Creekside High School

2016-17 Schoolwide Improvement Plan

Creekside High School

100 KNIGHTS LN, Saint Johns, FL 32259

http://www-chs.stjohns.k12.fl.us/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	8%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

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 9/29/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Creekside High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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 who speaks a foreign language is in their class. These ESOL classes teach the teacher to embrace the different culture that their students 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.

b. 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 ensures 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.

c. 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 issue, teachers will write a behavior referral. These referrals are sent to the three deans at 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.

d. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. 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. We also host the annual Special Olympics.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Johnson, J. Randy	Principal
Kasting, Troy	Assistant Principal
Bozeman, Kristin	Assistant Principal
Carnall, Linda	Assistant Principal
Stefanides, Deb	Instructional Coach

b. Duties

1. 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.

2. 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 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Colleen Murphy	Teacher
Alice Baird	Parent
Phyliss Kelley	Parent
Kimberley Brown	Parent
Lee Angela Garate	Parent
Raquel Kernick	Parent
Mary Dimarzo	Parent
Debra Daniels	Parent
Alesia Holliday	Parent
Leah Maltz	Parent
Charmaine Brooks	Parent
Cameron Schuablin	Student
Amy Cocchiola	Education Support Employee
Randy Johnson	Principal
Kristin Bozeman	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC reviews the annual needs assessment survey and school data to evaluate the effectiveness of the prior year plan.

b. 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, which guides the development of the annual school improvement plan.

c. 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.

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

Funds were spent on technology hardware to promote parent communication (electronic message board) and to allow teachers to travel at professional conferences in their respective subject areas both as learners and as presenters.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Stefanides, Deb	Instructional Coach
Johnson, J. Randy	Principal
Bozeman, Kristin	Assistant Principal
Hodges, Matt	Instructional Coach
Kasting, Troy	Assistant Principal
Carnall, Linda	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. School-wide our teachers participate in WAC (Writing Across the Curriculum) common writing activities and formative assessments to promote text-based writing school-wide. A team of teachers provides professional development monthly on high-yield instructional strategies, including the integration of literacy, and teachers have the opportunity to observe teachers implementing these strategies in their classroom. The needs of struggling readers are met through the Intensive Reading class as well as instruction in core classes by teachers who have either the Reading Endorsement or NG-CAR-PD (Next Generation Content Area Reading) training.

D. 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).

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

Creekside is a Professional Learning Community! Our teachers work collaboratively in small groups by subject area on a monthly basis to identify essential learnings, craft common formative assessments, and analyze student achievement data to make adjustments to instruction. All teams have common deliberate practice growth plans within their teams so they are all working together toward a common goal.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 periodically throughout the year with district
Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities 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 Professional Learning Communities 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 and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, 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 throughout the year 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 in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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 and within subject-area collaborative teams 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 an 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

2. 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 65 clubs that are available to students either before or after school and many on weekends as well. These programs run the gamut 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.

2. Student Transition and Readiness

a. 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).

1. 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 connect with 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. Our extensive selection of AP and Dual Enrollment courses prepare students for the rigor of attending a four year university. Guidance counselors work with students individually to chart a learning path and ensure that students have what they need to be prepared for the next level.

b. College and Career Readiness

1. 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 deliver classroom instruction to each grade level focused on helping students plan courses of study and promote a college-ready course path. In addition, every student meets individually with a counselor to discuss their course choices and future plans. The school district also hosts a college fair each spring which CHS promotes and encourages students to attend.

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

Creekside has two career academies available to students: the Academy of Engineering and Environmental Sciences, which has Applied Engineering and Environmental Science strands, and the Academy of Emerging Technology, which has Cyber Security and Digital Media strands. Our career academies currently offer students the opportunity to earn the following Industry Certifications: AutoCad User, Inventor, Revit, Solid Works, GIS, Adobe Photoshop, Illustrator, Premiere Pro, InDesign, Dreamweaver, MOS, MTA Network+, Security+ and CompTIA A+.

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

All students in career academies are also placed into academic classes in at least one subject area along with the cohort of fellow students from their Career Academy. This is done through the English classes and Social Studies classes for the different academies. The core teachers collaborate with the academy teachers to encourage cross-curricular study and projects.

4. 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.

