Creekside High School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	9%

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

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 9/25/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Creekside High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- 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 with an opportunity to achieve academic, athletic, fine arts and extra-curricular 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. The six pillars of character are Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

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 and also to build strong relationships with each of their students. It is understood at Creekside that it is important to reach a student's heart before a teacher can reach their mind.

All Creekside HS teachers are required to take ESOL (English Speakers of Other Languages) classes to meet the needs of English Language Learners at Creekside HS. These ESOL classes teach the teachers to embrace the different cultures that their students are accustomed to.

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.

Creekside High School's behavioral expectations are derived from the SJCSD Code of Conduct. These expectations are communicated to students at the beginning of the year through assemblies for each grade level. In addition, student planners, which are issued on the first day of school, outline school rules and expectations for behavior. All students must read the SJCSD Student Code of Conduct, either electronically or in paper form, and sign a form acknowledging their agreement to the rules in that document. Teachers are trained during pre-planning on school behavior procedures and expectatiosn.

Teachers are expected to use a system of progressive discipline in their classrooms and handle minor classroom disruptions using a variety of strategies including warnings, parent contact and conferences. For discipline infractions going beyond teacher intervention, CHS has three deans who handle discipline referrals and counsel students on appropriate behaviors. The deans utilize the district Code of Conduct and discipline matrix to determine appropriate consequences for student misbehavior, also working through a progressive discipline system. Additionally, one dean serves on the RtI/MTSS team, which meets regularly to analyze school-wide behavior data and determine if additional interventions are needed for specific students.

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. Through classroom guidance and other outreach, guidance counselors educate students about resources and strategies for managing stress and maintaining emotional health. Teachers are also available to assist students with mentoring and can provide guidance.

The CHS LINK Crew provides mentoring for all incoming freshmen and new students to Creekside High School. During their initial orientation the counselors and LINK Crew leaders provide guidance to the students about managing stress and mental health resources for those who may need them.

In addition, the CHS RtI/MTSS team meets regularly, including guidance representation, to determine if additional interventions or supports are needed for specific students. The guidance department works closely with the District Student Services department, including the local mental health counselors and social workers, who collaborate on strategies to meet the needs of individual students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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	0	0	0	45	33	50	72	200
One or more suspensions	0	0	0	0	0	0	0	0	0	56	15	11	20	102
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	25	22	24	76
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	26	19	21	28	94

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	0	0	0	21	16	16	29	82

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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.

Parents are informed of their child's progress through a variety of strategies, including the Home Access Center (HAC) where they can see grades and attendance data daily for their student. In addition, CHS is using Schoology school-wide as a tool for teachers to communicate upcoming assignments, assessments, etc. to all students. The CHS website is frequently updated with important dates and information for parents and students to stay informed. Our guidance department reaches out directly to communicate with the parents of any student who is not on track to graduate. The School Messenger system is used to communicate with parents about upcoming events and information parents and students need to know.

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 Career Academies each maintain an advisory board which meets regularly with representatives from local businesses to enhance students' learning experience. Our self-contained ESE department maintains relationships with businesses willing to provide our students with intellectual disabilities with the opportunity to build life and work skills. Our athletic department regularly teams with sponsors to hold events at the school. Our PTSO supports the school mission and vision through business partnerships as well. In addition, individual clubs and student organizations maintain partnerships with the local community to increase resources to meet student needs.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
McCormick, Steve	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, manages the school budget, collaborates with school leadership of feeder schools, manage school communications, conducts teacher evaluations, leads planning for school-wide systems of intervention and professional development. Shared decision making is facilitated through the PLC process, teams of teachers work collaboratively in cycles of inquiry to ensure student learning.

Assistant Principals: Assist the principals with duties as needed including teacher observations, testing, LEA, textbooks, facilitating the MTSS process, guidance operations, school-wide discipline plans, school technology, etc.

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.

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
Amy Cocchiola	Teacher
Marna Fox	Education Support Employee
Andi Piscatella	Parent
Keeley Browder	Parent
Tonja Hartjes	Parent
Karl Rogers	Parent
Steve McCormick	Principal
Shannon Welch	Teacher
Amy Kennair	Teacher
Thomas McNerney	Teacher
Ali Pressel	Teacher
Miriam Provisero	Teacher
Maya Semel	Student
Hadley Browder	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 Steve McCormick 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 curriculum, professional development and field studies to enhance the curriculum of our Access Points (ESE) classrooms, guidance, and world languages.

