



## Creekside Middle School

6801 AIRPORT RD, Port Orange, FL 32128

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

### School Demographics

|  |  |  |
|--|--|--|
| <p><b>School Type and Grades Served</b><br/>(per MSID File)</p> <p>Middle School<br/>6-8</p> | <p><b>2017-18 Title I School</b></p> <p>No</p> | <p><b>2017-18 Economically Disadvantaged (FRL) Rate</b><br/>(as reported on Survey 3)</p> <p>41%</p> |
| <p><b>Primary Service Type</b><br/>(per MSID File)</p> <p>K-12 General Education</p>         | <p><b>Charter School</b></p> <p>No</p>         | <p><b>2018-19 Minority Rate</b><br/>(Reported as Non-white on Survey 2)</p> <p>20%</p>               |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2017-18</b> | <b>2016-17</b> | <b>2015-16</b> | <b>2014-15</b> |
| <b>Grade</b> | 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 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 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>.

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## Table of Contents

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|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>6</b>  |
| Supportive Environment  | 6         |
| Family and Community Engagement   | 8         |
| Effective Leadership  | 8         |
| Public and Collaborative Teaching   | 12        |
| Ambitious Instruction and Learning  | 13        |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>16</b> |
| Goals Summary   | 16        |
| Goals Detail  | 16        |
| Action Plan for Improvement   | 19        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>35</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>30</b> |
| Professional Development Opportunities  | 30        |
| Technical Assistance Items  | 33        |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>33</b> |

## 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.

### 2018-19 DA Category and Statuses for Creekside Middle School

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | - 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 an 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 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.**

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 | 21 | 32 | 30 | 0 | 0  | 0  | 0  | 83    |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 15 | 17 | 9  | 0 | 0  | 0  | 0  | 41    |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 16 | 29 | 8  | 0 | 0  | 0  | 0  | 53    |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 21 | 33 | 22 | 0 | 0  | 0  | 0  | 76    |
|                                 | 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 | 38 | 53 | 33 | 0 | 0  | 0  | 0  | 124   |

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 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**

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

### 1. School Leadership Team

**a. Membership**

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

| Name             | Title               |
|------------------|---------------------|
| Mallory, Steffan | Assistant Principal |
| Meade, D'Anna    | Teacher, K-12       |
| Chester, Myra    | Assistant Principal |
| Cash, John       | Principal           |
| 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 the 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, Technology and CBI for students with disabilities. 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  |
|------------------|--------------------|
|                  | Teacher            |
| *D'Anna Meade    | Teacher            |
| John Cash        | Teacher            |
| Jennifer Foutch  | Teacher            |
| Melissa Tse      | Teacher            |
| Deborah Ellis    | Teacher            |
| Frances Gillard  | Teacher            |
| Ashley Breedlove | Teacher            |
| Melissa Smith    | Teacher            |
| Rebecca Sampson  | Teacher            |
| Diana Conway     | Parent             |
| Tammy Carbonara  | Parent             |
| Randi Parsell    | Parent             |
| Kim Martin       | Parent             |
| Gail Bail        | Parent             |
| Heather Begnoche | Parent             |
| Tara Anderson    | Business/Community |
| Keri Nefferdorf  | Parent             |
| Kim Short        | Parent             |
| Kelly Janan      | Parent             |

**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, Â§ 1114(b)(2).

*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. Each request is reviewed by the SAC committee and voted on for approval. We received SAC funds.

**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. Each request is reviewed by the SAC committee and voted on for approval. We received SAC funds. 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           |
| Meade, D'Anna    | Teacher, K-12       |
| Chester, Myra    | Assistant Principal |
| Mallory, Steffan | Assistant Principal |
| Strother, Jay    | Assistant Principal |
| Moore, Shawna    | Instructional Coach |
| Sampson, Rebecca | Dean                |

**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 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.**

Professional learning communities: Our instructional leadership team meets with their departments as a PLC twice per 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 New Teacher Induction Program.

