

St. Johns County School District

Creekside High School



2015-16 School Improvement Plan

Creekside High School

100 KNIGHTS LN, Saint Johns, FL 32259

<http://www-cshs.stjohns.k12.fl.us/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	8%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	17%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Creekside High School is to provide students an opportunity to achieve academic, athletic, fine arts, and extracurricular excellence within a safe and secure learning environment. Creekside High School staff and students will strive to model and support the six pillars of Character Counts.

Provide the school's vision statement

The vision of Creekside High School is to inspire in all students a passion for lifelong learning, creating educated and caring contributors to the world.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers at Creekside are encouraged to embrace diversity in their students. Teachers are also mandated to take ESOL(English Speakers of Other Languages) classes if a students whom speaks a foreign language is in their class. These ESOL classes teach the teacher to embrace the different culture that their student's are accustomed to.

Teachers at Creekside are encouraged to build strong relationships with their students. It is understood at Creekside that it is important to reach a student's heart before a teacher can reach their mind.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students are instructed on safety procedures at the beginning of the year, and then are taken through a series of drills to ensure that in the case of real emergency every precaution will be taken. Students are also required to have their planner signed by a teacher before exiting a classroom to use the restroom or run an errand. This insures that every student is accounted for while on campus. Students are also encouraged to report any cases of bullying however minor to any teacher, dean or administrator.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students at Creekside are given a student planner at the beginning of the school year that includes all the student conduct guidelines. Students are informed at their grade orientations and grade assemblies of proper behavior at Creekside. Teachers follow these guidelines when determining disciplinary action. If there is a discipline issues, teachers will write a behavior referral. These referrals are sent to the three deans and Creekside and the behavior is dealt with appropriately and fairly.

Teachers also receive a teacher handbook at the beginning of the school year with specific protocols for behavior management.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Creekside High School has four guidance counselors that provide assistance to those students who need counseling and mentoring. These counselors have an open door policy, so any student that needs help can access this resource. Teachers are also available to assist students with mentoring and can provide guidance.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

We have extensive parental involvement at Creekside High School. We have an active PTSO and Volunteer Coordinator helping us to interact and utilize our community resources to maximize the benefits for our students.

We host an annual Running of the Knights that is open to the community at large. Further we host the annual Special Olympics.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our athletic department regularly teams with sponsors to hold events at the school. Additionally, our academies (engineering, emerging technology, environmental science, and business) regularly partner with local businesses to enhance students' learning experience. Our self-contained ESE department maintains relationships with businesses willing to provide our intellectually disabled students with the opportunity to build life and work skills.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Johnson, J. Randy	Principal
Bogart, Melinda	Assistant Principal
Gabaldon, Kirstie	Assistant Principal
Gooding, Kelly	SAC Member
Vogel, Justin	SAC Member
Kasting, Troy	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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 support facilitation

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. 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 children 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.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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 the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team met with the School Advisory Council (SAC) and Principal to 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, Relationships); facilitated the development of a systemic approach to teaching (Gradual Release, Essential questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

We use all funds for the benefit of our students. Our focus is on ensuring that all students have a safe environment, are provided with lunch and transportation as directed, and of course a superior education to meet and stretch their abilities, goals and dreams. Many programs are offered throughout the year that provide our community with additional resources, such as Photography courses offered after hours for any community participant, as well as art classes, and many more... Funds are also utilized to ensure that technology is kept current and all students have access to our available resources. Extra curricular activities are also an important part of student life and data has shown that extra curricular activities directly impact graduation rates. Therefore, we dedicate funds to ensure that all students have an outlet that they feel connected with. This includes a VERY broad range of clubs and sports, such as a multitude of National Honor Societies as well as many junior varsity and varsity sports teams. Creekside High School strives to provide not only a world class education but also a well rounded high school experience to support career and college readiness.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Justin Vogel	Teacher
Melinda Bogart	Education Support Employee
Alice Baird	Parent
Phyliss Kelley	Parent
Kimberley Brown	Parent
Lee Angela Garate	Parent
Megan Radney	Student
Raquel Kernick	Parent
Mary Dimarzo	Parent
Debra Daniels	Parent
Alesia Holliday	Parent
Leah Maltz	Parent
Charmaine Brooks	Parent
Cameron Schuablin	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Creekside exceeded all goals set in last year's SIP.