Since over 88% of CHS graduates enroll in college after graduation, CHS strives to offer a rigorous, college preparatory selection of courses to prepare students. Currently, 72% of CHS graduates complete at least one AP or Dual Enrollment course prior to graduation from CHS. We have expanded AP and Dual Enrollment course offerings while maintaining a high pass rate on AP exams, allowing many of our students to be exempt from certain college courses such as English Composition I and II because they have received credit in AP Language and Composition and AP Literature and Composition. CHS will continue to encourage students to challenge themselves with rigorous AP and Dual Enrollment courses so that more students will be prepared to succeed at the post-secondary level.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 High School will improve the percentage of students making learning gains in Math from 54 percent to 60 percent, as measured by Florida Standards End of Course Exams in Algebra 1, Geometry and Algebra 2.

G2. Creekside High School will effectively communicate student progress with parents/guardians on a weekly basis, to increase the percentage of parents answering "Yes/Always" or "Frequently" to the statement "the communication about my child's progress is adequate" on the annual survey, from 66% to 70%.

G3. Creekside will improve the percentage of students making learning gains in English Language Arts (Reading and Writing) from 61% to 63% as measured by the Florida Standards Assessment and Florida Standards Alternative Assessment.

Strategic Goals Detail

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

G1. Creekside High School will improve the percentage of students making learning gains in Math from 54 percent to 60 percent, as measured by Florida Standards End of Course Exams in Algebra 1, Geometry and Algebra 2. `1a`

🔍 G083084

Targets Supported `1b`

Indicator	Annual Target
Math Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Because the Florida Standards are still relatively new, teachers lack a deep common understanding of the standards and the rigorous expectation of EOC assessments.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Discovery Education progress monitoring for EOC subjects (Algebra 1, Geometry, Algebra 2)

- PLC teams work collaboratively to analyze standards and create common formative assessments.

- Intensive Math course and math tutor are available to help students with skills deficit.

Plan to Monitor Progress Toward G1. `8`

Assessment data, including district midterms, Discovery Education, and common formative assessments, will be analyzed for student progress.

Person Responsible

Troy Kasting

Schedule

Quarterly, from 10/26/2016 to 5/24/2017

Evidence of Completion

Progress monitoring data demonstrating student growth.

G2. Creekside High School will effectively communicate student progress with parents/guardians on a weekly basis, to increase the percentage of parents answering "Yes/Always" or "Frequently" to the statement "the communication about my child's progress is adequate" on the annual survey, from 66% to 70%. `1a`

🔑 `G083085`

Targets Supported `1b`

Indicator	Annual Target
District Parent Survey	70.0

Targeted Barriers to Achieving the Goal `3`

- Parents report that tools the school uses can be confusing, or that they do not know how to access them or set them up. (i.e. Remind, edmodo, HAC, Schoology, Blackboard, etc.)

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Information on the Creekside website for parents.

- PTSO hosted parent orientation in August to educate parents about HAC.

- TAC Trainers on campus are available to ensure that teachers have the technical knowledge to use eSchoolPlus effectively.

Plan to Monitor Progress Toward G2. `8`

Parent feedback regarding communication of their child's progress on the annual parent survey and informally throughout the school year.

Person Responsible
J. Randy Johnson

Schedule
On 5/24/2017

Evidence of Completion
Results of parent surveys.

G3. Creekside will improve the percentage of students making learning gains in English Language Arts (Reading and Writing) from 61% to 63% as measured by the Florida Standards Assessment and Florida Standards Alternative Assessment. `1a`

🔑 G083086

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	63.0

Targeted Barriers to Achieving the Goal `3`

- School wide writing initiatives (WAC) is sometimes perceived as "one more thing" or a compliance task. Teachers need additional professional development and assistance to seamlessly integrate writing into their content area classroom through the use of meaningful tasks. Grading of the common writing assessment lacks validity and feedback to students may not be useful or effective in all contexts.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- School-wide writing across the curriculum (WAC) activities were used for the first time last year and will be continued this year to encourage collaboration across content areas in writing.

- Social studies classes implement the DBQ Project curriculum (Document-Based Questioning) to integrate text-based writing into all social studies classrooms.

- Instructional Literacy Coach and administration are committed to working with individuals and small groups of teachers to support literacy across all content areas.

Plan to Monitor Progress Toward G3. `8`

WAC tasks and results/scores (collected six times per year)

Person Responsible

Kristin Bozeman

Schedule

Quarterly, from 9/28/2016 to 5/24/2017

Evidence of Completion

PLC leadership team will analyze tasks to ensure they are more closely aligning with state expectations and also are consistent across the school.

