairpersons, Dr. Karen Beattie, assistant principal Jason Caros, district specialist	No funds required	October '09
Students to do written reflections and research in arts courses	School-based collaboration	Teachers in the Arts department will collaborate to create specific writing activities to encourage critical thinking and develop writing skills	Arts teachers	No funds required	On-going through June '10

OBJECTIVE 4 Sixty percent of all 11th grade students will score a level 3 or higher on the 2010 FCAT Science Assessment.

NEW _____ CONTINUING X

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 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

Check	State Statutory Requirements
X	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
X	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

Check all the components addressed in this objective

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 a significant practice with implementing district curriculum guides	School based, with district support	Science chairperson to ensure that the performance tasks are being assigned and evaluated	Josh Platt, department chairperson	No funds required	Ongoing, through June '10
Review & refine instructional practices within Science classes to focus on improved Science achievement	Seek district support and continue school-based collaboration and peer coaching	Science teachers will meet with district specialist, review instructional practices, and implement strategies to enhance student performance	Josh Platt, department chairperson Dr. Karen Beattie, assistant principal Teresa Northrup, district specialist	No funds required	Ongoing, through June '10
Continue development and use of common assessments; utilize data generated to improve instructional practices	School-based professional development	Science teacher teams will analyze common assessments results & revise instructional practices as needed	Josh Platt, department chairperson	No funds required, but additional funding to be requested from District to expand process	Ongoing, through June '10
Peer Tutoring	School-based training of tutors	Science club members will provide before school and lunchtime tutoring in select classrooms	Josh Platt, department chairperson and club members	No funds required	Launch October '09

OBJECTIVE 5 Seventy-two percent of all students will score a level 3 or higher on the 2010 FCAT Reading Assessment.

NEW _____ CONTINUING X

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

Check	State Statutory Requirements
X	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
X	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

Check all the components addressed in this objective

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?
Identify students in core classes for the purpose of monitoring and intervention	School-based teacher training	Train teachers on use of Data Warehouse and intervention strategies Train teachers on use of Data Warehouse and intervention strategies	Dr. Karen Beattie, assistant principal Department Chairpersons	No funds required	On-going though June '10
Accurately place students in academic courses	School-based training of Collaborate Analysis Team and select teachers	Prior to registration, review and revision of recommendation and student placement process to include additional review of student placement following receipt of FCAT scores by the expanded Collaborative Analysis Team	Dr. Karen Beattie, assistant principal Collaborative Analysis Team	\$6000 for stipends to work after hours and in summer to review data and place students	Ongoing through July '10

Continue development and use of common assessments; utilize data generated to improve instructional practices	School-based professional development	Teacher teams will analyze common assessments results & revise instructional practices as needed	Department chairpersons	No funds required, but additional funding to be requested from District to expand process	Ongoing, through June '10
Establish vertical alignment of courses for the purpose of increasing honors and Advanced Placement enrollment	School-based professional development	Teacher teams will collaborate to establish sequential course expectations	Department chairpersons	No funds required, but additional funding to be requested from District to expand process	On-going through December '09
Peer Tutoring	School-based training of tutors	Peer tutors will provide before school and lunchtime tutoring in select classrooms	Department chairpersons	No funds required	Launch October '09

OBJECTIVE 6: Eighty-two percent of all students will score a level 3 or higher on the 2010 FCAT Math Assessment.

NEW _____ CONTINUING X

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 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

Check	State Statutory Requirements
X	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
X	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

Check all the components addressed in this objective

District Strategic Plan Area(s) of Focus: Academic Excellence
 Involved Family & Community

Access & Equity High Performing Instructional Staff
 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?
Identify students in core classes for the purpose of monitoring and intervention	School-based teacher training	Train teachers on use of Data Warehouse and intervention strategies Train teachers on use of Data Warehouse and intervention strategies	Dr. Karen Beattie, assistant principal Department Chairpersons	No funds required	On-going though June '10
Accurately place students in academic courses	School-based training of Collaborate Analysis Team and select teachers	Prior to registration, review and revision of recommendation and student placement process to include additional review of student placement following receipt of FCAT scores by the expanded Collaborative Analysis Team	Dr. Karen Beattie, assistant principal Collaborative Analysis Team	\$6000 for stipends to work after hours and in summer to review data and place students	Ongoing through July '10
Continue development and use of common assessments; utilize data generated to improve instructional practices	School-based professional development	Teacher teams will analyze common assessments results & revise instructional practices as needed	Department chairpersons	No funds required, but additional funding to be requested from District to expand process	Ongoing, through June '10
Establish vertical alignment of courses for the purpose of increasing honors and Advanced Placement enrollment	School-based professional development	Teacher teams will collaborate to establish sequential course expectations	Department chairpersons	No funds required, but additional funding to be requested from District to expand process	On-going through December '09
Peer Tutoring	School-based training of tutors	Peer tutors will provide before school and lunchtime tutoring in select classrooms	Department chairpersons	No funds required	Launch October '09

