2013-2014 SCHOOL IMPROVEMENT PLAN

Creekside High School
100 KNIGHTS LN
Saint Johns, FL 32259
904-547-7300
http://www-cshs.stjohns.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	7%

Alternative/ESE Center	Charter School	Minority Rate
No	No	19%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Creekside High School

Principal
Randy Johnson

School Advisory Council chair
Aileen Fusinaz

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kirsty Gabaldon	Assistant Principal
Melinda Bogart	Assistant Principal
Troy Kasting	Assistant Principal
Butch Helmly	Dean
John Highsmith	Dean
Angela Helnsley	Career Specialist
Karent Thurlow	Instructional Literacy Coach
Trevor Abbs	Registrar

District-Level Information

District
St. Johns

Superintendent
Dr. Joseph G Joyner

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Aileen Fusinaz - SAC Chair
Justin Vogel - SAC Co-Chair
Colleen Murphy - SAC Secretary
We also have 1 SAC member representing each department. Our membership is comprised of 51% non school board members.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC team will meet monthly to address school issues as well as teacher and parent concerns with an emphasis on continued improvement and effective community communication.

Projected use of school improvement funds, including the amount allocated to each project

There is not a recurring budget funds for SAC. However, we have a minimal amount past funds that we allocate to projects proposed to SAC at monthly meetings as requested. Currently, there are no requests.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Randy Johnson		
Principal	Years as Administrator: 22	Years at Current School: 5

Credentials	Masters Degree in Ed. Leadership; Principal Certificate
Performance Record	Principal: 10 As, 2 Bs

Melinda Bogart		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	BA English / Secondary Education; M.ed Educational Leadership Certifications: English (6-12); Educational Leadership (all grades); ESOL Endorsement, Reading Endorsement	
Performance Record	SJCSD English teacher - 11 years; Instructional/Literacy Coach- 5.5 years, Assistant Principal- 8 months; I also coordinate and facilitate SJCSD professional development in ESOL and Reading for the district; I am the SJCSD PARCC representative for the Florida Educator Leader Cadre	

Kirsty Gabaldon		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	Masters Degree in Ed. Leadership	
Performance Record	Assistant Principal: 2 As	

Troy Kasting		
Asst Principal	Years as Administrator: 6	Years at Current School: 0
Credentials	Masters Degree	
Performance Record	6 years as an administrator. Was a high school administrator in Georgia, SJCSD coordinator at the district office, current assistant principal at CHS	

Instructional Coaches

# of instructional coaches
2
 # receiving effective rating or higher
(not entered because basis is < 10)
Instructional Coach Information:

Karen Thurlow		
Full-time / School-based	Years as Coach: 5	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	BA in SLD, EH, Reading Endorsement on-going	
Performance Record	Last 4 years - A	

Helen Crawford-Connolly		
Full-time / District-based	Years as Coach:	Years at Current School: 0
Areas	Mathematics	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

87

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

94%

 # certified in-field

83, 95%

 # ESOL endorsed

13, 15%

 # reading endorsed

5, 6%

 # with advanced degrees

36, 41%

 # National Board Certified

3, 3%

 # first-year teachers

8, 9%

 # with 1-5 years of experience

23, 26%

 # with 6-14 years of experience

39, 45%

 # with 15 or more years of experience

17, 20%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RtI 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Discovery Education, FAIR, Florida Comprehensive Assessment Test (FCAT), Study Island, and Progress monitoring PMRN, District formative assessments, class grades and discipline data in eSchoolPlus.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Discovery Education, Study Island, District formative assessments, class grades and discipline data in eSchoolPlus.

End of the Year: FAIR, FCAT, EOC, Discipline data in eSchoolPlus

Frequency of Data Days: twice a month for data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Our school leadership team is responsible for implementation and monitoring this strategy. Faculty and staff also play a vital role as coaches, supervisors, tutors, and mentors.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Karen Thurlow	Instructional Leader Coach
Helen Crawford-Connelly	Math Coach
Judy O'Brien	Reading
Shannon Dew	Media Specialist
Frances Wood	Language Arts

Name	Title
Angela Fusco	Guidance
Karen Pappas	Math
Ann Rush	Science
Nicole Bak	Fine Arts
Linda Gillespie	World Language
Megan Bowers	Physical Education
Aletha Dresback	Social Studies
Kirstie Gabaldon	Assistant Principal
Melinda Bogart	Assistant Principal

How the school-based LLT functions

Our school-based Literacy Team will meet monthly to discuss and implement strategies across all domains. We will utilize FCAT, FAIR, Study Island, and Discovery Education Data as well as observed data from classroom visits to implement teaching tools to meet the unique needs of all students. Trainings will be provided to all teachers on how to access data and use the teaching tools to their student's advantage.