Development of this school improvement plan

SAC is responsible for ensuring that Creekside High School is improving student education and effectively teaching students so that they are ready for college and careers. We are constantly analyzing our data and looking for ways to improve.

Preparation of the school's annual budget and plan

Principal Randy Johnson is responsible for preparing the school's annual budget and will share relevant information with the SAC.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

We have a minimal amount of past funds that we allocate to projects proposed to SAC at monthly meetings as requested. Currently, there are no requests.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bogart, Melinda	Assistant Principal
Johnson, J. Randy	Principal
Godfrey, Jamie	Instructional Coach
Thurlow, Karen	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Our school-based Literacy Initiatives are to increase student's reading and test taking skills so all test scores can increase, including District Assessments, Summative Assessments, and Standardized Assessments. At the beginning of each month each teacher will be given two strategies try throughout the month. They will teach and model each requiring the students to use them throughout the month. Teachers will discuss how strategies were used and effectiveness in department meetings and with "like group" teachers in order to share ideas, challenges, and successes. These strategies will provide students with a variety of tools to dissect information, and their feedback will help teachers plan effective interventions both now and in the future. We, also, want to instill a desire to read in our students providing them with a variety of genres to choose from throughout the year and multiple opportunities to share with peers and educators.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Creekside is constantly seeking out ways for teachers to collaboratively work together. This year we are implementing a Professional Learning Community (PLC) initiative. These PLCs require teachers to positively work together to reach a common goal. These PLCs will be teacher led and will offer time for teachers to communicate with one another in small group settings. The PLC groups are specially designed so teachers of like subjects will work collaboratively to come up with effective lesson plans and instructional techniques. Time is allotted each month for these PLCs.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Creekside High School is a highly desirable place to work. With the help of the St Johns County School District we recruit only the highest caliber of certified and effective teachers who are willing to work tirelessly to provide a superior high school education and experience to our students. Our entire community is responsible for the recruitment of this type of teacher under the leadership of our Principal, Mr. Randy Johnson.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Highly skilled teachers are paired with incoming teachers to provide a full range of mentoring not just by subject area. In addition, mentees attend a monthly meeting with a new topic discussed at each meeting. Mentors meet with Mentees on a weekly basis and participate in group activities at least monthly.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Creekside teachers are required to use data to drive instruction. We use formative assessments in the classroom to collect data and assess the diverse needs of students. Instruction is modified to help students who are falling below the class and also for students who are scoring well above the class average. We do not want students to fall behind or become bored in the classroom and data collection helps to solve this problem. Other techniques that the school uses to collect data are through District Formative Assessments, Algebra Nation, FAIR testing, and through the ESE support teachers and Instructional Literacy Coaches. The results and data that are collected are then distributed to the teachers to influence instruction.

Even Further, students that fall short of proficiency levels on state assessments are remediated in the following manner:

- a. Student is provided and intensive class in Reading and/or Math.
- b. Student is provided before school 1 to 1 teacher-student tutorial.
- c. Student is provided after school tutorial with teacher and/or National Honor Society.
- d. Student is provided a summer cohort class in Algebra.
- e. Student is provided Study Island an online standards mastery and test preparation

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Creekside High School currently has more than 100 clubs that are available to students either before or after school and many on weekends as well. These programs run the gambit from academic, athletic, service oriented,...all the way to just plain fun!

