

Volusia County Schools

Spruce Creek High School



2022-23 Schoolwide Improvement Plan

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Spruce Creek High School

801 TAYLOR RD, Port Orange, FL 32127

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

Demographics

Principal: Todd Sparger J

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	42%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2020-21: (55%) 2018-19: B (58%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

How will YOUR story take flight?

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Sparger, Todd	Principal	
Bradham, Mark	Assistant Principal	Curriculum AP
Murray, Samantha	Instructional Media	Professional Learning Facilitator
Urbanak, Halley	Reading Coach	PLC Facilitator
Morris, Vonda	Teacher, K-12	Sunshine Club Coordinator
Esposito, Erin	Teacher, K-12	AVID English Teacher
Undercoffler, Michele	Teacher, K-12	ESE Case Manager, Support Facilitation support and Project 10 Graduation Team Member.
Adkins, Shantell	Assistant Principal	Ninth Grade Administrator
Cappiello, Karie	Guidance Counselor	IB Coordinator
Canetti, Alan	Assistant Principal	Facilities
Clark, Kevin	Assistant Principal	ESE Assistant Principal
Henderson, Susan	Teacher, K-12	AVID Coordinator
Keisha, rentz	Teacher, K-12	TOA & MTSS Chair
Porter, Wesley	Assistant Principal	Data Assistant Principal-Master Schedule.
Price, Vanessa	Teacher, K-12	English Teacher and Sponsor of "Grub Club"

Demographic Information

Principal start date

Thursday 7/1/2010, Todd Sparger J

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

128

Total number of students enrolled at the school

2,515

Identify the number of instructional staff who left the school during the 2021-22 school year.

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	641	611	541	637	2430
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	970	95	119	206	1390
One or more suspensions	0	0	0	0	0	0	0	0	0	105	98	49	41	293
Course failure in ELA	0	0	0	0	0	0	0	0	0	109	81	63	45	298
Course failure in Math	0	0	0	0	0	0	0	0	0	41	91	63	55	250
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	144	144	89	101	478
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	98	74	40	46	258
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	58	68	10	14	150
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	143	145	107	110	505

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	19	44	11	39	113
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	15	5	23	48

Date this data was collected or last updated

Thursday 8/4/2022

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	685	670	588	586	2529
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	119	126	96	133	474
One or more suspensions	0	0	0	0	0	0	0	0	0	1	5	2	1	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	30	106	48	56	240
Course failure in Math	0	0	0	0	0	0	0	0	0	30	100	66	77	273
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	126	127	85	73	411
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	109	88	47	36	280
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	53	11	3	9	76

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	75	128	76	86	365

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	24	85	9	19	137
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	33	6	8	57

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	685	670	588	586	2529
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	119	126	96	133	474
One or more suspensions	0	0	0	0	0	0	0	0	0	1	5	2	1	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	30	106	48	56	240
Course failure in Math	0	0	0	0	0	0	0	0	0	30	100	66	77	273
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	126	127	85	73	411
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	109	88	47	36	280
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	53	11	3	9	76

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Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	75	128	76	86	365

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Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	24	85	9	19	137
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	33	6	8	57

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	58%	48%	52%	62%			67%	52%	56%
ELA Learning Gains	52%	48%	52%	53%			51%	49%	51%
ELA Lowest 25th Percentile	35%	34%	41%	43%			29%	37%	42%
Math Achievement	33%	31%	41%	38%			57%	48%	51%
Math Learning Gains	34%	40%	48%	26%			50%	49%	48%
Math Lowest 25th Percentile	35%	45%	49%	30%			34%	38%	45%
Science Achievement	75%	67%	61%	82%			82%	76%	68%
Social Studies Achievement	67%	64%	68%	70%			58%	69%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	72%	9%	67%	14%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	63%	-6%	70%	-13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	54%	-6%	61%	-13%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	55%	4%	57%	2%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	15	31	24	13	30	37	35	31		86	20
ELL	35	54	53	21	36	27	56	33		94	13
ASN	87	73		57	32		95	88		100	88
BLK	31	38	24	15	34	43	49	46		88	36
HSP	57	56	52	35	40	33	74	61		89	67
MUL	66	62		32	38		83	79		100	62
WHT	59	51	36	36	33	32	76	69		94	62
FRL	47	46	35	26	29	33	66	58		87	47
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	40	38	20	33	35	54	48		88	8
ELL	35	41	39	35	41	30	73	27		100	50
ASN	87	71		62	52		90	100		100	84
BLK	39	36	20	21	25	27	50	44		91	27
HSP	56	49	52	35	25	29	81	64		96	48
MUL	59	53	55	16	15		72	79		93	56
WHT	64	54	46	41	25	32	86	72		94	55
FRL	49	49	43	29	30	29	69	65		90	35
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	29	20	35	43	39	39	27		76	18
ELL	29	45	38	50	60		50	30		60	
ASN	89	59		93	67		95	70		100	81
BLK	33	34	26	31	38	25	55	30		84	37
HSP	62	56	46	51	51	19	72	37		94	47
MUL	64	46		59	45		94	55		91	30
WHT	70	52	29	60	50	38	85	63		91	61
FRL	51	44	27	48	44	29	72	52		82	33