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Creekside High School has implemented the Common Core State Standards. Literacy standards for grade 9 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. In addition, even math teachers are expected to teach reading and writing in math in addition to the Math Common Core State Standards.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	81%	Yes	81%
American Indian				
Asian	96%	67%	No	96%
Black/African American	66%	62%	No	69%
Hispanic	79%	73%	No	81%
White	80%	84%	Yes	82%
English language learners				
Students with disabilities	50%	48%	No	55%
Economically disadvantaged	73%	68%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	238	27%	29%
Students scoring at or above Achievement Level 4	477	55%	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	568	72%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	97	68%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		77%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		52%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		77%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		84%	86%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	286	68%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	91%	Yes	81%
American Indian				
Asian				
Black/African American	79%	88%	Yes	81%
Hispanic	76%	86%	Yes	78%
White	78%	92%	Yes	80%
English language learners				
Students with disabilities	66%	64%	No	69%
Economically disadvantaged	70%	87%	Yes	73%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		44%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		66%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	448	81%	83%
Students in lowest 25% making learning gains (EOC)	54	65%	67%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		69%	71%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	133	55%	57%
Students scoring at or above Achievement Level 4	57	23%	25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	31%	31%
Students scoring at or above Achievement Level 4	228	60%	61%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		70%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	29%	31%
Students scoring at or above Achievement Level 4	260	63%	65%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		12
Participation in STEM-related experiences provided for students	1000	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	1000	60%	70%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		99%	99%
Students taking one or more advanced placement exams for STEM-related courses	500	100%	100%
CTE-STEM program concentrators	225		275
Students taking CTE-STEM industry certification exams	303	40%	50%
Passing rate (%) for students who take CTE-STEM industry certification exams		98%	99%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	720	42%	45%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	272	38%	40%
Completion rate (%) for CTE students enrolled in *accelerated* courses		97%	98%
Students taking CTE industry certification exams	303	40%	50%
Passing rate (%) for students who take CTE industry certification exams		98%	99%
CTE program concentrators	225	100%	100%
CTE teachers holding appropriate industry certifications	2	50%	75%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	471	25%	24%
Students in ninth grade with one or more absences within the first 20 days	17	1%	1%
Students in ninth grade who fail two or more courses in any subject	121	6%	5%
Students with grade point average less than 2.0	123	7%	6%
Students who fail to progress on-time to tenth grade	6	1%	0%
Students who receive two or more behavior referrals	225	12%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	101	5%	4%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	5	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	364	92%	94%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	17	74%	76%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	291	95%	97%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Involvement increase by 2%	9999	90%	92%

Area 10: Additional Targets

Additional targets for the school

Creekside will continue to participate and require that all students are active in Character Counts. Creekside has our own school code of honor: "The Knight's Code of Honor" that all students are expected to abide by at all times. Our Knight's Code of Honor supports and strengthens "CHARACTER COUNTS". In addition, one way that we acknowledge students for Character Counts at CHS is that we have the random acts of kindness that faculty and staff use throughout the year with shout outs from Administration and on our new network.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% Participation in Character Counts	1776	100%	100%

Goals Summary

G1. Creekside will focus on improving our FCAT Writing scores.

G2. Creekside will focus on improving our lowest 30% in math.

G3. Creekside will increase our use of technology to improve our lowest 30% Algebra I EOC scores.

Goals Detail

G1. Creekside will focus on improving our FCAT Writing scores.

Targets Supported

- Writing

Resources Available to Support the Goal

- We have an Instructional Literacy Coach who is fabulous. We have also adopted and implemented the Common Core State Standards which requires writing in all subject areas. In the final year of FCAT Writes we are instructing our students to write for FCAT level 6.

Targeted Barriers to Achieving the Goal

- Common Core is new to the school. Teachers worry about incorporating writing into lesson plans already established and proven to be successful. Not all teachers are certain how to evaluate and grade writing. 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 the Goal

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

Person or Persons Responsible

The Leadership Team will be responsible for monitoring this progress.

Target Dates or Schedule:

Progress monitoring will be ongoing throughout the year through observations, district formative assessments, class/teacher assessments as well as student work.