Strategy Rationale

Engaged students experience higher academic achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Johnson, J. Randy, randy.johnson@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are required to apply to participate in these activities and have the requisite forms completed depending on the club or activity. Attendance is taken regularly. Data is collected at the school, local, district, state, and national levels to continually evaluate the effectiveness of programs. The data shows that we have 85% of students engaged in at least one extra curricular activity. The data also shows a 1 to 1 correlation with extra curricular participation and graduation rate.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In order to help prepare incoming freshmen, Creekside has instituted Freshmen Day (Link Crew). This day is held a few weeks before the school year begins. This is an opportunity for new freshmen to upperclassmen students, see where their classes are, and see presentations on various activities and clubs that are available to them at Creekside High School. A few other ways we help incoming freshmen transition to the next level of schooling is by having Freshmen Orientation and Academy Night.

We help support our outgoing seniors by fully preparing them academically to succeed in college, in their future careers, or the military. We also offer many academy classes to help students embark on their future careers before they even leave high school. We also have a guidance counselor dedicated to the lowest quartile of seniors to help these students succeed and graduate high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance counselors visit with grade levels to help students plan courses of study. In addition, every student is met with individually to discuss their course choices and future plans.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Creekside's career academy courses correlate strongly with math and science and relevant to students' futures with many applicable certifications.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We are incorporating common core state standards across the curriculum to prepare students for college and careers.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Creekside High School offers the ASVAB Career Exploration Program to give students an opportunity to explore a variety of careers using knowledge they have gained about their interests and skills through assessment components and structured activities. This program is designed to help students evaluate their current academic preparation for admission into a postsecondary program of study and to learn about various educational opportunities.

CHS has also increased the number students enrolled in Advanced Placement (AP) classes. 52% of our students take at least one Advanced Placement class. We have become a School of Choice with 28 curriculum offerings in Advanced Placement courses and 6 curriculum offerings in Dual Enrollment. Our AP pass rate is 72%. Many of our students are able to be exempt from certain college courses such as English Comp I and II because they have received credit in AP Language and Composition and AP Literature and Composition.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Creekside will focus on improving our writing scores from 79% proficient to 81% proficient.
- G2.** Creekside will focus on improving our percent proficient among the lowest quartile in reading from 73% to 75% proficiency.
- G3.** Creekside will improve student average daily attendance from 90% to 95%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Creekside will focus on improving our writing scores from 79% proficient to 81% proficient. 1a

G068954

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	81.0
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal 2

- We have an Instructional Literacy Coach dedicated to working with struggling students and supporting teachers of all subjects. We have also adopted and implemented the Common Core State Standards which requires writing in all subject areas.

Targeted Barriers to Achieving the Goal 3

- Florida Standards Assessments are new to the school. Teachers worry about incorporating writing into lesson plans already established and proven to be successful. Feedback to students may not be useful if teachers do not provide opportunities for the writing process to take place and evaluate the work accordingly.

Plan to Monitor Progress Toward G1. 8

Creekside will monitor our progress toward increasing our FCAT Writing scores.

Person Responsible

Melinda Bogart

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Evidence will be in the form of classwork by students, presentations at faculty meetings, and state-wide writing assessment.

G2. Creekside will focus on improving our percent proficient among the lowest quartile in reading from 73% to 75% proficiency. 1a

G068955

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- Creekside has an Instructional Literacy Coach.
- Intensive reading classes are limited in size and supported by the Instructional Literacy Coach, who has the time and resources to support teachers and learners.

Targeted Barriers to Achieving the Goal 3

- The Florida Standards Assessment is new this year and reading teachers are only beginning to become acquainted with it.

Plan to Monitor Progress Toward G2. 8

Data from FAIR testing and DFAs will be compared to the same point last year.

Person Responsible

Melinda Bogart

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Progress monitoring and DFAs in PerformancePlus.

G3. Creekside will improve student average daily attendance from 90% to 95%. 1a

G068956

Targets Supported 1b

Indicator	Annual Target
	95.0

Resources Available to Support the Goal 2

- Our resources for attendance are our three deans, attendance clerk, and administration. This year we have one dean dedicated to attendance monitoring. Her job includes analyzing attendance reports each week and contacting students directly to insure that they are attending school regularly.