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	594
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

+1 point increase in ELA 9, all other content area scores dropped by at least 1 point from previous year. ELA 9 scores dropped 8 points between 2018-2019 & 2020-2021, increased 1 pt. 2021-2022. 2021-2022 PM Data may be skewed due to HMH Platform issues, data reflected low scores in the red, orange except for VLT writing scores were higher VLT1: 65 VLT2: 79

ELA 10 scores dropped 2 points between 2018-2019 & 2020-2021 & -9 points in 2021-2022. 2021-2022 PM Data may be skewed due to HMH Platform issues, data reflected low scores in red, orange except for VLT writing scores higher VLT1: 65 VLT2: 79

Algebra 1 scores -23 points between 2018-2019 and 2020-2021 - 2 points in 2021-2022. 2021-2022 PM Data was consistently low for all DIAs & SMT1 & SMT2 for 21-22.

Geometry scores -13 points between 2018-2019 & 2020-2021 & -9 points in 21-22. 2021-2022 PM Data was consistently low for all DIAs & SMT1 & SMT2, for the entire year.

Biology scores -1 point between 2018-2019 & 2020-2021 & -6 points in 21-22. 2021-2022 PM Data consistently demonstrated student achievement in the 50s-60s. Student achievement 7 -DIA 7.

US History scores -10 pts between 2018-19 & 2020-21 & -1 point in 2021-22. 21-22 PM Data on DIAs range 49-58 with exception of lower student achievement of 35 on DIA 8.

12th grade absences higher than other grades, learning gains low in math & ELA, test scores have room for improvement. SWD scores are low.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Greatest need for improvement:

ELA FSA (Specifically ELA 10) and Algebra and Geometry EOC test scores due to the significant drop in student achievement over the 2018-2019, 2020-2021 and 2021-2022 Academic School Years.

ELA 9 scores dropped 8 points between 2018-2019 and 2020-2021 but increased by 1 point in the current year 2021-2022

ELA 10 scores dropped 2 points between 2018-2019 and 2020-2021 and then by 9 points in the current year 2021-2022.

Algebra 1 scores dropped 23 points between 2018-2019 and 2020-2021 and then by 2 points in the current year 2021-2022.

Geometry scores dropped 13 points between 2018-2019 and 2020-2021 and then by 9 points in the current year 2021-2022.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing Factors:

We had quite a few new teachers in math and our class sizes were a little larger than we would like. ELA was shifting standards and learning a new textbook. We also had some learning loss due to pandemic complications

New Actions:

We have adjusted the Master Schedule to maximize student placement in Algebra 1 with support facilitation teacher.

We have moved teachers in Geometry courses in an effort to best serve our struggling students. Support Facilitation Teachers in Algebra 1, Geometry and ELA 9/10 will use pull out scheduling to implement specific remediation and intervention strategies for the selected students (SWD, LQ and MTSS/PBIS)

We have also moved teachers in the ELA 9 & 10 courses in an effort to best serve our struggling students.

Our content area PLCs are being highly monitored by assigned APs to ensure standard based instruction is being delivered and instructional practices are being varied to meet the needs of the students.

Progress monitoring data is going to be disaggregated to best implement MTSS and PBIS with high fidelity this year using a unified approach to taking care of the WHOLE CHILD.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We saw some improvement in 9th grade ELA scores.