Evidence of Completion:

Evidence will be in the form of classwork by students, presentations at faculty meetings, and of course our FCAT Writes scores.

G2. Creekside will focus on improving our lowest 30% in math.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Creekside has a new position of an Instructional Math Coach.

- Intensive math classes are limited in size and assigned to the Instructional Math Coach who has extra planning periods in order to collaborate and assist all the Algebra I teachers to help prepare for the EOC.

Targeted Barriers to Achieving the Goal

- The new Common Core State Standards are being implemented across the District but the EOC is still testing based on the NGSSS for this one last year. Teachers are worried about District Formative Assessments aligned to CCSS and the EOC which is aligned to CCSS.

Plan to Monitor Progress Toward the Goal

Determine how progress toward increasing the lowest 30% of our Algebra I EOC scores will be monitored.

Person or Persons Responsible

The school leadership team

Target Dates or Schedule:

On-going throughout the year based on observations, student work and PLC data, and of course our EOC scores.

Evidence of Completion:

Algebra I EOC pass rate, student work and progress monitoring.

G3. Creekside will increase our use of technology to improve our lowest 30% Algebra I EOC scores.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Our resources are Study Island an online program that each student and teacher can access. Think through math is another program the school will use to be very prescriptive for students who are struggling.

Targeted Barriers to Achieving the Goal

- It is time consuming to set up all the classes for these programs that may take away from other planning time that teachers have. There is a learning curve for utilizing these software packages for both teachers and students.

Plan to Monitor Progress Toward the Goal

Monitoring the use of Study Island and think through math to ensure effectiveness of these tools towards increasing our lowest 30% of Algebra I students

Person or Persons Responsible
Instructional Math Coach and Algebra I teachers.

Target Dates or Schedule:
During PLCs, and ongoing as students utilize these programs

Evidence of Completion:
Documentation is available through the programs. Students should see improved test scores from teachers and at the district level, and Algebra I EOC scores should increase.

Action Plan for Improvement

Problem Solving Key

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

G1. Creekside will focus on improving our FCAT Writing scores.

G1.B1 Common Core is new to the school. Teachers worry about incorporating writing into lesson plans already established and proven to be successful. Not all teachers are certain how to evaluate and grade writing. 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 Common Core State Standards (CCSS). This will allow the school to be aligned by subject area and streamline the process for consistency at CHS.

Action Step 1

PLCs have already been established for every faculty and staff member to help implement Common COre State Standards.

Person or Persons Responsible

Assistant Principal Kirsty Gabaldon is in charge of PLCs and ensuring fidelity with the PLC process. Department Chairs have established who will participate in which PLC and when and have reported the to Mrs. Gabaldon.

Target Dates or Schedule

PLCs will occur the 1st and 4th Wednesday of each month from 7:45 AM to 9:15 AM.

Evidence of Completion

Evidence will be provided to Kirsty Gabaldon by each PLC leader in the form of completed PLC forms which specify what was discussed, actions to be taken and measurable steps toward achievement.

Facilitator:

Kirsty Gabaldon, Vice Principal is overseeing all the PLC leaders for Creekside's various PLCs

Participants:

All faculty and staff are required to participate in at least two PLCs per month.

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

PLCs for Common Core State Standards will be monitored.

Person or Persons Responsible

Kirsty Gabaldon, Assistant Principal

Target Dates or Schedule

Each PLC will meet the 1st and 4th Wednesday of each month.

Evidence of Completion

PLC forms will be completed by each PLC Leader and sent to Ms. Gabaldon. 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 G1.B1.S1

Common Core State Standards 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 or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monitoring for effectiveness will occur at MANY levels through informal and formal observations, student work, district formative assessments, and of course our FCAT Writes scores.

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 FCAT Writes scores.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Creekside will focus on improving our lowest 30% in math.

G2.B1 The new Common Core State Standards are being implemented across the District but the EOC is still testing based on the NGSSS for this one last year. Teachers are worried about District Formative Assessments aligned to CCSS and the EOC which is aligned to CCSS.

G2.B1.S1 The District has organized revised curriculum maps and pacing guides to attempt to correlate and align the NGSS with the CCSS for us to use this year only.

Action Step 1

Revise curriculum maps and pacing guides at the district level to correlate and align NGSSS with the new CCSS.

Person or Persons Responsible

Kim Wuelner, District Math Curriculum Leader for 6-9 Mathematics.