Targeted Barriers to Achieving the Goal 3

- One barrier to attendance data gathering is making sure that each teacher is properly taking attendance each day. Another barrier to monitoring attendance is when the computer systems go down and attendance history is not available. Also, Seniors tend to lack motivation to attend school and in the past have not had severe consequences.

Plan to Monitor Progress Toward G3. 8

Data collected will be displayed in quarterly graphs and charts to determine effectiveness.

Person Responsible

Troy Kasting

Schedule

On 5/27/2016

Evidence of Completion

Data will be collected and compiled into graphs and charts to monitor attendance growth. Each quarter these graphs should indicate an increase in attendance.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Creekside will focus on improving our writing scores from 79% proficient to 81% proficient. **1**

 G068954

G1.B1 Florida Standards Assessments are new to the school. Teachers worry about incorporating writing into lesson plans already established and proven to be successful. Feedback to students may not be useful if teachers do not provide opportunities for the writing process to take place and evaluate the work accordingly. **2**

 B179240

G1.B1.S1 Professional Learning Communities (PLCs) have been established early to provide teachers with time to work within their like subject areas on Florida Standards Assessments. This will allow the school to be aligned by subject area and streamline the process for consistency at CHS. **4**

 S190579

Strategy Rationale

Teacher collaboration is vital for student success and achievement.

Action Step 1 **5**

PLCs have already been established for every faculty and staff member to help implement Florida Standards Assessments (FSA).

Person Responsible

Melinda Bogart

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

PLCs will be documented via online form by both PLC members and leaders. Actions to be taken and measurable steps toward achievement are the responsibility of members and leaders, and evidence will be provided to administrators/evaluators when requested.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PLCs for Common Core State Standards will be monitored.

Person Responsible

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC forms will be completed by each PLC Leader and sent to administrators electronically. In addition, informal and formal observations will focus on whether or not PLC action steps are being implemented by teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Florida Standards Assessment and writing across the curriculum needs to be monitored for effectiveness in conjunction with PLCs to help teachers streamline this added dimension into already established pacing guides.

Person Responsible

Melinda Bogart


Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Evidence will be available throughout the year via informal and formal observations, student work, district and school assessments, as well as the FSA writing scores.

G1.B1.S2 Teachers can be shown how to incorporate writing into a lesson without overwhelming both teachers and students with a major, time consuming project. This could be done at a faculty meeting with specific examples and grading rubrics already prepared for teachers to use thus streamlining the process so it is more easily incorporated into the already established pacing of each course. 4

 S190580

Strategy Rationale

Student feedback is a High Yield strategy that assists student achievement.

Action Step 1 5

Implement a shared rubric for writing assignments across curriculum.

Person Responsible

Kirstie Gabaldon

Schedule

On 5/27/2016

Evidence of Completion

A shared writing rubric has been developed and new teachers will be trained on its implementation at the first faculty meeting.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Assignments graded using the shared rubric are entered into eSchool and the data is evaluated by school administration and shared with faculty.

Person Responsible

Kirstie Gabaldon

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Writing Across the Curriculum (WAC) scores, using the shared rubric, will be shared with faculty.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Writing Across the Curriculum (WAC) scores will be compared with previous WAC assignments.

Person Responsible

Kirstie Gabaldon


Schedule

Quarterly, from 8/10/2015 to 5/27/2016


Evidence of Completion

Data will be shared graphically with teachers at the faculty meeting following each WAC assignment.

G2. Creekside will focus on improving our percent proficient among the lowest quartile in reading from 73% to 75% proficiency. 1

 G068955

G2.B1 The Florida Standards Assessment is new this year and reading teachers are only beginning to become acquainted with it. 2

 B179241

G2.B1.S1 The District has organized revised curriculum maps and pacing guides to attempt to correlate and align instruction with the new Florida Standards Assessment. 4

 S190581

Strategy Rationale

Although similar to CCSS, the new standards must be digested by reading teachers so they can confidently instruct students.

