

Volusia County Schools

Creekside Middle School



2016-17 Schoolwide Improvement Plan

Creekside Middle School

6801 AIRPORT RD, Port Orange, FL 32128

<http://myvolusiaschools.org/school/creekside/pages/default.aspx>

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)
Middle School 6-8	No	41%
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

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

**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 is pending approval by the Volusia County School Board.

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

Creekside Middle School is a creative, compassionate, and supportive learning community dedicated to encouraging one another in a challenging and academically focused, and innovative environment.

b. Provide the school's vision statement.

Creekside Middle School is a creative, compassionate, and supportive learning community dedicated to encouraging one another in a challenging and academically focused, and innovative environment.

2. School Environment

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

Each year during the summer we host an orientation for our incoming 6th graders we call WEB (Welcome Every Body). It allows the teachers to meet and bond with the students prior to the beginning of the school year. Our 8th grade students are also WEB leaders during this event. Games that promote teamwork and bonding are incorporated throughout the day.

In addition our counselors attend all of our feeder schools and meet with all incoming students to build rapport and work on the students schedule. Also we host a visitation for students during the day and evening night for the parents for every grade level prior to the start of the school year. Administrators, counselors, teachers and staff are on hand to answer questions and meet parents and students.

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

Before school begins and at dismissal administrators, teachers, parents, and campus advisers are placed strategically through out the campus and highly visible. All students have designated waiting areas where adults are present.

Counselors meet regularly with students and offer programs on Positive Choices, Anti-Bullying, and peer buddies. Students have access to counselors throughout the day through the use of our I need to see the counselor slips.

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.

The principal values instructional time and works to protect it by the design of the bell schedule, procedures for announcements, and expectations for behavior and on task time. All students and teachers are aware of the importance and value placed on our instructional time. Students are expected to be on time to class and a process is in place for students who are not. Clear behavioral guidelines have been developed by the Behavioral Leadership Team with our Cougar Code; Be Prompt, Be Prepared, Be Productive, Be Polite, Be Positive. Disciplinary issues are handled promptly by administration.

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.

Teachers and guidance counselors are trained to look for signs and respond to the needs of students. Our guidance counselors are assigned to the same grade group for three years so they travel with the same group of students their entire middle school years. The following programs are also offered to our students:

- Suicide Prevention Programs
- Anti-Bullying Program
- Drug Prevention Program
- SWAT(Students Working Against Tobacco)
- Peer Counseling

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Creekside Middle School uses the early warning systems report on a quarterly basis. The indicators are as follows:

- Course failures in ELA or math
 - Attendance below 90% including out of school suspension
 - Year to date suspension 1 or more
 - Level 1 on statewide assessments in ELA or math
- Any student who meets at least 2 of these indicators will have their parents invited to a meeting at the school.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	8	25	14	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	4	9	9	0	0	0	0	22
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	32	40	53	0	0	0	0	125

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The Early Warning System report is used to determine school-wide trends which impact academic performance of students at Creekside Middle School. The indicators that appear to be most critical

become the focus of our schools intervention plan. These areas are are regularly discussed during school leadership meetings and during Professional Learning Communities where data is considered and analyzed so research based interventions can be applied. The following interventions are used at Creekside:

Tutoring
Professional Development
Remediation

The EWS report allows us to determine if the interventions are being successful in helping our students. For the students who are still not being successful they are referred to the schools Problem Solving Team(PST) and the parent is always invited in order to develop interventions that can be developed and monitored for success.

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

Parent Involvement will continue to grow as measured through the Five Star Award process with an expected gain of parents and business partners.

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.

Creekside has a very active partnership with many local business partners who have donated various items to help the school. We also host a business partner meet and greet and our open house and honor our partners each year with a breakfast.