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 High School will improve the percentage of students making learning gains in Math from 54 percent to 60 percent, as measured by Florida Standards End of Course Exams in Algebra 1, Geometry and Algebra 2. 1

🔑 G083084

G1.B2 Because the Florida Standards are still relatively new, teachers lack a deep common understanding of the standards and the rigorous expectation of EOC assessments. 2

🔑 B220294

G1.B2.S2 Math teachers work in collaborative PLC teams to analyze standards, craft common formative assessments and share strategies which are effective for student learning. 4

🔑 S232536

Strategy Rationale

Teachers can learn from one another and utilize internal resources to maximize impact on student learning.

Action Step 1 5

Math teachers will meet monthly in PLC teams to analyze standards and strategies for improving student learning.

Person Responsible

Troy Kasting

Schedule

Monthly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Common formative assessments and student data collected as a result.

Action Step 2 5

District program specialist and administration will provide feedback to the math PLC teams regarding alignment of common formative assessments with standards and state-wide assessments.

Person Responsible

Troy Kasting

Schedule

Quarterly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Common formative assessments.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration and district program specialists will attend PLC team meetings periodically to provide feedback on fidelity of implementation.

Person Responsible

Troy Kasting

Schedule

Quarterly, from 9/7/2016 to 5/24/2017

Evidence of Completion

Review of common formative assessments and PLC team meeting products.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Assessment data, including district midterms, Discovery Education, and common formative assessments, will be analyzed for student progress.

Person Responsible

Troy Kasting

Schedule

Quarterly, from 1/11/2017 to 5/24/2017

Evidence of Completion

Results of assessments, feedback regarding alignment with state standards and end of course assessments.

G2. Creekside High School will effectively communicate student progress with parents/guardians on a weekly basis, to increase the percentage of parents answering "Yes/Always" or "Frequently" to the statement "the communication about my child's progress is adequate" on the annual survey, from 66% to 70%. 1

🔑 G083085

G2.B1 Parents report that tools the school uses can be confusing, or that they do not know how to access them or set them up. (i.e. Remind, edmodo, HAC, Schoology, Blackboard, etc.) 2

🔑 B220296

G2.B1.S1 Add a parent info page on the CHS website with "How To" guides created especially for parents to use certain tools. 4

🔑 S232537

Strategy Rationale

Parents can access information on their own time to help increase their access to information about their child's progress.

Action Step 1 5

The administration will poll teachers to find out all of the tools currently being used to communicate information to parents about their child's progress in their class.

Person Responsible

Kristin Bozeman

Schedule

On 12/1/2016

Evidence of Completion

List of resources teachers use.

Action Step 2 5

A webpage will be added to the "for parents" section of the CHS website which will give brief descriptions of each of the tools, as well as step-by-step guides for how to access each one.

Person Responsible

Kristin Bozeman

Schedule

On 3/1/2017

Evidence of Completion

CHS Website.

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

Administration will review parent website periodically to ensure information is available to parents.

Person Responsible

J. Randy Johnson

Schedule

Quarterly, from 10/26/2016 to 5/24/2017

Evidence of Completion

Parent website.

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

Parents will be polled at meetings and events throughout the year regarding use of tools and parent website.

Person Responsible

J. Randy Johnson

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Parent feedback regarding use of tools and parent website.

G3. Creekside will improve the percentage of students making learning gains in English Language Arts (Reading and Writing) from 61% to 63% as measured by the Florida Standards Assessment and Florida Standards Alternative Assessment. 1

🔑 G083086

G3.B2 School wide writing initiatives (WAC) is sometimes perceived as "one more thing" or a compliance task. Teachers need additional professional development and assistance to seamlessly integrate writing into their content area classroom through the use of meaningful tasks. Grading of the common writing assessment lacks validity and feedback to students may not be useful or effective in all contexts. 2

🔑 B220300

G3.B2.S1 Writing Across the Curriculum (WAC) tasks will be analyzed to provide feedback to teams regarding alignment with the rigorous expectation of college and career readiness. Based on this feedback, leadership will provide professional development to PLC teams regarding best practices in embedding content literacy strategies (including WAC). 4

🔑 S232540

Strategy Rationale

Aligning student practice and instruction with the rigorous expectations of summative assessments. Feedback and support to teachers is the most effective way to change practices.

Action Step 1 5

WAC tasks will be collected and analyzed for alignment to rigorous assessments, as well as for school-wide consistency. Feedback will be provided to each team regarding WAC tasks.

Person Responsible

Deb Stefanides

Schedule

Quarterly, from 9/28/2016 to 5/24/2017

Evidence of Completion

Sample WAC tasks and student work samples.

Action Step 2 `5`

School leadership will assist individual PLC teams in the creation of their WAC tasks to provide resources and information regarding school-wide consistency and alignment with state expectations.