Action Step 1 5

Revise curriculum maps and pacing guides at the district level to correlate and align with Florida Standards Assessment.

Person Responsible

Melinda Bogart

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

District leaders have sign in sheets for all inservice participants as well as any new curriculum maps and pacing guides in existence that we are all using. Our ILC and AP will liaison between the district and teachers in the classroom.

Action Step 2 5

Purchased Part-time Reading Teacher

Person Responsible

Melinda Bogart

Schedule

On 5/27/2016

Evidence of Completion

Person hired

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor the implementation of the new FSAs.

Person Responsible

Melinda Bogart

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Observation forms completed by the school leadership team as well as student work and teacher assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor the effectiveness of CHS improving our lowest 30% in reading gains.

Person Responsible

Melinda Bogart


Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Evidence of the on-going monitoring will be through PLCs facilitated by our Instructional Literacy Coach as well as observations by the school leadership team and student work. The final evidence will be our FSA pass rate as determined by the state.

G2.B1.S2 The Instructional Literacy Coach, along with an Assistant Principal, take the leadership role in familiarizing intensive reading teachers with the new standards. 4

 S190582

Strategy Rationale

The standards are new, although similar to CCSS. Nevertheless, teacher familiarity is key.

Action Step 1 5

Our ILC, with support from an AP, will regularly interact with Intensive Reading teachers and 9th and 10th grade Language Arts teachers.

Person Responsible

Melinda Bogart

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Our ILC and AP will liaison between the district and teachers in the classroom. Quarterly District Formative Assessments and progress monitoring results drive instruction.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The ILC will meet with appropriate Language Arts teachers and Intensive Reading teachers to monitor FAIR testing data and quarterly District Formative Assessments.

Person Responsible

Melinda Bogart

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data from FAIR testing and data from PerformancePlus will be evaluated.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Data from progress monitoring and quarterly District Formative Assessments will be compared each time data is collected.

Person Responsible

Melinda Bogart

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data is available to APs and ILC via PerformancePlus.

G3. Creekside will improve student average daily attendance from 90% to 95%. 1

G068956

G3.B1 One barrier to attendance data gathering is making sure that each teacher is properly taking attendance each day. Another barrier to monitoring attendance is when the computer systems go down and attendance history is not available. Also, Seniors tend to lack motivation to attend school and in the past have not had severe consequences. 2

B179242

G3.B1.S1 This year, teachers are encouraged to take attendance in eSchool at the beginning of each class period, rather than at the end of the day. Additionally, a reminder email is automatically generated to remind teachers to input attendance data if not completed timely. This will insure that attendance data is accurate. With our new attendance system and new IT Specialist, the previous glitches with attendance should be ironed out. Seniors and other students who lack motivation to attend school will be directly contacted by Dean Bundshuh, our new attendance dean, and disciplined accordingly. 4

S190583

Strategy Rationale

Action Step 1 5

Students will be held accountable for attendance daily.

Person Responsible

Troy Kasting

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Dean Bundshuh will run attendance data reports every Monday. She will collect this data and then deal accordingly with the students who are missing class. These reports will be compared each week to last year's data. Assistant Principal Troy Kasting will be involved in delivering corrective measures to students with significantly low attendance.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Attendance will be monitored on a weekly basis by the deans and Assistant Principal Troy Kasting.

Person Responsible

Troy Kasting

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

After teachers enter attendance per class period, this information will be stored in eSchool Plus. Every Monday a report will be run by Dean Bundshuh. She will then use this data to contact students and then deal out disciplinary penalties accordingly.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Every Monday attendance reports will be taken and then compared to one another.