$1121.75 to World Language teachers for SCOLT Conference
$89.95 to purchase Science text for Access Point class
$291.38 to Guidance to attend Private College/University Fair
$330.00 to Access Points teachers for Guana Reserve field study

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
Bozeman, Kristin	Assistant Principal
Kasting, Troy	Assistant Principal
Carnall, Linda	Assistant Principal
Cocchiola, Amy	Teacher, K-12
McCormick, Steve	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. 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. Each subject area has Florida Standards for ELA embedded in their core standards and pacing guides for each course. Teams work within their PLC teams to develop common formative assessments to measure student progress toward these standards and to share strategies to increase student literacy throughout the school.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 weekly 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. Steve McCormick.

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. Mentors are selected because they are highly accomplished instructors and leaders within their department, and are matched to new teachers based on content taught and proximity. 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 twice a 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 twice a 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 Math Nation, Achieve 3000, 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
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.

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
McCormick, Steve, steve.mccormick@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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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), which happens annually before school starts. 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. Guidance Parent Night in the fall provides information for parents about the college admissions and preparation process customized by grade level. 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, 74% 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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 in the lowest quartile making learning gains in Math from 46 percent to 50 percent, as measured by Florida Standards End of Course Exams in Algebra 1 and Geometry.

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 in the lowest quartile making learning gains in English Language Arts (Reading and Writing) from 57% to 60% 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 in the lowest quartile making learning gains in Math from 46 percent to 50 percent, as measured by Florida Standards End of Course Exams in Algebra 1 and Geometry. 1a

🔑 G096428

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers need additional professional development and assistance to align assessment tasks and instruction with the rigor of state assessments, and how to effectively use this assessment data to guide instruction and remediation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Nation assessment progress monitoring.

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

- Math tutor meets with students weekly to tutor on skills not mastered

- Math teacher assistant to push in to math classrooms to assist with small group remediation/ reteach.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Steve McCormick

Schedule
Quarterly, from 8/10/2017 to 5/25/2018

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`

🔑 G096429

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, 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.

- Schoology to communicate upcoming assignments and course resources

- Guidance individual and group sessions at lunch, in school and during the evenings about a variety of topics.

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
Steve McCormick

Schedule
On 5/25/2018

Evidence of Completion
Results of parent surveys.

G3. Creekside will improve the percentage of students in the lowest quartile making learning gains in English Language Arts (Reading and Writing) from 57% to 60% as measured by the Florida Standards Assessment and Florida Standards Alternative Assessment. 1a

🔑 G096430

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers need additional professional development and assistance to align assessment tasks and instruction with the rigor of state assessments, and how to effectively use this to guide instruction and remediation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- English teachers meet in Professional Learning Communities weekly during common planning to create common formative assessments and analyze student data.

- 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

Data chats with administration, including review of student data, will demonstrate that students are making progress toward mastery of standards.

Person Responsible

Steve McCormick

Schedule

Semiannually, from 10/25/2017 to 5/25/2018

Evidence of Completion

Student data from common formative assessments.

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 in the lowest quartile making learning gains in Math from 46 percent to 50 percent, as measured by Florida Standards End of Course Exams in Algebra 1 and Geometry. 1

🔑 G096428

G1.B2 Teachers need additional professional development and assistance to align assessment tasks and instruction with the rigor of state assessments, and how to effectively use this assessment data to guide instruction and remediation. 2

🔑 B259497

G1.B2.S1 Math teachers will receive professional development on aligning classroom assessments with the rigor of the Florida Standards Assessment. Then, PLC teams will work together to craft common formative assessments aligned with the rigor of the EOCs and use the results to craft interventions. 4

🔑 S274839

Strategy Rationale

If teachers use assessments in their classroom which are aligned to the Florida Standards Assessment, they will be able to track student progress toward mastery of the standards and ensure that students make learning gains.

Action Step 1 5

Math teachers will receive professional development regarding the rigor of FSA EOCs including how to craft common formative assessments aligned to the rigor of these assessments, and also on the instructional shifts required to facilitate high-level learning in their classrooms.