ELA 9 scores dropped 8 points between 2018-2019 and 2020-2021 but increased by 1 point in the current year 2021-2022.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Overall:

Implementing the new textbook and the new standards with fidelity. The use of new tools like writable and the online textbook platform that allowed for annotations helped better prepare our 9th graders for the ELA FSA.

The improvement in achievement of a large group of 9th grade students in ELA 9 could be attributed to the new intervention program that was initiated by several of our 9th grade ELA teachers called "Grub Club." One of our teacher has been a SLT member for a couple of years started this program for the 2021-2022 Academic School.

What strategies will need to be implemented in order to accelerate learning?

Overall:

Our PLCs will review progress monitoring assessments and plan targeted remediation of standards not met with proficiency with higher fidelity and accountability of teachers to respond using MTSS/PBIS/SEL and lessons with more student centered instruction increasing student engagement.

We are working through School Counselors fine tuning schedules to reduce class sizes and ensure that there is more support from ESE support facilitators in the classroom.

We have a plan for pulling students out to provide remediation using our Support Facilitation Teachers. We will be ensuring the implementation of PBIS strategies to increase engagement and positive behaviors to maximize rigorous instruction.

We have implemented a school-wide "Writing Across Content Areas" to increase overall student achievement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our school will provide professional development in MTSS.

We will also focus on effective PLCs in core content area to ensure that they can provide effective remediation and support for students.

In addition to the MTSS/PBIS/SEL PL, we are providing customized PL opportunities to include directed PL in Student Engagement Strategies, AVID Strategies: WICOR as a focus but others that would increase success in utilizing WICOR across ALL content areas.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our "Grub Club" is growing and gaining momentum this year and will continue to include tutoring of ALL subject areas, progress monitoring: grades, mentoring: PBIS/SEL.

Graduation Team: a team of dedicated APs, teachers and Community Members who provide ALL encompassing support for our most students who need extra support in academic focus to graduate or student who need an extensive network of professionals and volunteers in order to graduate.

We will be also continuing Office Hours and before and afterschool tutoring for identified students as well as students who desire to self-advocate tutoring and support.

We will continue to work to reduce class sizes in Algebra, Geometry, ELA 9, and ELA 10. We will focus on how we can provide more ESE support in those courses.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Based off the 2021-2022 end of year assessment data, we identified 9th and 10th grade ELA as critical need areas. The learning loss due to the Pandemic and the shift in standards may have compounded the issue. ELA 9 scores dropped 8 points between 2018-2019 and 2020-2021 but increased by 1 point in the current year 2021-2022. ELA 10 scores dropped 2 points between 2018-2019 and 2020-2021 and then by 9 points in the current year 2021-2022.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Teacher Outcomes: Teachers will be delivering student centered lessons also focusing on Standards Based Instruction using progress monitoring data to remediate standards below proficiency and teachers will also be using MTSS (RTI/PBIS/SEL) protocol to address low student performance in analyzing data, creating interventions/remediation and lesson planning at 100% of PLC meetings.</p> <p>Coach Outcomes: Academic Coach will be monitoring the fidelity of teachers focusing on Standards Based Instruction using MTSS (RTI/PBIS/SEL) protocol to address low student performance at 100% of PLC meetings.</p> <p>Student Outcomes: Students scores on DIAs, Unit Assessments, and VLT should increase from previous years progress monitoring data. We will increase our 9th grade FSA ELA pass rate from 60% to a pass rate of at least 67% on the F.A.S.T. Test and our 10th grade FSA ELA pass rate from 54% to a pass rate of at least 65% on the F.A.S.T. Test. We will utilize the state F.A.S.T. Test and the district progress monitoring assessments to monitor progress and identify targets for remediation.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Academic Coach will be checking in with teachers in the ELA 9 & 10 PLC Meetings to ensure curriculum map pacing is maintained in all ELA 9 & 10 classrooms with fidelity: will be on every PLC meeting agenda.</p> <p>Administration will be looking for teachers to be following the ELA 9 & 10 Curriculum Map and the use of MTSS (RTI/PBIS/SEL) protocol to address low student performance on District and State Assessments at 100% of PLC meetings and Administrator will also be monitoring the fidelity of remaining on pace of instruction with the curriculum map through VSET classroom observations and walk-throughs.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Halley Urbanak (hjurbona@volusia.k12.fl.us)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>Standards-Based Instruction has been proven to increase student achievement.</p> <p>MTSS as compliment to Standards Based Instruction: Based on Hattie's effect size for RTI (1.29), we will refocus our PLCs on the curriculum maps and ELA expectations checklist provided by the district curriculum team and create plans for structured remediation.</p>