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
Lockamy, Marci	Assistant Principal
Meade, D'Anna	Teacher, K-12
Chester, Myra	Assistant Principal
Cash, John	Principal
Fraine, Melissa	Instructional Coach
Strother, Jay	Assistant Principal

b. Duties

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

The school’s Rtl leadership Team (known as the Creekside Instructional Leader Team) functions as a natural extension of the school’s grade level specific Problem Solving Teams (PST). The school’s three PST’s includes Rtl as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST’s pre-embedded in the infrastructure of the school. Core members of the PST are the assistant principal, school psychologist, speech/ language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/Rtl implementation, parent input will be actively sought to enhance student outcomes. The school’s leadership team will focus PS/Rtl meetings around two essential questions: 1) “How will we respond when they don’t learn?” and 2) “How will we respond when they already know it?” The team facilitates sub-groups by discipline and grade level to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, interventions are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district’s Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/Rtl model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school’s Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/Rtl. Support the school’s team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/Rtl. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/ Rtl website (under Psychological Services) in order to address the purpose of PS/Rtl in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/Rtl at PST meetings. Teachers meet monthly to discuss concerns of individual

students during Student Success Team meetings led by grade level guidance counselors. Interventions are brainstormed and then tracked and reported after several weeks of implementation by the teachers. Teacher support systems include the reading coach, administrators, mentors, behavior specialist, social worker, and school psychologist.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

Creekside Middle offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

Nutrition Programs

Creekside Middle offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Nutrition and Wellness classes
- Culinary Club

Job Training

Creekside Middle offers students' career awareness opportunities through job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Creekside Middle offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, and Technology. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA and FFEA.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amanda El Shemi	Teacher
D'Ann Meade	Teacher
Diana Conway	Parent
Emily Tolbert	Teacher
Jill Yanus	Parent
John Cash	Principal
Linda Caruso	Parent
Lorri Cummins	Parent
Michelle Williams	Education Support Employee
Randi Parsell	Parent
Myra Chester	Education Support Employee
Tara Anderson	Parent
Kim Short	Parent
Tammy Carbonara	Parent
Kim Martin	Parent
Missy Fraine	Teacher
	Student

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

In order to evaluate the effectiveness of last years school improvement plan, our leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty as well as the school advisory council to receive input.

b. Development of this school improvement plan

The School Advisory Council will be involved with the development and monitoring of our School Improvement Plan. The council meets monthly to discuss and advise on many topics such as; Data Analysis, Five Star School Award, Business Partners and Volunteers, School Operations, Surveys, Program Highlights, and school issues.

c. Preparation of the school's annual budget and plan

School improvement are allocated based on requests submitted to faculty and staff for assistance related to our school improvement goals. Eat request is reviewed by the SAC and vote don for approval. We received some SAC funds in May of 2014.

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

School improvement are allocated based on requests submitted to faculty and staff for assistance related to our school improvement goals. Eat request is reviewed by the SAC and vote don for approval. We received some SAC funds in May of 2014. The projected use of School Improvement

Funds are as follows: \$500 For Anti Bullying Campaign/Presentation, \$1000 for tutoring, \$500 for technology, \$5000 for teacher requests.

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
Cash, John	Principal
Lockamy, Marci	Assistant Principal
Meade, D'Anna	Teacher, K-12
Chester, Myra	Assistant Principal
Fraine, Melissa	Instructional Coach

b. Duties

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

The school based Literacy Leadership Team (LLT) establishing a systematic approach for teacher collaboration for the purpose of increasing student achievement. Responsibilities included with school based Literacy Leadership (LLT) are attend all meetings, review and discuss data,

Creekside Middle School's initiative's main focus is to engage in targeted, teacher led, collaborative professional development

D. Public and Collaborative Teaching

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

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

Professional learning communities: Our instructional leadership team meets as a PLC twice a month to reflect on data, look at trends and align curriculum. Also, during these meetings data analysis and looking at common formative assessment questions are discussed and shared. Some times the PLCs will make a recommendation for a student who needs more assistance to our problem solving team. Instructional Leadership meetings are also help monthly to ensure collaboration among all grade levels within the department.

Our instructional coach also in involved to direct, assist, and coach teachers in all areas with an emphasis in all core areas.

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

1. New Teacher Programs (Individualized Professional Development Plan, mentors and peer classroom visits

2. Leadership Opportunities
3. Professional Development and Implementation of new technology
4. Network with Community and Business Partners
5. Collaboration with local Universities and Colleges
6. Maintaining a proactive and engaging school climate
7. District Job Fair.

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

We have assigned our new teachers to Creekside a mentor who is highly qualified and highly effective as an instructor. In addition all first year teachers have a district assigned Peer Assistance and Review Teacher. Activities will include coaching, observations, collaborative lesson planning, and the Empowering Educator Excellence Program.(E3)

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.

All of Volusia County middle school programs meet or exceed state requirement. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high incident courses. School leaders and teachers are given significant professional development on the implementation on curriculum maps, resources, and assessments.