Person Responsible

Troy Kasting

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

These reports will be compared to previous weeks. If the reports show that attendance has increased compared to last year, then we will know that this system is successful. If not, the data will be analyzed and a new strategy will be employed.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	PLCs have already been established for every faculty and staff member to help implement Florida Standards Assessments (FSA).	Bogart, Melinda	8/10/2015	PLCs will be documented via online form by both PLC members and leaders. Actions to be taken and measurable steps toward achievement are the responsibility of members and leaders, and evidence will be provided to administrators/evaluators when requested.	5/26/2016 monthly
G1.B1.S2.A1	Implement a shared rubric for writing assignments across curriculum.	Gabalton, Kirstie	8/10/2015	A shared writing rubric has been developed and new teachers will be trained on its implementation at the first faculty meeting.	5/27/2016 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Revise curriculum maps and pacing guides at the district level to correlate and align with Florida Standards Assessment.	Bogart, Melinda	8/10/2015	District leaders have sign in sheets for all inservice participants as well as any new curriculum maps and pacing guides in existence that we are all using. Our ILC and AP will liaison between the district and teachers in the classroom.	5/27/2016 quarterly
G2.B1.S2.A1	Our ILC, with support from an AP, will regularly interact with Intensive Reading teachers and 9th and 10th grade Language Arts teachers.	Bogart, Melinda	8/10/2015	Our ILC and AP will liaison between the district and teachers in the classroom. Quarterly District Formative Assessments and progress monitoring results drive instruction.	5/27/2016 weekly
G3.B1.S1.A1	Students will be held accountable for attendance daily.	Kasting, Troy	8/10/2015	Dean Bundshuh will run attendance data reports every Monday. She will collect this data and then deal accordingly with the students who are missing class. These reports will be compared each week to last year's data. Assistant Principal Troy Kasting will be involved in delivering corrective measures to students with significantly low attendance.	5/27/2016 weekly
G2.B1.S1.A2	Purchased Part-time Reading Teacher	Bogart, Melinda	8/10/2015	Person hired	5/27/2016 one-time
G1.MA1	Creekside will monitor our progress toward increasing our FCAT Writing scores.	Bogart, Melinda	8/10/2015	Evidence will be in the form of classwork by students, presentations at faculty meetings, and state-wide writing assessment.	5/27/2016 quarterly
G1.B1.S1.MA1	Florida Standards Assessment and writing across the curriculum needs to be monitored for effectiveness in conjunction with PLCs to help teachers streamline this added dimension into already established pacing guides.	Bogart, Melinda	8/10/2015	Evidence will be available throughout the year via informal and formal observations, student work, district and school assessments, as well as the FSA writing scores.	5/27/2016 monthly
G1.B1.S1.MA1	PLCs for Common Core State Standards will be monitored.		8/10/2015	PLC forms will be completed by each PLC Leader and sent to administrators electronically. In addition, informal and formal observations will focus on whether or not PLC action steps are being implemented by teachers.	5/27/2016 monthly
G1.B1.S2.MA1	Writing Across the Curriculum (WAC) scores will be compared with previous WAC assignments.	Gabalton, Kirstie	8/10/2015	Data will be shared graphically with teachers at the faculty meeting following each WAC assignment.	5/27/2016 quarterly
G1.B1.S2.MA1	Assignments graded using the shared rubric are entered into eSchool and the data is evaluated by school administration and shared with faculty.	Gabalton, Kirstie	8/10/2015	Writing Across the Curriculum (WAC) scores, using the shared rubric, will be shared with faculty.	5/27/2016 quarterly
G2.MA1	Data from FAIR testing and DFAs will be compared to the same point last year.	Bogart, Melinda	8/10/2015	Progress monitoring and DFAs in PerformancePlus.	5/27/2016 quarterly
G2.B1.S1.MA1	Monitor the effectiveness of CHS improving our lowest 30% in reading gains.	Bogart, Melinda	8/10/2015	Evidence of the on-going monitoring will be through PLCs facilitated by our Instructional Literacy Coach as well as observations by the school leadership team and student work. The final evidence will be our FSA pass rate as determined by the state.	5/27/2016 quarterly
G2.B1.S1.MA1	Monitor the implementation of the new FSAs.	Bogart, Melinda	8/10/2015	Observation forms completed by the school leadership team as well as student work and teacher assessments.	5/27/2016 monthly
G2.B1.S2.MA1	Data from progress monitoring and quarterly District Formative Assessments will be compared each time data is collected.	Bogart, Melinda	8/10/2015	Data is available to APs and ILC via PerformancePlus.	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	The ILC will meet with appropriate Language Arts teachers and Intensive Reading teachers to monitor FAIR testing data and quarterly District Formative Assessments.	Bogart, Melinda	8/10/2015	Data from FAIR testing and data from PerformancePlus will be evaluated.	5/27/2016 quarterly
G3.MA1	Data collected will be displayed in quarterly graphs and charts to determine effectiveness.	Kasting, Troy	8/10/2015	Data will be collected and compiled into graphs and charts to monitor attendance growth. Each quarter these graphs should indicate an increase in attendance.	5/27/2016 one-time
G3.B1.S1.MA1	Every Monday attendance reports will be taken and then compared to one another.	Kasting, Troy	8/10/2015	These reports will be compared to previous weeks. If the reports show that attendance has increased compared to last year, then we will know that this system is successful. If not, the data will be analyzed and a new strategy will be employed.	5/27/2016 weekly
G3.B1.S1.MA1	Attendance will be monitored on a weekly basis by the deans and Assistant Principal Troy Kasting.	Kasting, Troy	8/10/2015	After teachers enter attendance per class period, this information will be stored in eSchool Plus. Every Monday a report will be run by Dean Bundshuh. She will then use this data to contact students and then deal out disciplinary penalties accordingly.	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Creekside will focus on improving our writing scores from 79% proficient to 81% proficient.