Person Responsible

Steve McCormick

Schedule

On 9/29/2017

Evidence of Completion

Teacher work products.

Action Step 2 `5`

Math teachers will collaborate within PLC teams to create common formative assessments aligned to the rigor of FSA. They will administer these assessments and analyze data to guide instruction.

Person Responsible

Steve McCormick

Schedule

Quarterly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Teacher formative assessments and data.

Action Step 3 `5`

Math teachers will develop ways to systematically intervene when formative assessment shows students are not mastering standards, including working with school tutors for supplemental instruction.

Person Responsible

Steve McCormick

Schedule

Quarterly, from 9/30/2017 to 5/25/2018

Evidence of Completion

PLC meeting notes, formative assessment data.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administration will meet with each PLC for data chats to review assessments and provide feedback.

Person Responsible

Steve McCormick

Schedule

Semiannually, from 10/25/2017 to 5/25/2018

Evidence of Completion

Data chat with administration.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Data from PLC team common formative assessments will accurately identify students in need of remediation and will be used to guide instruction in math classes.

Person Responsible

Steve McCormick

Schedule

Quarterly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Common formative assessments and resulting data.

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

🔑 G096429

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, HAC, Schoology, Blackboard, etc.) 2

🔑 B259500

G2.B1.S1 Teachers will use Schoology as a means to communicate all upcoming dates/deadlines and assignments to students and parents. 4

🔑 S274843

Strategy Rationale

Students and parents will have constant access to information about grades and learning assignments.

Action Step 1 5

All teachers will learn to use Schoology to post upcoming assignments/deadlines on the calendar.

Person Responsible

Kristin Bozeman

Schedule

On 8/9/2017

Evidence of Completion

Pre-Planning Agenda/Sign-In Sheet for Training

Action Step 2 5

Students will be trained the first month of school to use Schoology for assignments, etc.

Person Responsible

Kristin Bozeman

Schedule

On 8/25/2017

Evidence of Completion

Student use of Schoology tool.

Action Step 3 `5`

CHS Admin will communicate directly to parents, and on the CHS website, information about how parents can use Schoology to keep in communication with the school regarding their child's progress.

Person Responsible

Kristin Bozeman

Schedule

Evidence of Completion

CHS Website, parent email communication

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

Administration will periodically check teacher Schoology pages to ensure information is updated in a timely manner and provide feedback directly to teachers for improvement.

Person Responsible

Kristin Bozeman

Schedule

Quarterly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Teacher Schoology Websites.

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

Parents and students will be polled throughout the year for their use of Schoology and for feedback on its effectiveness at communicating student progress.

Person Responsible

Steve McCormick

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Parent and student feedback regarding use of Schoology.

G3. Creekside will improve the percentage of students in the lowest quartile making learning gains in English Language Arts (Reading and Writing) from 57% to 60% as measured by the Florida Standards Assessment and Florida Standards Alternative Assessment. [1]

🔑 G096430

G3.B2 Teachers need additional professional development and assistance to align assessment tasks and instruction with the rigor of state assessments, and how to effectively use this to guide instruction and remediation. [2]

🔑 B259504

G3.B2.S1 ELA teachers will receive professional development on aligning classroom assessments with the rigor of the Florida Standards Assessment. Then, PLC teams will work together to craft common formative assessments aligned with the rigor of FSA and use the results to craft interventions. [4]

🔑 S274845

Strategy Rationale

If teachers use assessments in their classroom which are aligned to the Florida Standards Assessment, they will be able to track student progress toward mastery of the standards and ensure that students make learning gains.

Action Step 1 [5]

ELA teachers will receive professional development regarding FSA assessments and practice writing assessments aligned to the rigor of these assessments

Person Responsible

Deb Stefanides

Schedule

On 9/29/2017

Evidence of Completion

Teacher work products.

Action Step 2 [5]

ELA teachers will collaborate within PLC teams to create common formative assessments aligned to the rigor of FSA. They will administer these assessments and analyze data to guide instruction.

Person Responsible

Deb Stefanides

Schedule

Quarterly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Teacher formative assessments and data.

Action Step 3 [5]

ELA teachers will develop ways to systematically intervene when formative assessment shows students are not mastering standards.