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

Student performance on the 2009 FCAT Reading, Math Writing and Science assessments as reported by the District and State, including use of the Adequately Yearly Progress Report

Evaluation:

1. Fifty percent or more of the Lower Quartile students will make learning gains on the 2010 FCAT Reading Assessment.
2. The percentage of students in identified sub-group populations demonstrating proficiency (as defined by the NCLB AYP Report) on the 2010 FCAT Reading and Math assessments will increase by 10% for the purpose of meeting the Safe Harbor standards.
3. Sixty-seven percent of all 10th grade students will score a level 4 or higher on the 2010 FCAT Writing Assessment, with the with identified sub-population groups (NCLB AYP Report) increasing by 1% from 2009.
4. Sixty percent of students will score a level 3 or higher on the 2010 FCAT Science Assessment.
5. Seventy-two percent of all students will score a level 3 or higher on the 2010 FCAT Reading Assessment
6. Eighty-two percent of all students will score a level 3 or higher on the 2010 FCAT Math Assessment.

Adequate Progress:

Adequate Progress will be realized when:

1. Fifty percent or more of the Lower Quartile students will make learning gains on the 2010 FCAT Reading Assessment.
2. The percentage of students in identified sub-group populations demonstrating proficiency (as defined by the NCLB AYP Report) on the 2010 FCAT Reading and Math assessments will increase by 10% for the purpose of meeting the Safe Harbor standards.
3. Sixty percent of all students tested will score a level 4 or higher on the 2010 FCAT Writing Assessment, with the with identified sub-population groups (NCLB AYP Report) increasing by 1% from 2009.
4. Fifty-nine percent of students tested will score a level 3 or higher on the 2010 FCAT Science Assessment.
5. Sixty-five percent of all students tested will score a level 3 or higher on the 2010 FCAT Reading Assessment.
6. Eighty percent of all students tested will score a level 3 or higher on the 2010 FCAT Math Assessment.

Part V. Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model (VPM) which addresses the RtI model. Ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation (school's Problem Solving Team – PST), ensures adequate professional development to support RtI implementation and communicates the process with parents.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, and collaborates with other staff to implement Tier 2 interventions

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach- Reading: Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

District Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and infused classes intervention plans.

School Psychologist: Assists school in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going process monitoring is in place in the area of intervention to determine student's response to intervention.

School Social Worker: Assists schools in identifying interventions and assists parents with accessing community agencies to support child's academic, emotional, behavioral and social success.

District Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The school's RtI Leadership Team functions as a natural extension of the school's Problem Solving Team (PST) and will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve,

share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.

The entire staff is invited to participate in the development of the SIP. The school's department chairpersons, PST and RtI Leadership Team provide input to the administration and the School Advisory Council to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); and identified specific instructional and assessment best practices..

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Teacher and District developed assessments, FCAT Simulations

Midyear: Florida Assessments for Instruction in Reading (FAIR), Teacher and District developed assessments, FCAT Simulations

End of year: FAIR, FCAT and Teacher and District developed assessments

Frequency of Data Days: Monthly

Describe the plan to train staff on RtI.

- Professional development will be provided to staff through faculty meetings, department meetings and individual teacher and parent consultations in order to scale up understanding of PS/RtI.
- School-wide training will be provided by member of the School Psychological Services Department.
- Department meetings, focusing on grade level data, will review the data in order to enhance teachers' understanding of the effect of quality curriculum, instruction, assessment and intervention on student outcomes.
- Specific training is being offered on intervention design, data collection, and development of goals/objectives by the School Psychological Services Department will be accessible to the school.
- Training modules for teachers are provided on the PST website (www.volusia.k12.fl.us/pst) for each step of Problem Solving (including RtI).
- Volusia Proficiency Model PS/RtI training is available for district-wide access through Safari Montage (in process).
- School staff has access to webinars on PS/RtI which are linked to the district's PST website.
- Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition of PS/RtI.