Professional Learning Communities (PLC's), Lesson Study, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

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.

Bi-weekly PLC meetings allow teachers to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during the academic day. Teachers, alongside academic coaches created targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from classroom teachers and para-professionals.. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). Additionally, department meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility. District specialists provided professional development on differentiated instruction during our school based PLC's.

The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets

monthly to talk about what trends are being seen in the classrooms. Instructional coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

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:

Thirty minutes before school students have access to our Media center where computer based tutoring available in core subjects. After school tutoring is available for teacher student basis using our local high school students who need service credit. In addition we have 30 minutes four days a week built into the school day where students can receive remediation, help with homework, or make up missed work or exams.

Strategy Rationale

Tutoring can help struggling students receive additional support and practice to make gains in core academic areas.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Cash, John, jecash@volusia.k12.fl.us

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

Data is assessed through various means such as Gradebook, progress monitoring, Data Analysis protocol, Eduphoria, Writing Prompt results, District Assessments, Data Warehouse, Conferences, teacher observation, PLC's conferences, data chats, and Leadership team meetings.

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. Â§ 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.

Our school works with our feeder schools to assist our incoming 6th grade students with the registration process as well as to familiarize the students and parents with our campus. We also work with our departing 8th grade students to the high school they will attend. The counselors from the high schools visit our campus and assist with the registration process and the course offerings.

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.

Creekside Middle uses a multi-tiered approach to help students take the proper classes. This begins with the previous teachers recommendation, data analysis of test scores, student/parent desire with guidance from the school counselor.

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

Creekside Middle incorporates various strategies and tools to ensure our students are prepared for high school graduation and the workplace. We offer classes which allow students the opportunity to earn high school credit in the following areas: Algebra 1, Honors Geometry, Spanish, and Microsoft Office Specialist. We also offer advanced classes in the area of Math, Language Arts, Social Studies, and Science. In addition we have a robotics class as well as a synergistic lab.

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

The 8th grade counselors have a career unit through the history class. Also students work with counselor with a computer based program to to select high school courses and career opportunities.

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.

High School Showcase
Computing for College and Careers
STEM

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.

NA

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" 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.

NA

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.** If Creekside Middle School implements standards aligned instruction based on instructional shifts, then student achievement will increase.

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. If Creekside Middle School implements standards aligned instruction based on instructional shifts, then student achievement will increase. 1a

G083545

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	73.0
Algebra I EOC Pass Rate	98.0
Civics EOC Pass	80.0
FCAT 2.0 Science Proficiency	68.0
FSA ELA Achievement	67.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge on the instructional shifts.
- Lack of teacher knowledge on how to use the technology for student learning.
- Teachers do not know how to implement the shifts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum/District Specialists
- Curriculum Maps
- Instructional Coach (Reading)
- Digital Learning Teacher Leaders
- SAC Funds
- Title II Funds
- PAWS for Intervention
- Early Release Professional Learning
- Tutoring
- Mentoring Program PAR Teachers

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

John Cash

Schedule

On 10/31/2016

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Marci Lockamy

Schedule

On 2/14/2017

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Marci Lockamy

Schedule

On 7/11/2017

Evidence of Completion

Step Zero for 2017-2017 SIP

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. If Creekside Middle School implements standards aligned instruction based on instructional shifts, then student achievement will increase. 1

G083545

G1.B1 Lack of knowledge on the instructional shifts. 2

B221639

G1.B1.S1 Develop knowledge and skills of instructional shifts in ELA to improve implementation of core actions. 4

S233890

Strategy Rationale

Increase % of teachers effectively implementing the instructional shifts. To bring awareness for implementation.

Action Step 1 5

Create Needs Assessment Survey using resources from the district and school based surveys to assess knowledge and skills of instructional shifts in ELA and analyze the data to develop a Professional Learning Plan.

Person Responsible

John Cash

Schedule

On 9/1/2016

Evidence of Completion

Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan

Action Step 2 5

Provide an overview of the needs assessment results based on the Instructional Shifts in order to guide future development teacher Professional Learning.