## **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.***

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 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.**

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  
Research III

## 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 fosters collective efficacy and implement standards-aligned instruction, then individual 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 fosters collective efficacy and implement standards-aligned instruction, then individual student achievement will increase. **1a**

G100582

**Targets Supported** **1b**

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FSA Mathematics Achievement  | 72.0          |
| Algebra I EOC Pass Rate      | 98.0          |
| FSA ELA Achievement          | 70.0          |
| Civics EOC Pass              | 83.0          |
| FCAT 2.0 Science Proficiency | 74.0          |
| ELA/Reading Gains            | 67.0          |
| ELA/Reading Lowest 25% Gains | 55.0          |
| Math Gains                   | 71.0          |
| Math Lowest 25% Gains        | 62.0          |

**Targeted Barriers to Achieving the Goal** **3**

- Limited knowledge of how to integrate the depth of standards in instruction

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

- Curriculum/District Specialists
- Curriculum Maps
- Instructional Coach
- Digital Learning Teacher Leaders/Personalized Learning Leader
- SAC Funds
- PAWS for Intervention
- Early Release Professional Learning and Professional Learning (Admin Institutes, Coaches' Training, etc.)
- Tutoring
- Mentoring Program PAR Teachers
- CPALMS/Euphoria/PowerBI,Focus
- Achieve the Core
- Power BI

**Plan to Monitor Progress Toward G1. 8**

SIP Progress Monitoring Meeting

**Person Responsible**

John Cash

**Schedule**

On 11/2/2018

**Evidence of Completion**

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

**Plan to Monitor Progress Toward G1. 8**

SIP Midyear Review

**Person Responsible**

**Schedule**

On 1/31/2019

**Evidence of Completion**

Midyear Review in CIMS

**Plan to Monitor Progress Toward G1. 8**

State Assessment Results

**Person Responsible**

Steffan Mallory

**Schedule**

On 7/31/2019

**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 fosters collective efficacy and implement standards-aligned instruction, then individual student achievement will increase. 1

G100582

**G1.B1** Limited knowledge of how to integrate the depth of standards in instruction 2

B271363

**G1.B1.S1** Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction 4

S287223

### Strategy Rationale

Increase % of teachers effectively implementing standards- aligned instruction.  
Increase student achievement.  
Foster collective efficacy among faculty and staff.

### Action Step 1 5

Analyze data from FSA and EOC and the Systemic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.

#### Person Responsible

John Cash

#### Schedule

Monthly, from 8/14/2018 to 7/31/2019

#### Evidence of Completion

List of strengths and areas of weaknesses with focus areas identified

### Action Step 2 5

Develop plan of action for professional learning and systemic practices including the infrastructure for implementation.

#### Person Responsible

Steffan Mallory

#### Schedule

Biweekly, from 8/13/2018 to 7/31/2019

#### Evidence of Completion

Completed plan of action, including timelines and people responsible and sign in sheet

### Action Step 3 5

Communicate the draft plan, collect teacher input, then revise accordingly.

**Person Responsible**

Steffan Mallory

**Schedule**

On 8/10/2018

***Evidence of Completion***

Faculty Professional Learning Sign in Sheet and Input

### Action Step 4 5

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.

**Person Responsible**

Jay Strother

**Schedule**

On 8/8/2018

***Evidence of Completion***

MyPGS sign-in sheets

### Action Step 5 5

Instructional Coach facilitation of a sharing and planning session with teachers to examine the resources available and ensure that the upcoming student tasks are aligned to the depth of the standard.

**Person Responsible**

Shawna Moore

**Schedule**

Quarterly, from 8/14/2018 to 5/31/2019

***Evidence of Completion***

Faculty Meeting Agendas

### Action Step 6 5

Teachers incorporate the aligned tasks into their instruction with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

#### **Person Responsible**

Shawna Moore

#### **Schedule**

Monthly, from 8/13/2018 to 5/31/2019

#### **Evidence of Completion**

Aligned tasks and coaching interaction data

### Action Step 7 5

Teachers participate in a Professional Learning Day focused on standards-aligned instruction.

#### **Person Responsible**

Steffan Mallory

#### **Schedule**

On 9/17/2018

#### **Evidence of Completion**

District ERPL Sign-In Sheets

### Action Step 8 5

Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (Oct. 17, 2018 -District ERPL #1; November 28, 2018 – District ERPL #2, January 23, 2019 – District ERPL #3, February 27, 2019 – District ERPL #4).

#### **Person Responsible**

Myra Chester

#### **Schedule**

On 2/27/2019

#### **Evidence of Completion**

MyPGS Sign-In Sheets and in-service records

### Action Step 9 5

Teachers observe each other implementing the new learning from the district ERPL's using the Peer Observation Learning Design.