Part VI. School Wide Florida's Continuous Improvement Model

Describe the continuous school improvement model at your school. Please describe the following:

PLAN
Data Disaggregation 2008-2009 FCAT Data
<p>What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?</p> <p><u>Strengths:</u> Across all grade levels tested on FCAT, the percentage of students meeting high standards in reading, mathematics, writing and science are at or above district and state averages.</p> <p><u>Weaknesses:</u> The percentage of students making learning gains in reading in the lower quartile continues to fall below 50. The percentage of students scoring a 4 or higher on the FCAT writing decreased significantly.</p> <p><u>Reading:</u> Comparisons was the least proficient strand and will be given priority focus in both grades 9 and 10 on FCAT.</p> <p><u>Writing:</u> Organization and Support were the least proficient strands and will be given priority focus for grade 10 FCAT.</p> <p><u>Mathematics:</u> Measurement was the least proficient strand and will be given priority focus in both grades 9 and 10 on FCAT.</p> <p><u>Science:</u> Physical/Chemical was the least proficient strand and will be given priority focus in grade 11 on FCAT.</p>
Instructional Calendar Development
<p>What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?</p> <p>The IFCs were created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test.</p> <p>The 2009 FCAT results were utilized to develop the IFCs. Data results from the September Pre-Test, and December Mid-Term Test will also be utilized.</p> <p>Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.</p> <p>Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results.</p> <p>The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.</p> <p>Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that</p>

the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during department and other collaborative meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Comparisons was the least proficient strand and will be given priority focus.

Writing: Organization and Support were the least proficient strands and will be given priority focus.

Mathematics: Measurement was the least proficient strand and will be given priority focus.

Science: Physical/Chemical was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, the Collaborative Analysis Team reviewed student placement and adjusted individual student registrations. The administration then determined the number of sections needed for each course offered. Teaching assignments were then made by administration based on the following criteria: teacher certification and experience, department chairpersons' recommendations, history of student performance in specific courses and school-wide academic achievement goals.

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

The school offers students elective courses in the arts, business, technology, and career study. Many of these courses focus on college and career preparation, job skills and offer students internships, performance and exhibition opportunities. Examples of interdisciplinary studies focusing on increasing relevance is the ninth grade world history and English block classes, career academies including specific academic course partnerships, Theory of Knowledge course and the International Baccalaureate diploma extended essay requirement.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Prior to entering high school all students complete the State's C-PEP high school course plan with declared major. This plan is then referred to and modified throughout the high school experience to ensure that students are participating in course selection and college/career preparation. Counselors meet individually with students to share information and assist with the plan development in addition to parent meetings. The school's annually published Program of Study provides students with specific information on all courses and programs offered at the school.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Each course's curriculum is determined by the district curriculum guides/maps or IFCs. Subject area teachers will meet monthly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans are created to provide for differentiated instruction as appropriate. Teachers address curriculum and instructional alignment both vertically and horizontally.

How are instructional focus lessons developed and delivered?

The district curriculum guides/maps or IFCs contain essential questions designed to focus instruction. Teachers are encouraged to design instruction and assessments from these questions. Common formative assessments are designed taking into consideration the essential questions and FCAT assessed benchmarks.

How will instructional focus lessons be revised and monitored?

Student mastery on common assessments based on the essential questions and FCAT assessed benchmarks will determine if the curriculum needs to be re-taught and instructional practices revised.

Teachers and administrators will ensure the effectiveness of the common assessments by analyzing the data results as they are re-assessed intermittently throughout the year. End-of-course exams and FCAT results will also be analyzed to determine the effectiveness of the common assessments initiative.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Working in teams, teachers will collaborate on the development of common formative and summative assessments. Teachers will implement the assessments according to each department's plan.

How are assessments used to identify students reaching mastery and those not reaching mastery?

- What will mastery be set at for the assessments? Explain the rationale for this decision.

Mastery will be set at 70% in accordance with district established proficiency.

- How will the assessment results be used to redirect the IFCs and focus lessons?

The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

- How will teachers differentiate their instruction based on assessment results?

Teachers will differentiate their instruction as indicated by assessment results to provide remediation as appropriate.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

- How will teachers differentiate their instruction for students who are performing at mastery levels?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

- When and how often will teachers meet to review assessment data (formative and summative) by content area and grade level?

Teachers will meet monthly.

- How will these meetings be facilitated and documented?

The meeting will be facilitated by the department chairperson. Minutes will be submitted to administration who will attend the meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

- How will the Principal and Leadership Team ensure that data analysis of assessment results is being used to differentiate instruction based on students' academic needs?