Person Responsible

Marci Lockamy

Schedule

On 9/15/2016

Evidence of Completion

Exit slip, sign in sheet

Action Step 3 5

Provide professional learning on ELA; Core Practice #1, based on the Needs Assessment Survey Results

Person Responsible

Melissa Fraine

Schedule

On 9/30/2016

Evidence of Completion

Faculty Professional Learning Sign in Sheet

Action Step 4 5

Provide professional learning on ELA: Core Practice #2, based on the Needs Assessment Survey Results

Person Responsible

Melissa Fraine

Schedule

On 9/30/2016

Evidence of Completion

Faculty Professional Learning Sign In Sheet

Action Step 5 5

Provide professional learning on ELA: Core Practice #3, based on the Needs Assessment Survey Results

Person Responsible

Melissa Fraine

Schedule

On 9/30/2016

Evidence of Completion

Faculty Professional Learning Sign in Sheet

Action Step 6 5

Implement the knowledge and skills learned during each Professional Learning Session

Person Responsible

Marci Lockamy

Schedule

Daily, from 9/30/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Student Work Samples, Walk Throughs

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

Monitor and provide feedback and coaching as needed for each Professional Learning

Person Responsible

Melissa Fraine

Schedule

Daily, from 9/30/2016 to 5/31/2017

Evidence of Completion

Coaching Plans and Notes

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

Collaborate with professional learning facilitators to determine status of the professional learning plans.

Person Responsible

John Cash

Schedule

Biweekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Meeting Notice

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

Administrators and ILT's conduct Data Walks

Person Responsible

John Cash

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Data Walk Collection Tools and Data Grids

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

Determine status towards completing acting steps during SLT meetings

Person Responsible

John Cash

Schedule

On 5/31/2017

Evidence of Completion

SLT meetings

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at SLT meetings

Person Responsible

John Cash

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Data Walks, Observational Notes, SLT Notes, End of the Year Faculty Survey, DIAs, VLTs

G1.B1.S2 Develop knowledge and skills of instructional shifts in Math to improve implementation of core actions. 4

S233891

Strategy Rationale

FSA focus areas.

Action Step 1 5

Continue with the Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of instructional shifts in Math and analyze the data to develop a Professional Learning Plan.

Person Responsible

John Cash

Schedule

Quarterly, from 8/18/2016 to 5/31/2017

Evidence of Completion

Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan

Action Step 2 5

Provide an overview of the needs assessments results based on Instructional Shifts in order to guide future development teacher Professional Learning

Person Responsible

Marci Lockamy

Schedule

On 9/30/2016

Evidence of Completion

Exit Slip, Sign In Sheet

Action Step 3 5

Provide Professional learning on Math: Core Practice #1, based on the Needs Assessment Survey Results

Person Responsible

Melissa Fraine

Schedule

On 9/30/2016

Evidence of Completion

Faculty Professional Learning Sign In Sheet

Action Step 4 5

Provide professional learning on Math: Core Practice #2, based on the Needs Assessment Survey Results

Person Responsible

Melissa Fraine

Schedule

On 10/26/2016

Evidence of Completion

Faculty Professional Learning Sign In Sheet

Action Step 5 5

Provide Professional Learning on Math: Core Practice #3, based on Needs Assessment Survey Results

Person Responsible

Melissa Fraine

Schedule

On 10/26/2016

Evidence of Completion

Faculty Professional Learning Sign In Sheet

Action Step 6 5

Implement the knowledge and skills learned during each Professional Learning Session

Person Responsible

Marci Lockamy

Schedule

On 10/26/2016

Evidence of Completion

Lesson Plans, Student Work Samples, Walk-Throughs

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

Monitor and provide feedback and coaching as needed for each Professional Learning

Person Responsible

John Cash

Schedule

Monthly, from 10/26/2016 to 5/31/2017

Evidence of Completion

Coaching Plans and Notes

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

Collaborate with professional learning facilitators to determine status of the professional learning plans

Person Responsible

Melissa Fraine

Schedule

Monthly, from 10/26/2016 to 5/31/2017

Evidence of Completion

Meeting Notice

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

Administrators and ILTs conduct Data Walks

Person Responsible

John Cash

Schedule

Monthly, from 10/26/2016 to 5/31/2017

Evidence of Completion

Data Walk Collection Tools and Data Grids

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

Determine status towards completing acting steps during SLT meetings

Person Responsible

John Cash

Schedule

Monthly, from 10/26/2016 to 5/31/2017

Evidence of Completion

SLT Meetings

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at SLT meetings

Person Responsible

John Cash

Schedule

On 5/28/2017

Evidence of Completion

Data Walks, Observational Notes, SLT Minutes, End of Year Faculty Survey, DIAs, VLTs