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

Standards-Based Instruction helps the teacher to design effective lessons with Learning Targets and allows for clarity of learning for the student

The effect size for response to intervention is high according to John Hattie's metaanalysis of educational research. Using MTSS with fidelity along with Standards-Based Instruction should compound the impact on student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Flex Days Built into Curriculum for ELA: Create menu of standards-aligned activities for centers rotations to allow for differentiated small groups (independent, small group, computer) - using curriculum resources (HMH, Khan Academy)

Person Responsible Todd Sparger (tjsparge@volusia.k12.fl.us)

2. PLC Collaborative Action Plan: Using data (UAs, Growth Measure, Historical Data, F.A.S.T.) to plan instruction to identify standards that haven't met proficiency/mastery. PLC Groups will consult the curriculum maps to identify when, and if, standards will be taught again and how to modify instruction. If standards are not taught again, PLC groups will work to design remediation activities and add to the curriculum.

Person Responsible Halley Urbanak (hurbana@volusia.k12.fl.us)

3. Each quarter teachers in all subject areas will incorporate at least one reading and one writing assignment with targeted feedback. Reading materials can be pulled from the curriculum map suggested activities and readings or supplements. All teachers will utilize the BEST writing rubric to evaluate writing. Where possible the writing will be based on text sets.

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

4. Each Support Facilitator will pull SWD students (and some non- SWD students) in their classes out to a designated area to review curriculum being taught to prepare for the required ELA tests/quizzes to meet at least 70% proficiency/mastery on content being taught. This can include weekly vocabulary, preparation for writing a paragraph, taking Cornell notes, or simple highlighting strategies. The Support Facilitators will also be ensuring that all SWD students accommodations are being followed according to Federal IEP guidelines.

Person Responsible Michele Undercoffler (mmunderc@volusia.k12.fl.us)

ELA 9 & 10 teachers will be provided opportunities to learn how to best navigate the HMH resources and perfect their intervention and remediation skills by attending Professional Learning opportunities during our ERPLs throughout this school year. MTSS in ELA PL will be explored during 1 or more of our ERPLs.

Person Responsible Samantha Murray (shmurray@volusia.k12.fl.us)

Dee Stevenson utilizes Check & Connect (a comprehensive student engagement intervention) to support 9-12 grade students' who meet the definition of the McKinney-Vento Act (identified as homeless). She tracks their progress toward graduation and simultaneously addresses their academic, attendance, social-emotional and personal needs.

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

Dee Stevenson utilizes Check & Connect (a comprehensive student engagement intervention) to support 9-12 grade students' who meet the definition of the McKinney-Vento Act (identified as homeless). She tracks their progress toward graduation and simultaneously addresses their academic, attendance, social-emotional and personal needs.

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

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based off the 2021-2022 end of year assessment data, we identified Algebra and Geometry as critical need areas.

Teacher Outcomes:

Teachers will be delivering student centered lessons also focusing on Standards Based Instruction using progress monitoring data to remediate standards below proficiency and teachers will also be using MTSS (RTI/PBIS/SEL) protocol to address low student performance in analyzing data, creating interventions/ remediation and lesson planning at 100% of PLC meetings.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Coach Outcomes:

Academic Coach will be monitoring the fidelity of teachers focusing on Standards Based Instruction using MTSS (RTI/PBIS/SEL) protocol to address low student performance at 100% of PLC meetings.

Student Outcomes:

Students scores on DIAs, Unit Assessments, and VLT should increase from previous years progress monitoring data.

Student Outcomes:

We will increase our Algebra pass rate from 23% on the EOC to a pass rate of at least 48% on the F.A.S.T. Test and our Geometry pass rate from 37% on the EOC to a pass rate of at least 59% on the F.A.S.T. Test.

Academic Coach will be checking in with teachers in the Algebra 1 and Geometry PLC Meetings to ensure curriculum map pacing is maintained in all Algebra 1 and Geometry classrooms with fidelity: will be on every PLC meeting agenda.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

We will utilize the state F.A.S.T. Test and the district progress monitoring assessments to monitor progress and identify targets for remediation.