The Principal and Leadership Team will meet with teachers either during scheduled meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans and student work will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs.

- What role will instructional coaches play with the IFCs and focus lessons?

The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores. Instructional coaches in addition to the district's school-based reading coach will be identified as needed by administration.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Based on reading and math performance on the FCAT and other criteria, students are placed in the tiered reading and intensive math courses through the Collaborate Analysis Team process. Within individual classes, teachers identify students in need of intervention and provide assistance through the use of differentiated instructional practices. Teachers working with counselors identify students in need of interventions, such as required attendance at lunchtime tutoring. Counselors identify and place students in the APEX learning lab for credit retrieval.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

- What materials or instructional strategies will be used to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school. Additionally, students in need of credit retrieval will be enrolled in the APEX learning lab.

How does the school identify staff's professional development needs to improve their instructional strategies?

Areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, department chairpersons' input, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

- How will it be determined which students receive supplemental and intensive instruction/interventions?
As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.
- Will students not making mastery be offered after-school assistance (e.g. Supplemental Educational Services (SES)) or be assisted during the regular schedule?
Students in need of credit retrieval will be offered after-school assistance via the APEX learning lab, as well as placement in the lab during the regular school day. Assistance during the regular school day in via lunchtime tutoring if funded through SAI will be provided. Teachers may offer additional assistance to students before school, during lunch and after school.

How will the effectiveness of the interventions be measured throughout the year?

- How will it be determined if the interventions applied to students not making mastery are successful?
All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

- What courses or instructional programs are offered to students who exceed mastery levels?
Students who typically exceed mastery levels participate in the school's gifted, honors, Advanced Placement, pre-IB and International Baccalaureate and dual-enrollment college programs.

Describe how students are identified for enrichment strategies.

- What assessments are used to determine which students are placed in higher level courses and academic programs?
FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.
- Do students and parents have input in this process?
Parent and student conferences are held with the select teachers and guidance counselor. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

Part VII. 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	June - September 2010
1	FCAT Data Analysis	Collaborative Analysis Team process	May – August 2010
1	Subgroup Data Analysis	Population sub-groups will be reviewed for change in overall performance among group members	June – September 2010
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.	September – May 2010
1	Teachers' and Counselors' records	Teachers and Counselors will monitor students in the intervention process	September – June 2010

PART VIII. “Be There” Parent Involvement Plan

This Action Plan serves as the School-based Parent Involvement Policy/Plan and through annual review complies with SCHOOL BOARD POLICY 811 & NCLB SECTION 1118

OBJECTIVE 1: *All members of the “Learning Community” will participate in the educational process.*

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 School Improvement Plan	School Advisory Council meetings	Leesa Holloway, SAC Chair	No funds required	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 as parents to be involved	Open House SAC Meetings Parent Advisory Council (PAC)	Katrina London, Activities Director; Leesa Holloway, SAC Chair; Tim Egnor, Principal	No funds required	September 09
Offer a flexible number of meetings for parents at various times, such as meetings in the morning or evening	Guidance Conferences SAC/PAC meetings Academic and Non-Academic Parent Groups	Debbie Summer, Guidance Director; Leesa Holloway, SAC Chair,	No funds required	On-going through July 2010
Continue use of CreekConnect, Parent Portal and phone messaging system as a method of communication with parents	Teachers and staff to use CreekConnect Tim Egnor, principal to use phone messaging system	Tim Egnor, principal Teachers and staff	No funds required	On-going through July 2010

APPENDIX

Climate Survey Sample

Stakeholders' Perspective

(CLIMATE SURVEY RESULTS)

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
Survey opportunities were offered through CreekConnect. There are over 1500 Parent CreekConnect accounts.	53	74%
POSITIVE TRENDS NOTED BY OUR PARENTS: <ul style="list-style-type: none"> ◆ STRONG ACADEMIC ATMOSPHERE ◆ HELPFULNESS OF TEACHERS ◆ CREEK CONNECT RECOMMENDATIONS NOTED BY OUR PARENTS: <ul style="list-style-type: none"> ◆ ALL TEACHERS USE CREEKCONNECT ◆ KEEPING GRADE POSTING ON CREEKCONNECT CURRENT 		