**Person Responsible**

Steffan Mallory

**Schedule**

Monthly, from 11/5/2018 to 5/31/2019

***Evidence of Completion***

Teacher Observation Schedule

### Action Step 10 5

Teachers participate in a school-based Early Release Professional Learning focused on collaborating with their colleagues, highlighting best practices they have learned from the first three school-based and the district ERPL's. They will reflect on their growth and discuss how this has impacted their teaching practice and student learning.

**Person Responsible**

Myra Chester

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

Sign-In Sheets

### 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**

Steffan Mallory

**Schedule**

Monthly, from 9/30/2018 to 5/31/2019

***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 9/30/2018 to 5/31/2019

***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 5/31/2019

***Evidence of Completion***

SLT meetings

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

Coach provides follow-up support to ensure implementation of standards aligned instruction.

**Person Responsible**

Shawna Moore

**Schedule**

Quarterly, from 8/20/2018 to 5/31/2019

***Evidence of Completion***



**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 7/16/2018 to 5/31/2019

***Evidence of Completion***

Data Chats/Walks, Observational Notes, SLT Notes, End of the Year Faculty Survey, DIA's, VLT's, IReady

**G1.B1.S2** Incorporate instructional strategies to include more technological practices that supports standards-aligned instruction **4**

 S287224

### **Strategy Rationale**

Increase student engagement and provide skills for 21st Century learning.  
Expand teacher's best practices toolbox.

### **Action Step 1** **5**

Teachers will participate in school-based Professional Learning focused on technology to build knowledge and deepen understanding of how to incorporate technology in the classroom.  
(Professional Development Day in September)

#### **Person Responsible**

Myra Chester

#### **Schedule**

On 9/17/2018

#### **Evidence of Completion**

MyPGS Sign-In Sheets and Survey Monkey

### **Action Step 2** **5**

Develop plan of action for professional learning and systemic practices for implementation for technology in the classroom.

#### **Person Responsible**

Myra Chester

#### **Schedule**

On 8/14/2019

#### **Evidence of Completion**

Exit Slip, Sign-In Sheet

**Action Step 3** 5

Communicate the draft plan based on teacher input, then revise accordingly.

**Person Responsible**

Myra Chester

**Schedule**

On 8/14/2018

**Evidence of Completion**

Faculty Meeting, Professional Learning Sign-In Sheet, PLC meeting minutes

**Action Step 4** 5

Teacher participation in technology-based sessions supporting standards-aligned instruction during the school year.

**Person Responsible**

Shawna Moore

**Schedule**

Monthly, from 8/16/2018 to 5/31/2019

**Evidence of Completion**

Faculty Professional Learning Sign In Sheet

**Action Step 5** 5

Explore the feasibility of acquiring technology hardware and/or software to facilitate collective efficacy school wide

**Person Responsible**

Jay Strother

**Schedule**

On 12/20/2018

**Evidence of Completion**

Meeting Minutes

**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 9/17/2018 to 5/31/2019

**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**

Jay Strother

**Schedule**

Monthly, from 9/17/2018 to 5/31/2019

**Evidence of Completion**

Meeting Notice

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

Administrator Walk-Through/Administrator, ILT and teachers conduct Learning/Data Walks

**Person Responsible**

John Cash

**Schedule**

Quarterly, from 1/7/2019 to 5/31/2019

**Evidence of Completion**

Data Walk Collection Tools and Data Grids/MyPGS Walk-Through reflection

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

Determine status towards completing acting steps during SLT meetings

**Person Responsible**

Steffan Mallory

**Schedule**

Monthly, from 9/21/2018 to 5/31/2019

***Evidence of Completion***

SLT Meetings

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

Discuss the effectiveness technology use in the classroom

**Person Responsible**

John Cash

**Schedule**

Annually, from 5/31/2019 to 5/31/2019

***Evidence of Completion***

Administration/ILT/SLT Members

## 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 fosters collective efficacy and implement standards-aligned instruction, then individual student achievement will increase.

**G1.B1** Limited knowledge of how to integrate the depth of standards in instruction

**G1.B1.S1** Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction

### **PD Opportunity 1**

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.

#### **Facilitator**

Curriculum Specialists or Coachs

#### **Participants**

Teachers, administrators, counselors

#### **Schedule**

On 8/8/2018

### **PD Opportunity 2**

Teachers participate in a Professional Learning Day focused on standards-aligned instruction.