Administration will be looking for teachers to be following the Algebra 1 and Geometry Curriculum Map and the use of MTSS (RTI/PBIS/SEL) protocol to address low student performance on District and State Assessments at 100% of PLC meetings and Administrator will also be monitoring the fidelity of remaining on pace of instruction with the curriculum map through VSET classroom observations and walk-throughs.

Person responsible for monitoring outcome:

Halley Urbanak (hjurbanda@volusia.k12.fl.us)

Evidence-based Strategy:

Standards-Based Instruction has been proven to increase student achievement.

Describe the evidence-based strategy being implemented for this Area of Focus.

MTSS as compliment to Standards Based Instruction:
Based on Hattie's effect size for RTI (1.29), we will refocus our PLCs on the curriculum maps and ELA expectations checklist provided by the district curriculum team and create plans for structured remediation.

The criterion used for selecting these strategies was based upon the need for the Algebra 1 and Geometry to use prescribed interventions and remediation to their students based upon their performance on progress monitoring data and to catch any deficiencies in student math skills using MTSS.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.**

Standards-Based Instruction helps the teacher to design effective lessons with Learning Targets and allows for clarity of learning for the student

The effect size for response to intervention is high according to John Hattie's metanalysis of educational research. Using MTSS with fidelity along with Standards-Based Instruction should compound the impact on student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers in Algebra and Geometry have rotation stations using media resources (Formative, Khan Academy, Desmos) to help students retain and transfer knowledge on B.E.S.T. standards who perform below mastery level (less than 80% on specific standards).

Person Responsible Halley Urbanak (hjurbanda@volusia.k12.fl.us)

2. PLC Collaborative Action Plan: Using data (DIAs, SMTs, Historical Data, F.A.S.T.) to plan instruction to identify standards that haven't met proficiency/mastery. PLC Groups will consult the curriculum maps to identify when, and if, standards will be taught again and how to modify instruction. If standards are not taught again, PLC groups will work to design remediation activities and add to the curriculum.

Person Responsible Halley Urbanak (hjurbanda@volusia.k12.fl.us)

3. Each Support Facilitator will pull SWD students (and some non- SWD students) in their classes out to a designated area to review curriculum being taught to prepare for the required SMTs, DIAs and other tests/quizzes to meet at least 70% proficiency/mastery on content being taught. This will include concepts being chunked so the students can understand and ask questions on basic steps, functions and procedures of coming up with solutions to the mathematical problems being taught. The Support Facilitators will also be ensuring that all SWD students accommodations are being followed according to Federal IEP guidelines.

Person Responsible Michele Undercoffler (mmunderc@volusia.k12.fl.us)

Algebra 1 and Geometry teachers will be provided opportunities to learn how to perfect their intervention and remediation skills by attending Professional Learning opportunities during our ERPLs throughout this school year. MTSS in Math PL will be explored during 1 or more of our ERPLs.

Person Responsible Samantha Murray (shmurray@volusia.k12.fl.us)

Dee Stevenson utilizes Check & Connect (a comprehensive student engagement intervention) to support 9-12 grade students' who meet the definition of the McKinney-Vento Act (identified as homeless). She tracks their progress toward graduation and simultaneously addresses their academic, attendance, social-emotional and personal needs.

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

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based off the 2021-2022 end of year Climate Survey and our school data we feel that a focus on student engagement will increase student achievement for ALL students in all courses.

Due to the overall drop in student achievement in Algebra 1, Geometry and ELA 9 & 10 (10-25 points) across the 3 year period from 2018-2019, 2020-2021 and 2021-2022 Academic School Years, our school will be focusing on strategies and student support services to increase student achievement in ALL courses.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teacher Outcomes:

Teachers will be delivering student centered lessons also focusing on AVID WICOR Strategies using progress monitoring data to remediate standards below proficiency and teachers will also be using MTSS (RTI/PBIS/SEL) protocol to address low student performance in analyzing data, creating interventions/remediation and lesson planning at 100% of PLC meetings.

Coach Outcomes:

Academic Coach will be monitoring the fidelity of teachers using AVID WICOR Strategies MTSS (RTI/PBIS/SEL) protocol to address low student performance at 100% of PLC meetings.