Target Dates or Schedule

This process started in June 2013 and has been on-going throughout the summer and on inservice days through the school year. In addition, as teachers utilize these curriculum maps and pacing guides, suggestions are sent to Kim Wuellner for consideration as we move forward.

Evidence of Completion

Kim Wuellner has sign in sheets for all inservice participants as well as the new curriculum maps and pacing guides in existence that we are all using.

Facilitator:

Kim Wuellner

Participants:

Math Teachers for Algebra I classes throughout the district.

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

Monitor the implementation of the new CCSS for Algebra I and ensure that it is aligned with NGSSS for EOC scores.

Person or Persons Responsible

The CHS School Leadership Team, with a focus on the Instructional Math Coach.

Target Dates or Schedule

Throughout the year via informal and formal observations by the school leadership team, PLC interaction and student work.

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the effectiveness of CHS improving our lowest 30% in math test scores.

Person or Persons Responsible

The school leadership team.

Target Dates or Schedule

The monitoring will be on-going throughout the year.

Evidence of Completion

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

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Creekside will increase our use of technology to improve our lowest 30% Algebra I EOC scores.

G3.B1 It is time consuming to set up all the classes for these programs that may take away from other planning time that teachers have. There is a learning curve for utilizing these software packages for both teachers and students.

G3.B1.S1 Creekside has a new position of an Instructional Math Coach. Ms. Crawford-Connelly has taken the lead for utilizing and setting up think through math for use with the intensive math classes. We recently had inservice opportunities for training on Study Island, so teachers had an opportunity to get hands on help learning this program.

Action Step 1

Utilize think through math for lowest 30% of our Algebra I students.

Person or Persons Responsible

Instructional Math Coach, Ms. Crawford-Connelly

Target Dates or Schedule

During the intensive math classes.

Evidence of Completion

Students will have specific assignments and lessons that can be viewed in the think through math program. In addition, Ms. Crawford-Connelly will be tracking student progress.

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

Utilize Study Island and Think through math programs.

Person or Persons Responsible

Algebra I EOC teachers.

Target Dates or Schedule

During class and as at home assignments.

Evidence of Completion

Both programs can document when students logged on and how much progress they made on the assignments. The instructional math coach will be following up with teachers to ensure usage.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor Study Island usage and think through usage to ensure that these tools are helping the lowest 30% of our Algebra I EOC students.

Person or Persons Responsible

Instructional Math Coach - Ms. Crawford -Connelly, and Algebra I teachers.

Target Dates or Schedule

During planning time and PLCs

Evidence of Completion

Documentation is available through the software programs as well as student performance on district assessments and EOC performance.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 superb education but also a well rounded high school experience to support career and college readiness.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Creekside will focus on improving our FCAT Writing scores.

G1.B1 Common Core is new to the school. Teachers worry about incorporating writing into lesson plans already established and proven to be successful. Not all teachers are certain how to evaluate and grade writing. 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 Common Core State Standards (CCSS). 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 Common COre State Standards.

Facilitator

Kirsty Gabaldon, Vice Principal is overseeing all the PLC leaders for Creekside's various PLCs

Participants

All faculty and staff are required to participate in at least two PLCs per month.

Target Dates or Schedule

PLCs will occur the 1st and 4th Wednesday of each month from 7:45 AM to 9:15 AM.

Evidence of Completion

Evidence will be provided to Kirsty Gabaldon by each PLC leader in the form of completed PLC forms which specify what was discussed, actions to be taken and measurable steps toward achievement.

G2. Creekside will focus on improving our lowest 30% in math.

G2.B1 The new Common Core State Standards are being implemented across the District but the EOC is still testing based on the NGSSS for this one last year. Teachers are worried about District Formative Assessments aligned to CCSS and the EOC which is aligned to CCSS.

G2.B1.S1 The District has organized revised curriculum maps and pacing guides to attempt to correlate and align the NGSS with the CCSS for us to use this year only.

PD Opportunity 1

Revise curriculum maps and pacing guides at the district level to correlate and align NGSSS with the new CCSS.

Facilitator

Kim Wuellner

Participants

Math Teachers for Algebra I classes throughout the district.

Target Dates or Schedule

This process started in June 2013 and has been on-going throughout the summer and on inservice days through the school year. In addition, as teachers utilize these curriculum maps and pacing guides, suggestions are sent to Kim Wuellner for consideration as we move forward.

Evidence of Completion

Kim Wuellner has sign in sheets for all inservice participants as well as the new curriculum maps and pacing guides in existence that we are all using.

Appendix 2: Budget to Support School Improvement Goals