Person Responsible

Deb Stefanides

Schedule

Quarterly, from 9/30/2017 to 5/25/2018

Evidence of Completion

PLC meeting notes, formative assessment data.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 [6]

Administration will meet with each PLC for data chats to review assessments and provide feedback.

Person Responsible

Steve McCormick

Schedule

Semiannually, from 10/25/2017 to 5/25/2018

Evidence of Completion

Data chat with administration.

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

Data from midterm assessments and common formative assessments will be reviewed by the administration.

Person Responsible

Kristin Bozeman

Schedule

Quarterly, from 9/29/2017 to 5/25/2018

Evidence of Completion

District assessment data and common formative assessment data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A3 🔑 A368986	CHS Admin will communicate directly to parents, and on the CHS website, information about how...	Bozeman, Kristin	1/1/2018	CHS Website, parent email communication	No End Date one-time
G2.B1.S1.A1 🔑 A368984	All teachers will learn to use Schoology to post upcoming assignments/ deadlines on the calendar.	Bozeman, Kristin	8/2/2017	Pre-Planning Agenda/Sign-In Sheet for Training	8/9/2017 one-time
G2.B1.S1.A2 🔑 A368985	Students will be trained the first month of school to use Schoology for assignments, etc.	Bozeman, Kristin	8/10/2017	Student use of Schoology tool.	8/25/2017 one-time
G1.B2.S1.A1 🔑 A368981	Math teachers will receive professional development regarding the rigor of FSA EOCs including how...	McCormick, Steve	9/1/2017	Teacher work products.	9/29/2017 one-time
G3.B2.S1.A1 🔑 A368987	ELA teachers will receive professional development regarding FSA assessments and practice writing...	Stefanides, Deb	9/1/2017	Teacher work products.	9/29/2017 one-time
G1.MA1 🔑 M396834	Assessment data, including district midterms and common formative assessments, will be analyzed for...	McCormick, Steve	8/10/2017	Progress monitoring data demonstrating student growth.	5/25/2018 quarterly
G2.MA1 🔑 M396837	Parent feedback regarding communication of their child's progress on the annual parent survey and...	McCormick, Steve	5/25/2018	Results of parent surveys.	5/25/2018 one-time
G3.MA1 🔑 M396840	Data chats with administration, including review of student data, will demonstrate that students...	McCormick, Steve	10/25/2017	Student data from common formative assessments.	5/25/2018 semiannually
G1.B2.S1.MA1 🔑 M396832	Data from PLC team common formative assessments will accurately identify students in need of...	McCormick, Steve	9/29/2017	Common formative assessments and resulting data.	5/25/2018 quarterly
G1.B2.S1.MA1 🔑 M396833	Administration will meet with each PLC for data chats to review assessments and provide feedback.	McCormick, Steve	10/25/2017	Data chat with administration.	5/25/2018 semiannually
G1.B2.S1.A2 🔑 A368982	Math teachers will collaborate within PLC teams to create common formative assessments aligned to...	McCormick, Steve	9/29/2017	Teacher formative assessments and data.	5/25/2018 quarterly
G1.B2.S1.A3 🔑 A368983	Math teachers will develop ways to systematically intervene when formative assessment shows...	McCormick, Steve	9/30/2017	PLC meeting notes, formative assessment data.	5/25/2018 quarterly
G2.B1.S1.MA1 🔑 M396835	Parents and students will be polled throughout the year for their use of Schoology and for feedback...	McCormick, Steve	8/10/2017	Parent and student feedback regarding use of Schoology.	5/25/2018 quarterly
G2.B1.S1.MA1 🔑 M396836	Administration will periodically check teacher Schoology pages to ensure information is updated in...	Bozeman, Kristin	9/1/2017	Teacher Schoology Websites.	5/25/2018 quarterly
G3.B2.S1.MA1 🔑 M396838	Data from midterm assessments and common formative assessments will be reviewed by the...	Bozeman, Kristin	9/29/2017	District assessment data and common formative assessment data.	5/25/2018 quarterly
G3.B2.S1.MA1 🔑 M396839	Administration will meet with each PLC for data chats to review assessments and provide feedback.	McCormick, Steve	10/25/2017	Data chat with administration.	5/25/2018 semiannually
G3.B2.S1.A2 🔑 A368988	ELA teachers will collaborate within PLC teams to create common formative assessments aligned to...	Stefanides, Deb	9/29/2017	Teacher formative assessments and data.	5/25/2018 quarterly
G3.B2.S1.A3 🔑 A368989	ELA teachers will develop ways to systematically intervene when formative assessment shows students...	Stefanides, Deb	9/30/2017	PLC meeting notes, formative assessment data.	5/25/2018 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 in the lowest quartile making learning gains in Math from 46 percent to 50 percent, as measured by Florida Standards End of Course Exams in Algebra 1 and Geometry.