Student Outcomes:

The measurable outcome for our school will be measured by the expected increase in our Algebra pass rate from 23% on the EOC to a pass rate of at least 48% on the F.A.S.T. Test and our Geometry pass rate from 37% on the EOC to a pass rate of at least 59% on the F.A.S.T. Test. as well as our expected increase of our 9th grade FSA ELA pass rate from 60% to a pass rate of at least 67% on the F.A.S.T. Test and our 10th grade FSA ELA pass rate from 54% to a pass rate of at least 65% on the F.A.S.T. Test.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will be looking for teachers to be using AVID WICOR Strategies by reviewing MTSS (RTI/PBIS/SEL) protocol to address low student performance on District and State Assessments at 100% of PLC meetings, VSET Walk-throughs and Announced/Unannounced Observations data will also be used to monitor the fidelity of implementation.

This Area of Focus will also be monitored by VSET classroom observations and walk-throughs. PLCs will also be observed by administration to ensure that high impact strategies such as WICOR is being incorporated into the teacher's lessons.

Person responsible for monitoring outcome:

Mark Bradham (mbradha@volusia.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being

More recently, a Gallup study which involved 128 schools and more than 110,000 students found that student engagement had a significant positive relationship with student academic achievement progress (growth) in math, reading, and all subjects combined (Reckmeyer, 2019).

implemented for this Area of Focus.

WICOR stands for Writing, Inquiry, Collaboration, Organization, and Reading. The correlation between high student engagement and improved academic outcomes has a strong research history (Dyer, 2015).

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

WICOR is a learning model that AVID can help students learn at higher levels and help teachers increase rigor in the classroom which should lead to higher student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLCs will work on designing lessons utilizing high impact instructional strategies such as the AVID WICOR strategy by collaboratively planning lessons that include WICOR. Academic Coach will work with specific teachers in coaching cycles to ensure use of WICOR with fidelity.

Person Responsible Halley Urbanak (hurbana@volusia.k12.fl.us)

AVID Site Team Members will visit all PLCs and Departments Meetings to model the WICOR strategy for increased utilization of high impact instructional strategies in all courses.

Person Responsible Susan Henderson (skhender@volusia.k12.fl.us)

All teachers will be provided opportunities to learn how to begin utilizing WICOR in their classrooms by attending Professional Learning opportunities during our ERPLs throughout this school year. Our AVID Site Team is committed to presenting PL during our ERPLs.

Person Responsible Samantha Murray (shmurray@volusia.k12.fl.us)

The SWD Consultation Team Member will visit the PLCs to collaborate with the teachers and Support Facilitators to make sure that they are working together to use student engagement strategies. The Consultation teacher will also follow up with the teachers on the implementation of the SWD Student's accommodations according to the Federal IEP Guidelines.

Person Responsible Michele Undercoffler (mmunderc@volusia.k12.fl.us)

Dee Stevenson utilizes Check & Connect (a comprehensive student engagement intervention) to support 9-12 grade students' who meet the definition of the McKinney-Vento Act (identified as homeless). She tracks their progress toward graduation and simultaneously addresses their academic, attendance, social-emotional and personal needs.

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

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

We have a multifaceted approach to building a positive school culture and environment. We are fully implementing a PBIS this year.

We work to build teacher moral by recognizing their accomplishments at faculty meetings, on Twitter and other social media platforms.

We are working to increase staff morale by implementing more teambuilding activities and staff incentives and appreciation.

We will continue to utilize our sunshine notebooks.

We will focus on onboarding activities for our new teachers to increase their connection to our campus.

Our school has a Sunshine Committee to share positive culture throughout our campus.

We Celebrate personal accomplishments of our faculty and staff as well as birthdays, weddings, anniversaries and other important personal dates.

Our school also celebrates Kindness Month every February.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Our school has implemented PBIS School-wide this year to created a more positive school culture for teachers and students and to increase student achievement as a result overseen by Mr. Shantell Adkins. We will implement a new role under Sunshine Club called the Moral Master (Krista Batten). She will help organize teambuilding activities and staff incentives. Our Sunshine Club will continue to add activities and monitor the sunshine notebooks by our Sunshine organizer, Ms. Morris.

Dr. Sparger recognizes personal accomplishments of our faculty and staff as well as birthdays, weddings, anniversaries and other important personal dates via his weekly newsletter, faculty meetings, PLCs, Department Chair Meetings and social media platforms.

Our school has a Twitter account that we utilize to post celebrations. Any person in our school may post. Ms. Murray organizes our annual Kindness Month in February.