#### **Facilitator**

Professional Learning Facilitators around the district

#### **Participants**

All Faculty

#### **Schedule**

On 9/17/2018

### PD Opportunity 3

Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (Oct. 17, 2018 -District ERPL #1; November 28, 2018 – District ERPL #2, January 23, 2019 – District ERPL #3, February 27, 2019 – District ERPL #4).

#### **Facilitator**

Professional Learning Facilitators around the district

#### **Participants**

Faculty

#### **Schedule**

On 2/27/2019

### PD Opportunity 4

Teachers observe each other implementing the new learning from the district ERPL's using the Peer Observation Learning Design.

#### **Facilitator**

Administration/Instructional Coach

#### **Participants**

Faculty

#### **Schedule**

Monthly, from 11/5/2018 to 5/31/2019

### PD Opportunity 5

Teachers participate in a school-based Early Release Professional Learning focused on collaborating with their colleagues, highlighting best practices they have learned from the first three school-based and the district ERPL's. They will reflect on their growth and discuss how this has impacted their teaching practice and student learning.

#### **Facilitator**

Administration/PLL/DLTL/Instructional Coach/Teachers

#### **Participants**

Faculty

#### **Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**G1.B1.S2** Incorporate instructional strategies to include more technological practices that supports standards-aligned instruction

**PD Opportunity 1**

Teachers will participate in school-based Professional Learning focused on technology to build knowledge and deepen understanding of how to incorporate technology in the classroom.  
(Professional Development Day in September)

**Facilitator**

PLL/DLTL/School Based Teachers

**Participants**

Faculty

**Schedule**

On 9/17/2018

**PD Opportunity 2**

Teacher participation in technology-based sessions supporting standards-aligned instruction during the school year.

**Facilitator**

Admin/ILT/Coach

**Participants**

Faculty

**Schedule**

Monthly, from 8/16/2018 to 5/31/2019

**PD Opportunity 3**

Explore the feasibility of acquiring technology hardware and/or software to facilitate collective efficacy school wide

**Facilitator**

Instructional Coach/DSR/Administration

**Participants**

Faculty

**Schedule**

On 12/20/2018



## 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  | Analyze data from FSA and EOC and the Systemic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.   |  |                          |     | \$0.00     |
| 2  | G1.B1.S1.A10 | Teachers participate in a school-based Early Release Professional Learning focused on collaborating with their colleagues, highlighting best practices they have learned from the first three school-based and the district ERPL's. They will reflect on their growth and discuss how this has impacted their teaching practice and student learning. |  |                          |     | \$0.00     |
| 3  | G1.B1.S1.A2  | Develop plan of action for professional learning and systemic practices including the infrastructure for implementation.  |  |                          |     | \$1,500.00 |
|    | Function     | Object  | Budget Focus   | Funding Source           | FTE | 2018-19    |
|    |              |   | 7791 - Creekside Middle School                       | School Improvement Funds |     | \$1,500.00 |
|    |              |   | <i>Notes: Student recognition and special events</i> |                          |     |            |
| 4  | G1.B1.S1.A3  | Communicate the draft plan, collect teacher input, then revise accordingly.   |  |                          |     | \$0.00     |
| 5  | G1.B1.S1.A4  | Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.   |  |                          |     | \$0.00     |
| 6  | G1.B1.S1.A5  | Instructional Coach facilitation of a sharing and planning session with teachers to examine the resources available and ensure that the upcoming student tasks are aligned to the depth of the standard.  |  |                          |     | \$0.00     |
| 7  | G1.B1.S1.A6  | Teachers incorporate the aligned tasks into their instruction with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.   |  |                          |     | \$0.00     |
| 8  | G1.B1.S1.A7  | Teachers participate in a Professional Learning Day focused on standards-aligned instruction.   |  |                          |     | \$0.00     |
| 9  | G1.B1.S1.A8  | Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (Oct. 17, 2018 -District ERPL #1; November 28, 2018 – District ERPL #2, January 23, 2019 – District ERPL #3, February 27, 2019 – District ERPL #4).  |  |                          |     | \$0.00     |
| 10 | G1.B1.S1.A9  | Teachers observe each other implementing the new learning from the district ERPL's using the Peer Observation Learning Design.  |  |                          |     | \$0.00     |
| 11 | G1.B1.S2.A1  | Teachers will participate in school-based Professional Learning focused on technology to build knowledge and deepen understanding of how to incorporate technology in the classroom. (Professional Development Day in September)  |  |                          |     | \$2,000.00 |
|    | Function     | Object  | Budget Focus   | Funding Source           | FTE | 2018-19    |
|    |              |   | District-Wide  | General Fund             |     | \$2,000.00 |