G1.B2 Teachers need additional professional development and assistance to align assessment tasks and instruction with the rigor of state assessments, and how to effectively use this assessment data to guide instruction and remediation.

G1.B2.S1 Math teachers will receive professional development on aligning classroom assessments with the rigor of the Florida Standards Assessment. Then, PLC teams will work together to craft common formative assessments aligned with the rigor of the EOCs and use the results to craft interventions.

PD Opportunity 1

Math teachers will receive professional development regarding the rigor of FSA EOCs including how to craft common formative assessments aligned to the rigor of these assessments, and also on the instructional shifts required to facilitate high-level learning in their classrooms.

Facilitator

Administration and district math leadership

Participants

Math teachers.

Schedule

On 9/29/2017

G3. Creekside will improve the percentage of students in the lowest quartile making learning gains in English Language Arts (Reading and Writing) from 57% to 60% as measured by the Florida Standards Assessment and Florida Standards Alternative Assessment.

G3.B2 Teachers need additional professional development and assistance to align assessment tasks and instruction with the rigor of state assessments, and how to effectively use this to guide instruction and remediation.

G3.B2.S1 ELA teachers will receive professional development on aligning classroom assessments with the rigor of the Florida Standards Assessment. Then, PLC teams will work together to craft common formative assessments aligned with the rigor of FSA and use the results to craft interventions.

PD Opportunity 1

ELA teachers will receive professional development regarding FSA assessments and practice writing assessments aligned to the rigor of these assessments

Facilitator

Deb Stefanides, ILC and District ELA leadership.

Participants

ELA teachers.

Schedule

On 9/29/2017

VI. Technical Assistance Items

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

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%.

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, HAC, Schoology, Blackboard, etc.)

G2.B1.S1 Teachers will use Schoology as a means to communicate all upcoming dates/deadlines and assignments to students and parents.

TA Opportunity 1

All teachers will learn to use Schoology to post upcoming assignments/deadlines on the calendar.

Facilitator

Schoology PD Team of Teachers

Participants

All teachers.

Schedule

On 8/9/2017

VII. Budget

1	G1.B2.S1.A1	Math teachers will receive professional development regarding the rigor of FSA EOCs including how to craft common formative assessments aligned to the rigor of these assessments, and also on the instructional shifts required to facilitate high-level learning in their classrooms.	$0.00
2	G1.B2.S1.A2	Math teachers will collaborate within PLC teams to create common formative assessments aligned to the rigor of FSA. They will administer these assessments and analyze data to guide instruction.	$0.00
3	G1.B2.S1.A3	Math teachers will develop ways to systematically intervene when formative assessment shows students are not mastering standards, including working with school tutors for supplemental instruction.	$0.00
4	G2.B1.S1.A1	All teachers will learn to use Schoology to post upcoming assignments/deadlines on the calendar.	$0.00
5	G2.B1.S1.A2	Students will be trained the first month of school to use Schoology for assignments, etc.	$0.00
6	G2.B1.S1.A3	CHS Admin will communicate directly to parents, and on the CHS website, information about how parents can use Schoology to keep in communication with the school regarding their child's progress.	$0.00
7	G3.B2.S1.A1	ELA teachers will receive professional development regarding FSA assessments and practice writing assessments aligned to the rigor of these assessments	$0.00

8	G3.B2.S1.A2	ELA teachers will collaborate within PLC teams to create common formative assessments aligned to the rigor of FSA. They will administer these assessments and analyze data to guide instruction.	$0.00
9	G3.B2.S1.A3	ELA teachers will develop ways to systematically intervene when formative assessment shows students are not mastering standards.	$0.00
		Total:	$0.00