Person Responsible

Deb Stefanides

Schedule

Quarterly, from 9/28/2016 to 5/24/2017

Evidence of Completion

Sample WAC tasks and student work samples.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Work samples will be collected throughout the year and analyzed by the school leadership team.

Person Responsible

Kristin Bozeman

Schedule

Monthly, from 10/26/2016 to 5/24/2017

Evidence of Completion

Scores and work samples from the WAC.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

PLC Leadership Team will review the process at the end of the year, feedback from the staff will be gathered via the school survey.

Person Responsible

Kristin Bozeman

Schedule

On 5/24/2017

Evidence of Completion

PLC Leadership team feedback and results of staff survey

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A1 🔑 A297562	The administration will poll teachers to find out all of the tools currently being used to...	Bozeman, Kristin	12/1/2016	List of resources teachers use.	12/1/2016 one-time
G2.B1.S1.A2 🔑 A297563	A webpage will be added to the "for parents" section of the CHS website which will give brief...	Bozeman, Kristin	3/1/2017	CHS Website.	3/1/2017 one-time
G1.MA1 🔑 M301461	Assessment data, including district midterms, Discovery Education, and common formative...	Kasting, Troy	10/26/2016	Progress monitoring data demonstrating student growth.	5/24/2017 quarterly
G2.MA1 🔑 M301464	Parent feedback regarding communication of their child's progress on the annual parent survey and...	Johnson, J. Randy	1/4/2017	Results of parent surveys.	5/24/2017 one-time
G3.MA1 🔑 M301467	WAC tasks and results/scores (collected six times per year)	Bozeman, Kristin	9/28/2016	PLC leadership team will analyze tasks to ensure they are more closely aligning with state expectations and also are consistent across the school.	5/24/2017 quarterly
G2.B1.S1.MA1 🔑 M301462	Parents will be polled at meetings and events throughout the year regarding use of tools and parent...	Johnson, J. Randy	8/10/2016	Parent feedback regarding use of tools and parent website.	5/24/2017 quarterly
G2.B1.S1.MA1 🔑 M301463	Administration will review parent website periodically to ensure information is available to...	Johnson, J. Randy	10/26/2016	Parent website.	5/24/2017 quarterly
G3.B2.S1.MA1 🔑 M301465	PLC Leadership Team will review the process at the end of the year, feedback from the staff will be...	Bozeman, Kristin	5/24/2017	PLC Leadership team feedback and results of staff survey	5/24/2017 one-time
G3.B2.S1.MA1 🔑 M301466	Work samples will be collected throughout the year and analyzed by the school leadership team.	Bozeman, Kristin	10/26/2016	Scores and work samples from the WAC.	5/24/2017 monthly
G3.B2.S1.A1 🔑 A297564	WAC tasks will be collected and analyzed for alignment to rigorous assessments, as well as for...	Stefanides, Deb	9/28/2016	Sample WAC tasks and student work samples.	5/24/2017 quarterly
G3.B2.S1.A2 🔑 A297565	School leadership will assist individual PLC teams in the creation of their WAC tasks to provide...	Stefanides, Deb	9/28/2016	Sample WAC tasks and student work samples.	5/24/2017 quarterly
G1.B2.S2.MA1 🔑 M301459	Assessment data, including district midterms, Discovery Education, and common formative...	Kasting, Troy	1/11/2017	Results of assessments, feedback regarding alignment with state standards and end of course assessments.	5/24/2017 quarterly
G1.B2.S2.MA1 🔑 M301460	Administration and district program specialists will attend PLC team meetings periodically to...	Kasting, Troy	9/7/2016	Review of common formative assessments and PLC team meeting products.	5/24/2017 quarterly
G1.B2.S2.A1 🔑 A297560	Math teachers will meet monthly in PLC teams to analyze standards and strategies for improving...	Kasting, Troy	8/3/2016	Common formative assessments and student data collected as a result.	5/24/2017 monthly
G1.B2.S2.A2 🔑 A297561	District program specialist and administration will provide feedback to the math PLC teams...	Kasting, Troy	8/3/2016	Common formative assessments.	5/24/2017 quarterly

V. Professional Development Opportunities

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

G1. Creekside High School will improve the percentage of students making learning gains in Math from 54 percent to 60 percent, as measured by Florida Standards End of Course Exams in Algebra 1, Geometry and Algebra 2.

G1.B2 Because the Florida Standards are still relatively new, teachers lack a deep common understanding of the standards and the rigorous expectation of EOC assessments.