G1.B1.S3 Improving effectiveness of Professional Learning Communities. 4

S233892

Strategy Rationale

Action Step 1 5

Provide Professional Learning on district PLC Rubric and use rubric to assess needs

Person Responsible

John Cash

Schedule

On 5/31/2017

Evidence of Completion

Pre-Planning Sign In Sheet and PLC Rubric Self Assessment

Action Step 2 5

Provide further professional learning on PLC teams in action

Person Responsible

Marci Lockamy

Schedule

Monthly, from 10/30/2016 to 5/30/2017

Evidence of Completion

ERPL Sign in sheet and teacher feedback

Action Step 3 5

Observe PLC teams in action and provide immediate feedback using the PLC rubric at the end of the meeting. Breakout sessions will be determined throughout the process based on data and presented at future meetings.

Person Responsible

John Cash

Schedule

Biweekly, from 10/31/2016 to 5/31/2017

Evidence of Completion

Teacher Feedback, Exit Slips, Observation

Action Step 4 5

Provide opportunities for Highly Effective PLC Teams to model for faculty

Person Responsible

John Cash

Schedule

Every 2 Months, from 11/15/2016 to 5/30/2017

Evidence of Completion

Sign IN Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

PLC Walkthrough Data

Person Responsible

Marci Lockamy

Schedule

Quarterly, from 9/26/2016 to 5/31/2017

Evidence of Completion

SLT Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Discuss the effectiveness of PLC's and analyze collected data using the PLC Rubric