Volusia - 7791 - Creekside Middle School - 2018-19 SIP  
Creekside Middle School

|               |             |   |                                |                          |     |                   |
|---------------|-------------|---|--------------------------------|--------------------------|-----|-------------------|
| 12            | G1.B1.S2.A2 | Develop plan of action for professional learning and systemic practices for implementation for technology in the classroom. |                                |                          |     | \$0.00            |
| 13            | G1.B1.S2.A3 | Communicate the draft plan based on teacher input, then revise accordingly.   |                                |                          |     | \$0.00            |
| 14            | G1.B1.S2.A4 | Teacher participation in technology-based sessions supporting standards-aligned instruction during the school year.         |                                |                          |     | \$0.00            |
| 15            | G1.B1.S2.A5 | Explore the feasibility of acquiring technology hardware and/or software to facilitate collective efficacy school wide      |                                |                          |     | \$5,000.00        |
|               | Function    | Object  | Budget Focus                   | Funding Source           | FTE | 2018-19           |
|               |             |   | 7791 - Creekside Middle School |                          |     | \$0.00            |
|               |             |   | 7791 - Creekside Middle School | School Improvement Funds |     | \$5,000.00        |
| <b>Total:</b> |             |   |                                |                          |     | <b>\$8,500.00</b> |

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|-------------------------|--|------------------|-------------------------------|---|---------------------|
| <b>2019</b>             |  |                  |                               |   |                     |
| G1.B1.S1.A4<br>A389506  | Teacher participation in district content sessions supporting standards-aligned instruction during...  | Strother, Jay    | 8/8/2018                      | MyPGS sign-in sheets  | 8/8/2018 one-time   |
| G1.B1.S1.A3<br>A389505  | Communicate the draft plan, collect teacher input, then revise accordingly.                            | Mallory, Steffan | 8/7/2018                      | Faculty Professional Learning Sign in Sheet and Input   | 8/10/2018 one-time  |
| G1.B1.S2.A3<br>A389515  | Communicate the draft plan based on teacher input, then revise accordingly.                            | Chester, Myra    | 8/14/2018                     | Faculty Meeting, Professional Learning Sign-In Sheet, PLC meeting minutes                               | 8/14/2018 one-time  |
| G1.B1.S1.A7<br>A389509  | Teachers participate in a Professional Learning Day focused on standards-aligned instruction.          | Mallory, Steffan | 9/17/2018                     | District ERPL Sign-In Sheets  | 9/17/2018 one-time  |
| G1.B1.S2.A1<br>A389513  | Teachers will participate in school-based Professional Learning focused on technology to build...      | Chester, Myra    | 9/17/2018                     | MyPGS Sign-In Sheets and Survey Monkey  | 9/17/2018 one-time  |
| G1.MA1<br>M425528       | SIP Progress Monitoring Meeting  | Cash, John       | 10/16/2018                    | SIP Progress Monitoring Meeting Minutes and Sign-In Sheet   | 11/2/2018 one-time  |
| G1.B1.S2.A5<br>A389517  | Explore the feasibility of acquiring technology hardware and/or software to facilitate collective...   | Strother, Jay    | 8/20/2018                     | Meeting Minutes   | 12/20/2018 one-time |
| G1.MA2<br>M425529       | SIP Midyear Review   |                  | 1/14/2019                     | Midyear Review in CIMS  | 1/31/2019 one-time  |
| G1.B1.S1.A8<br>A389510  | Teachers participate in the district Early Release Professional Learning sessions focused on...        | Chester, Myra    | 10/17/2018                    | MyPGS Sign-In Sheets and in-service records   | 2/27/2019 one-time  |
| G1.B1.S1.MA1<br>M425516 | Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...   | Cash, John       | 7/16/2018                     | Data Chats/Walks, Observational Notes, SLT Notes, End of the Year Faculty Survey, DIA's, VLT's, IReeady | 5/31/2019 monthly   |
| G1.B1.S1.MA1<br>M425517 | Collaborate with professional learning facilitators to determine status of the professional...         | Mallory, Steffan | 9/30/2018                     | Meeting Notice  | 5/31/2019 monthly   |
| G1.B1.S1.MA2<br>M425518 | Administrators and ILT's conduct Data Walks  | Cash, John       | 9/30/2018                     | Data Walk Collection Tools and Data Grids   | 5/31/2019 monthly   |
| G1.B1.S1.MA3<br>M425519 | Determine status towards completing acting steps during SLT meetings                                   | Cash, John       | 8/15/2018                     | SLT meetings  | 5/31/2019 one-time  |
| G1.B1.S1.MA5<br>M425520 | Coach provides follow-up support to ensure implementation of standards aligned instruction.            | Moore, Shawna    | 8/20/2018                     |   | 5/31/2019 quarterly |
| G1.B1.S1.A5<br>A389507  | Instructional Coach facilitation of a sharing and planning session with teachers to examine the...     | Moore, Shawna    | 8/14/2018                     | Faculty Meeting Agendas   | 5/31/2019 quarterly |
| G1.B1.S1.A6<br>A389508  | Teachers incorporate the aligned tasks into their instruction with instructional coach observing...    | Moore, Shawna    | 8/13/2018                     | Aligned tasks and coaching interaction data   | 5/31/2019 monthly   |
| G1.B1.S1.A9<br>A389511  | Teachers observe each other implementing the new learning from the district ERPL's using the Peer...   | Mallory, Steffan | 11/5/2018                     | Teacher Observation Schedule  | 5/31/2019 monthly   |
| G1.B1.S1.A10<br>A389512 | Teachers participate in a school-based Early Release Professional Learning focused on collaborating... | Chester, Myra    | 8/13/2018                     | Sign-In Sheets  | 5/31/2019 monthly   |
| G1.B1.S2.MA1<br>M425521 | Discuss the effectiveness technology use in the classroom  | Cash, John       | 5/31/2019                     | Administration/ILT/SLT Members  | 5/31/2019 annually  |