G1.B1 Florida Standards Assessments are new to the school. Teachers worry about incorporating writing into lesson plans already established and proven to be successful. Feedback to students may not be useful if teachers do not provide opportunities for the writing process to take place and evaluate the work accordingly.

G1.B1.S1 Professional Learning Communities (PLCs) have been established early to provide teachers with time to work within their like subject areas on Florida Standards Assessments. This will allow the school to be aligned by subject area and streamline the process for consistency at CHS.

PD Opportunity 1

PLCs have already been established for every faculty and staff member to help implement Florida Standards Assessments (FSA).

Facilitator

A small group of teachers, with support from Randy Johnson, principal, developed the reporting system and communicated PLC guidelines to faculty.

Participants

All faculty and staff are required to participate in at least one PLC that is continuous.

Schedule

Monthly, from 8/10/2015 to 5/26/2016

G2. Creekside will focus on improving our percent proficient among the lowest quartile in reading from 73% to 75% proficiency.

G2.B1 The Florida Standards Assessment is new this year and reading teachers are only beginning to become acquainted with it.

G2.B1.S1 The District has organized revised curriculum maps and pacing guides to attempt to correlate and align instruction with the new Florida Standards Assessment.

PD Opportunity 1

Revise curriculum maps and pacing guides at the district level to correlate and align with Florida Standards Assessment.

Facilitator

District level

Participants

Intensive Reading teachers, 9th and 10th grade Language Arts teachers.

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	PLCs have already been established for every faculty and staff member to help implement Florida Standards Assessments (FSA).				\$0.00
2	G1.B1.S2.A1	Implement a shared rubric for writing assignments across curriculum.				\$0.00
3	G2.B1.S1.A1	Revise curriculum maps and pacing guides at the district level to correlate and align with Florida Standards Assessment.				\$0.00
4	G2.B1.S1.A2	Purchased Part-time Reading Teacher				\$14,336.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$14,336.00
			<i>Notes: Student At Risk Funds</i>			
5	G2.B1.S2.A1	Our ILC, with support from an AP, will regularly interact with Intensive Reading teachers and 9th and 10th grade Language Arts teachers.				\$0.00
6	G3.B1.S1.A1	Students will be held accountable for attendance daily.				\$0.00
					Total:	\$14,336.00