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
Survey opportunities were offered through CreekConnect. There are over 125 Teacher CreekConnect accounts.	57	100%
POSITIVE NOTED BY OUR TEACHERS: <ul style="list-style-type: none"> ◆ CAMARADERIE AMONGST ALL ◆ MOTIVATED STUDENTS ◆ PARENTAL INVOLVEMENT RECOMMENDATIONS NOTED BY OUR TEACHERS: <ul style="list-style-type: none"> ◆ CONSISTENCY WITH DISCIPLINE ◆ TIGHTER CONTROL OF USAGE OF STUDENT CELL PHONE USAGE ◆ SCHEDULING OF CLASSES AND MORE INPUT FROM TEACHERS CONCERNING COURSE ASSIGNMENTS 		

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
Survey opportunities were offered through CreekConnect.	7	100%
POSITIVE TRENDS NOTED BY OUR SCHOOL STAFF: <ul style="list-style-type: none"> ◆ CAMARADERIE IN THE WORK ENVIRONMENT ◆ GREAT SCHOOL SPIRIT RECOMMENDATIONS NOTED BY OUR SCHOOL STAFF: <ul style="list-style-type: none"> ◆ BETTER FUNDING FOR EDUCATION AND SPECIAL PROGRAMS ◆ STUDENT BREAK IN THE MORNING 		

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
Survey opportunities were offered through CreekConnect. There are over 2700 Student CreekConnect accounts.	155	71%
POSITIVE TRENDS NOTED BY OUR STUDENTS: <ul style="list-style-type: none"> ◆ SCHOOL SPIRIT ◆ CARING TEACHERS ◆ SPECIAL PROGRAMS & VARIED CURRICULUM OPPORTUNITIES RECOMMENDATIONS NOTED BY OUR STUDENTS: <ul style="list-style-type: none"> ◆ BETTER LUNCH SELECTIONS ◆ BETTER FUNDING FOR EDUCATIONAL AND SPORTS PROGRAMS ◆ EFFECTIVE TEACHING PRACTICES 		

Sample of Climate Survey

Spruce Creek High School Climate Input Form 2008-2009

In order to better serve our students and community, input from all stakeholders is vital. We appreciate your views, and wish to provide you with an opportunity to share them with us.

Directions: Please circle your answer to each item below and return your completed form by June 5th, 2009 to Spruce Creek High School, attn: Leesa Holloway in person, by mail (801 Taylor Rd, Port Orange, FL 32127), or by fax (386) 756-7576. This form is also available online through our website www.sprucecreekhigh.com or www.creekconnect.com.

1. Please indicate the group to which you belong.
 - a. Parent
 - b. Teacher
 - c. Student
 - d. Support Staff
2. At this school, the main focus is helping students achieve success.
 - a. Strongly agree
 - b. Agree
 - c. Don't know
 - d. Disagree
 - e. Strongly disagree
3. There is an atmosphere that encourages participation in school activities.
 - a. Strongly agree
 - b. Agree
 - c. Don't know
 - d. Disagree
 - e. Strongly disagree
4. School rules are enforced fairly at this school.
 - a. Strongly agree
 - b. Agree
 - c. Don't know
 - d. Disagree
 - e. Strongly disagree
5. The needs of English for Speakers of Other Languages (ESOL) students are met at this school.
 - a. Strongly agree
 - b. Agree
 - c. Don't know
 - d. Disagree
 - e. Strongly disagree
6. The principal listens to stakeholder's concerns.
 - a. Strongly agree
 - b. Agree
 - c. Don't know
 - d. Disagree
 - e. Strongly disagree

SCHS Climate Input form 2008-2009 p. 2

7. The tools to communicate academic progress are used effectively.
 - a. Strongly agree
 - b. Agree
 - c. Don't know
 - d. Disagree
 - e. Strongly disagree
8. Overall, I am pleased with the educational atmosphere at this school.
 - a. Strongly agree
 - b. Agree
 - c. Don't know
 - d. Disagree
 - e. Strongly disagree
9. I am pleased with the working environment at this school.
 - a. Strongly agree
 - b. Agree
 - c. Don't know
 - d. Disagree
 - e. Strongly disagree
10. The needs of Exceptional Student Education (ESE) students are met at this school.
 - a. Strongly agree
 - b. Agree
 - c. Don't know
 - d. Disagree
 - e. Strongly disagree
11. There is good school spirit at this school.
 - a. Strongly agree
 - b. Agree
 - c. Don't know
 - d. Disagree
 - e. Strongly disagree
12. The things I like most about the school are:

13. The areas I would like to see changed or improved are:

Thank you for your input! Please return this form to Spruce Creek High School, attn: Leesa Holloway by June 5th, 2009.