**Volusia - 7791 - Creekside Middle School - 2018-19 SIP**  
*Creekside Middle School*

| Source  | Task, Action Step or Monitoring Activity  | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date     |
|---|---|------------------|-------------------------------|--|------------------------|
| G1.B1.S2.MA1<br> M425522 | Monitor and provide feedback and coaching as needed for each Professional Learning                    | Cash, John       | 9/17/2018                     | Coaching Plans and Notes   | 5/31/2019<br>monthly   |
| G1.B1.S2.MA2<br> M425523 | Collaborate with professional learning facilitators to determine status of the professional...        | Strother, Jay    | 9/17/2018                     | Meeting Notice   | 5/31/2019<br>monthly   |
| G1.B1.S2.MA3<br> M425524 | Administrator Walk-Through/<br>Administrator, ILT and teachers conduct Learning/Data Walks            | Cash, John       | 1/7/2019                      | Data Walk Collection Tools and Data Grids/MyPGS Walk-Through reflection                | 5/31/2019<br>quarterly |
| G1.B1.S2.MA4<br> M425525 | Determine status towards completing acting steps during SLT meetings                                  | Mallory, Steffan | 9/21/2018                     | SLT Meetings   | 5/31/2019<br>monthly   |
| G1.B1.S2.A4<br> A389516  | Teacher participation in technology-based sessions supporting standards-aligned instruction during... | Moore, Shawna    | 8/16/2018                     | Faculty Professional Learning Sign In Sheet  | 5/31/2019<br>monthly   |
| G1.MA3<br> M425530       | State Assessment Results  | Mallory, Steffan | 6/3/2019                      | Step Zero for 2017-2017 SIP  | 7/31/2019<br>one-time  |
| G1.B1.S1.A1<br> A389503  | Analyze data from FSA and EOC and the Systemic Practices for School Improvement reflection to...      | Cash, John       | 8/14/2018                     | List of strengths and areas of weaknesses with focus areas identified                  | 7/31/2019<br>monthly   |
| G1.B1.S1.A2<br> A389504  | Develop plan of action for professional learning and systemic practices including the...              | Mallory, Steffan | 8/13/2018                     | Completed plan of action, including timelines and people responsible and sign in sheet | 7/31/2019<br>biweekly  |
| G1.B1.S2.A2<br> A389514  | Develop plan of action for professional learning and systemic practices for implementation for...     | Chester, Myra    | 8/14/2018                     | Exit Slip, Sign-In Sheet   | 8/14/2019<br>one-time  |