Person Responsible

John Cash

Schedule

Monthly, from 10/26/2016 to 5/31/2017

Evidence of Completion

PLC Data, SLT Minutes

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					
G1.B1.S1.A1 A300339	Create Needs Assessment Survey using resources from the district and school based surveys to assess...	Cash, John	8/15/2016	Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan	9/1/2016 one-time
G1.B1.S1.A2 A300340	Provide an overview of the needs assessment results based on the Instructional Shifts in order to...	Lockamy, Marci	8/15/2016	Exit slip, sign in sheet	9/15/2016 one-time
G1.B1.S1.A3 A300341	Provide professional learning on ELA; Core Practice #1, based on the Needs Assessment Survey Results	Fraine, Melissa	9/19/2016	Faculty Professional Learning Sign in Sheet	9/30/2016 one-time
G1.B1.S1.A4 A300342	Provide professional learning on ELA: Core Practice #2, based on the Needs Assessment Survey Results	Fraine, Melissa	9/19/2016	Faculty Professional Learning Sign In Sheet	9/30/2016 one-time
G1.B1.S1.A5 A300343	Provide professional learning on ELA: Core Practice #3, based on the Needs Assessment Survey Results	Fraine, Melissa	9/19/2016	Faculty Professional Learning Sign in Sheet	9/30/2016 one-time
G1.B1.S2.A2 A300346	Provide an overview of the needs assessments results based on Instructional Shifts in order to...	Lockamy, Marci	8/18/2016	Exit Slip, Sign In Sheet	9/30/2016 one-time
G1.B1.S2.A3 A300347	Provide Professional learning on Math: Core Practice #1, based on the Needs Assessment Survey...	Fraine, Melissa	8/18/2016	Faculty Professional Learning Sign In Sheet	9/30/2016 one-time
G1.B1.S2.A4 A300348	Provide professional learning on Math: Core Practice #2, based on the Needs Assessment Survey...	Fraine, Melissa	8/15/2016	Faculty Professional Learning Sign In Sheet	10/26/2016 one-time
G1.B1.S2.A5 A300349	Provide Professional Learning on Math: Core Practice #3, based on Needs Assessment Survey Results	Fraine, Melissa	9/30/2016	Faculty Professional Learning Sign In Sheet	10/26/2016 one-time
G1.B1.S2.A6 A300350	Implement the knowledge and skills learned during each Professional Learning Session	Lockamy, Marci	8/15/2016	Lesson Plans, Student Work Samples, Walk-Throughs	10/26/2016 one-time
G1.MA1 M304795	SIP Progress Monitoring Meeting	Cash, John	10/31/2016	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2016 one-time
G1.MA2 M304796	SIP Midyear Review	Lockamy, Marci	2/14/2017	Midyear Review in CIMS	2/14/2017 one-time
G1.B1.S2.MA1 M304788	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Cash, John	10/26/2016	Data Walks, Observational Notes, SLT Minutes, End of Year Faculty Survey, DIAs, VLTs	5/28/2017 one-time
G1.B1.S3.A2 A300352	Provide further professional learning on PLC teams in action	Lockamy, Marci	10/30/2016	ERPL Sign in sheet and teacher feedback	5/30/2017 monthly
G1.B1.S3.A4 A300354	Provide opportunities for Highly Effective PLC Teams to model for faculty	Cash, John	11/15/2016	Sign IN Sheets	5/30/2017 every-2-months
G1.B1.S1.MA1 M304783	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Cash, John	9/30/2016	Data Walks, Observational Notes, SLT Notes, End of the Year Faculty Survey, DIAs, VLTs	5/31/2017 monthly
G1.B1.S1.MA1 M304784	Monitor and provide feedback and coaching as needed for each Professional Learning	Fraine, Melissa	9/30/2016	Coaching Plans and Notes	5/31/2017 daily
G1.B1.S1.MA2 M304785	Collaborate with professional learning facilitators to determine status of the professional...	Cash, John	9/30/2016	Meeting Notice	5/31/2017 biweekly
G1.B1.S1.MA3 M304786	Administrators and ILT's conduct Data Walks	Cash, John	9/30/2016	Data Walk Collection Tools and Data Grids	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA4 M304787	Determine status towards completing acting steps during SLT meetings	Cash, John	8/15/2016	SLT meetings	5/31/2017 one-time
G1.B1.S1.A6 A300344	Implement the knowledge and skills learned during each Professional Learning Session	Lockamy, Marci	9/30/2016	Lesson Plans, Student Work Samples, Walk Throughs	5/31/2017 daily
G1.B1.S2.MA1 M304789	Monitor and provide feedback and coaching as needed for each Professional Learning	Cash, John	10/26/2016	Coaching Plans and Notes	5/31/2017 monthly
G1.B1.S2.MA2 M304790	Collaborate with professional learning facilitators to determine status of the professional...	Fraine, Melissa	10/26/2016	Meeting Notice	5/31/2017 monthly
G1.B1.S2.MA3 M304791	Administrators and ILTs conduct Data Walks	Cash, John	10/26/2016	Data Walk Collection Tools and Data Grids	5/31/2017 monthly
G1.B1.S2.MA4 M304792	Determine status towards completing acting steps during SLT meetings	Cash, John	10/26/2016	SLT Meetings	5/31/2017 monthly
G1.B1.S2.A1 A300345	Continue with the Needs Assessment Survey using resources from Achieve the Core to assess knowledge...	Cash, John	8/18/2016	Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan	5/31/2017 quarterly
G1.B1.S3.MA1 M304793	Discuss the effectiveness of PLC's and analyze collected data using the PLC Rubric	Cash, John	10/26/2016	PLC Data, SLT Minutes	5/31/2017 monthly
G1.B1.S3.MA1 M304794	PLC Walkthrough Data	Lockamy, Marci	9/26/2016	SLT Meeting Minutes	5/31/2017 quarterly
G1.B1.S3.A1 A300351	Provide Professional Learning on district PLC Rubric and use rubric to assess needs	Cash, John	10/31/2016	Pre-Planning Sign In Sheet and PLC Rubric Self Assessment	5/31/2017 one-time
G1.B1.S3.A3 A300353	Observe PLC teams in action and provide immediate feedback using the PLC rubric at the end of the...	Cash, John	10/31/2016	Teacher Feedback, Exit Slips, Observation	5/31/2017 biweekly
G1.MA3 M304797	State Assessment Results	Lockamy, Marci	5/25/2017	Step Zero for 2017-2017 SIP	7/11/2017 one-time

V. Professional Development Opportunities

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

G1. If Creekside Middle School implements standards aligned instruction based on instructional shifts, then student achievement will increase.

G1.B1 Lack of knowledge on the instructional shifts.

G1.B1.S1 Develop knowledge and skills of instructional shifts in ELA to improve implementation of core actions.