G1.B2.S2 Math teachers work in collaborative PLC teams to analyze standards, craft common formative assessments and share strategies which are effective for student learning.

PD Opportunity 1

Math teachers will meet monthly in PLC teams to analyze standards and strategies for improving student learning.

Facilitator

Teacher leaders within math department, supported by PLC Leadership Team and administration.

Participants

Math teachers.

Schedule

Monthly, from 8/3/2016 to 5/24/2017

G3. Creekside will improve the percentage of students making learning gains in English Language Arts (Reading and Writing) from 61% to 63% as measured by the Florida Standards Assessment and Florida Standards Alternative Assessment.

G3.B2 School wide writing initiatives (WAC) is sometimes perceived as "one more thing" or a compliance task. Teachers need additional professional development and assistance to seamlessly integrate writing into their content area classroom through the use of meaningful tasks. Grading of the common writing assessment lacks validity and feedback to students may not be useful or effective in all contexts.

G3.B2.S1 Writing Across the Curriculum (WAC) tasks will be analyzed to provide feedback to teams regarding alignment with the rigorous expectation of college and career readiness. Based on this feedback, leadership will provide professional development to PLC teams regarding best practices in embedding content literacy strategies (including WAC).

PD Opportunity 1

School leadership will assist individual PLC teams in the creation of their WAC tasks to provide resources and information regarding school-wide consistency and alignment with state expectations.

Facilitator

PLC Leadership Team

Participants

All PLC teams.

Schedule

Quarterly, from 9/28/2016 to 5/24/2017

VI. Technical Assistance Items

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

G1. Creekside High School will improve the percentage of students making learning gains in Math from 54 percent to 60 percent, as measured by Florida Standards End of Course Exams in Algebra 1, Geometry and Algebra 2.

G1.B2 Because the Florida Standards are still relatively new, teachers lack a deep common understanding of the standards and the rigorous expectation of EOC assessments.

G1.B2.S2 Math teachers work in collaborative PLC teams to analyze standards, craft common formative assessments and share strategies which are effective for student learning.

TA Opportunity 1

District program specialist and administration will provide feedback to the math PLC teams regarding alignment of common formative assessments with standards and state-wide assessments.

Facilitator

Administration and district program specialist.

Participants

Math Teachers.

Schedule

Quarterly, from 8/3/2016 to 5/24/2017

G3. Creekside will improve the percentage of students making learning gains in English Language Arts (Reading and Writing) from 61% to 63% as measured by the Florida Standards Assessment and Florida Standards Alternative Assessment.

G3.B2 School wide writing initiatives (WAC) is sometimes perceived as "one more thing" or a compliance task. Teachers need additional professional development and assistance to seamlessly integrate writing into their content area classroom through the use of meaningful tasks. Grading of the common writing assessment lacks validity and feedback to students may not be useful or effective in all contexts.

G3.B2.S1 Writing Across the Curriculum (WAC) tasks will be analyzed to provide feedback to teams regarding alignment with the rigorous expectation of college and career readiness. Based on this feedback, leadership will provide professional development to PLC teams regarding best practices in embedding content literacy strategies (including WAC).

TA Opportunity 1

WAC tasks will be collected and analyzed for alignment to rigorous assessments, as well as for school-wide consistency. Feedback will be provided to each team regarding WAC tasks.

Facilitator

PLC Leadership Team

Participants

All PLC Teams.

Schedule

Quarterly, from 9/28/2016 to 5/24/2017

		VII. Budget	
1	G1.B2.S2.A1	Math teachers will meet monthly in PLC teams to analyze standards and strategies for improving student learning.	$0.00
2	G1.B2.S2.A2	District program specialist and administration will provide feedback to the math PLC teams regarding alignment of common formative assessments with standards and state-wide assessments.	$0.00
3	G2.B1.S1.A1	The administration will poll teachers to find out all of the tools currently being used to communicate information to parents about their child's progress in their class.	$0.00
4	G2.B1.S1.A2	A webpage will be added to the "for parents" section of the CHS website which will give brief descriptions of each of the tools, as well as step-by-step guides for how to access each one.	$0.00
5	G3.B2.S1.A1	WAC tasks will be collected and analyzed for alignment to rigorous assessments, as well as for school-wide consistency. Feedback will be provided to each team regarding WAC tasks.	$0.00
6	G3.B2.S1.A2	School leadership will assist individual PLC teams in the creation of their WAC tasks to provide resources and information regarding school-wide consistency and alignment with state expectations.	$0.00
		Total:	$0.00