PD Opportunity 1

Provide professional learning on ELA; Core Practice #1, based on the Needs Assessment Survey Results

Facilitator

Admin/ILT/Coach

Participants

Teachers, administrators, counselors

Schedule

On 9/30/2016

PD Opportunity 2

Provide professional learning on ELA: Core Practice #2, based on the Needs Assessment Survey Results

Facilitator

Admin/ILT/Coach

Participants

Faculty

Schedule

On 9/30/2016

PD Opportunity 3

Provide professional learning on ELA: Core Practice #3, based on the Needs Assessment Survey Results

Facilitator

Participants

Schedule

On 9/30/2016

G1.B1.S2 Develop knowledge and skills of instructional shifts in Math to improve implementation of core actions.

PD Opportunity 1

Provide Professional learning on Math: Core Practice #1, based on the Needs Assessment Survey Results

Facilitator

Admin/ILT/Coach

Participants

Faculty

Schedule

On 9/30/2016

PD Opportunity 2

Provide professional learning on Math: Core Practice #2, based on the Needs Assessment Survey Results

Facilitator

Admin/ILT/Coach

Participants

Faculty

Schedule

On 10/26/2016

PD Opportunity 3

Provide Professional Learning on Math: Core Practice #3, based on Needs Assessment Survey Results

Facilitator

Admin/ILT/Coach

Participants

Faculty

Schedule

On 10/26/2016

G1.B1.S3 Improving effectiveness of Professional Learning Communities.

PD Opportunity 1

Provide Professional Learning on district PLC Rubric and use rubric to assess needs

Facilitator

ILTs, Instructional Coach, Administration

Participants

Faculty

Schedule

On 5/31/2017

PD Opportunity 2

Provide further professional learning on PLC teams in action

Facilitator

Admin/ILT/Coach

Participants

Faculty

Schedule

Monthly, from 10/30/2016 to 5/30/2017

PD Opportunity 3

Provide opportunities for Highly Effective PLC Teams to model for faculty

Facilitator

Admin/ILT/Coach

Participants

Faculty

Schedule

Every 2 Months, from 11/15/2016 to 5/30/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create Needs Assessment Survey using resources from the district and school based surveys to assess knowledge and skills of instructional shifts in ELA and analyze the data to develop a Professional Learning Plan.				\$0.00
2	G1.B1.S1.A2	Provide an overview of the needs assessment results based on the Instructional Shifts in order to guide future development teacher Professional Learning.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7791 - Creekside Middle School	School Improvement Funds		\$1,500.00
<i>Notes: Student recognition and special events</i>						
3	G1.B1.S1.A3	Provide professional learning on ELA; Core Practice #1, based on the Needs Assessment Survey Results				\$0.00
4	G1.B1.S1.A4	Provide professional learning on ELA: Core Practice #2, based on the Needs Assessment Survey Results				\$0.00
5	G1.B1.S1.A5	Provide professional learning on ELA: Core Practice #3, based on the Needs Assessment Survey Results				\$0.00
6	G1.B1.S1.A6	Implement the knowledge and skills learned during each Professional Learning Session				\$0.00
7	G1.B1.S2.A1	Continue with the Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of instructional shifts in Math and analyze the data to develop a Professional Learning Plan.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$2,000.00
8	G1.B1.S2.A2	Provide an overview of the needs assessments results based on Instructional Shifts in order to guide future development teacher Professional Learning				\$0.00
9	G1.B1.S2.A3	Provide Professional learning on Math: Core Practice #1, based on the Needs Assessment Survey Results				\$0.00
10	G1.B1.S2.A4	Provide professional learning on Math: Core Practice #2, based on the Needs Assessment Survey Results				\$0.00
11	G1.B1.S2.A5	Provide Professional Learning on Math: Core Practice #3, based on Needs Assessment Survey Results				\$0.00
12	G1.B1.S2.A6	Implement the knowledge and skills learned during each Professional Learning Session				\$0.00
13	G1.B1.S3.A1	Provide Professional Learning on district PLC Rubric and use rubric to assess needs				\$0.00

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14	G1.B1.S3.A2	Provide further professional learning on PLC teams in action				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$1,000.00
			<i>Notes: Subs to cover for observations.</i>			
15	G1.B1.S3.A3	Observe PLC teams in action and provide immediate feedback using the PLC rubric at the end of the meeting. Breakout sessions will be determined throughout the process based on data and presented at future meetings.				\$0.00
16	G1.B1.S3.A4	Provide opportunities for Highly Effective PLC Teams to model for faculty				\$0.00
					Total:	\$4,500.00