



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Creekside Middle School**

6801 AIRPORT RD

Port Orange, FL 32128

386-304-5500

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

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 40%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 18%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Creekside Middle School

##### Principal

John Cash

##### School Advisory Council chair

D'Anna Meade

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

Name	Title
John Cash	Principal
Susan Jackson	Curriculum Assistant Principal
Jerry Picott	Assistant Principal
Bob Pohlmann	Assistant Principal
Diane Coleman	Reading Chair
Kim Sparger	Math Chair
Rebecca Fischetti	LA Chair
Shelley Dougal	SS Chair
Marty Ingoldsby	Science Chair
Becky Ling	Encore Chair
Ed Meadows	PE Chair
Brandy Gibson	ESE Chair

#### District-Level Information

##### District

Volusia

##### Superintendent

Dr. Margaret A Smith

##### Date of school board approval of SIP

12/10/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The SAC is representative of Creekside Middle Schools demographics. We have a cross section of school personnel, parents, and community and business partners.

DeAnna Mead, School Improvement Chair

John Cash, Principal  
Kim Short  
Marlene Greene  
Renee Williams  
Mimi Williams  
John Guidubaldi  
Kim Rice  
Michele Duguay  
Melissa Rinaldi  
Tine Farbolin  
Julie Fowler  
Jeff Rundall  
Nancy Smith  
Diane Coleman  
Karen Zeiler  
Jerry Picott  
Susan Jackson

**Involvement of the SAC in the development of the SIP**

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.

**Activities of the SAC for the upcoming school year**

The School Advisory Council will meet monthly to be updated on school information, school and district initiatives, and student achievement. In addition the council will make recommendations to administration based off of goals and areas to be addressed. The council will also make final determination on use of School Recognition money. It will also hear requests for use of School Improvement Funds.

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

The projected use of School Improvement Funds are as follows: \$500 For Anti Bullying Campaign/ Presentation, \$1000 for tutoring, \$500 for technology, \$500 for teacher requests.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>John Cash</b>		
Principal	Years as Administrator: 14	Years at Current School: 2
<b>Credentials</b>	Bachelor's Degree in Elementary Education Master's Degree in Educational Leadership	
<b>Performance Record</b>	<p>Creekside Middle 2013 - A School 627 points, 69% reading, 67% math, LQR 60%, LQM 56%. Palm Terrace 2012-C School 430 points, 49% reading, 42% math, 85% writing, 39% science, 59% LGR, 51% LGM, 51%LQR, 54% LQM; Palm Terrace 2011-B School, AYP 87%, R66%, M64%, W81%, S38%, LGR 62%, LGM 55%, LQR 69%, LQM 60% 2010-C School, AYP 82% R 62%, M 63%, W 71%, S 40% LG/R 56%, LG/M, 67%, LQ/R 54%, LQ/M79% 2009-B School, AYP 92%, R 66%, M61%, W 92%, S 33% LG/R 57%, LG/M, 65%, LQ/R 57%, LQ/M 72 2008-C School, AYP 77%, R 61%, M 50%, W 75%, S 22%, LG/R 61, LG/M 64%, LQ/R 53%, LQ/M 69% 2007-A School, AYP 97%, R 84%, M 69%, W 86%, S 57% LG/R 73%, LG/M 60%, LQ/R 67%, LQ/M 58% 2006-A School, AYP 95%, R 83%, M 77%, W 80%, LG/R 63%, LG/M 60%, LQ/R 77% Prior to 2006: Based on Volusia County district evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies for administrators.</p>	

<b>Robert Pohlmann</b>		
Asst Principal	Years as Administrator: 24	Years at Current School: 11
<b>Credentials</b>	BA - Language Arts 6-12 MS - Adm/Supervision K-12	
<b>Performance Record</b>	<p>Creekside Middle 2013 - A School 627 points, 69% reading, 67% math, LQR 60%, LQM 56%. 2012 - A school, (69%R/64%M; 71%R/65%M; 72%R/65%M) 2011 - A school, AYP 87% (77%R/69%M; 81%R/69%M; 75%R/79%M) 2010 - A school, AYP 92% (79%R/66%M; 81%R/70%M; 69%R/82%M) 2009 - A school, AYP 95% (82%R/79%M;66%R/73%M;60%R/66%M)* 2008 - A school, AYP 95% (82%R/78%M;71%R/71%M;68%R/66%M)* 2007 - A school, AYP 97% (81%R/78%M;68%R/76%M;57%R/70%M)* 2006 - A school, AYP 97% (79%R/74%M;62%R/72%M;61%R/72%M)* 2005 - A school, AYP 97% (78%R/75%M;69%R/74%M;57%R/NA M)* *(Proficient Reading/Mathematics; Learning Gains R/M; Lowest 25% R/M)* Prior to 2005 I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development offered by Volusia County Schools. I provided quality leadership and supported my faculty and staff as we all worked to increase student achievement. As a school administrator, I have had 11 straight years of being at an A rating.</p>	



<b>Susan Jackson</b>		
Asst Principal	Years as Administrator: 9	Years at Current School: 8
<b>Credentials</b>	Ed. S -Educational Leadership MS - Special Education BA - Elementary/Special Education	
<b>Performance Record</b>	<p>Creekside Middle 2013 - A School 627 points, 69% reading, 67% math, LQR 60%, LQM 56%. 2012 - A school, (69%R/64%M; 71%R/65%M; 72%R/65%M) 2011 - A school, AYP 87% (77%R/69%M; 81%R/69%M; 75%R/79%M)2010 - A school, AYP 92% (79%R/66%M; 81%R/70%M; 69%R/82%M) 2009 - A school, AYP 95% (82%R/79%M;66%R/73%M;60%R/66%M)* 2008 - A school, AYP 95% (82%R/78%M;71%R/71%M;68%R/66%M)* 2007 - A school, AYP 97% (81%R/78%M;68%R/76%M;57%R/70%M)* 2006 - A school, AYP 97% (79%R/74%M;62%R/72%M;61%R/72%M)* 2005 - A school, AYP 100% (84%R/84%M;70%R/69%M;59%R/NA M)* *(Proficient Reading/Mathematics; Learning Gains R/M; Lowest 25% R/M) Prior to 2005, I worked to become highly qualified administrator by taking on leadership roles that include SAC Chair, member of the Superintendent's Select Committee on ESE Paperwork, member of the Best Practices Quality Assurance District Team. board member of VASA 2010-present, and was a recipient of the 2011 VASA Secondary Assistant Principal of the Year Award.</p>	

<b>Jerry Picott</b>		
Asst Principal	Years as Administrator: 9	Years at Current School: 2
<b>Credentials</b>	Bachelor's Degree in Music Education Master's Degree in Educational Leadership Doctorate Educational Leadership	
<b>Performance Record</b>	<p>Creekside Middle 2013 - A School 627 points, 69% reading, 67% math, LQR 60%, LQM 56%. 2012 - A school, (69%R/64%M; 71%R/65%M; 72%R/65%M) 2011 – C - Champion Elementary, AYP N/A% ( % R/ % M; % R/ % M; % R/ % M) * 2010 – A- Ormond Beach Middle, AYP 82% (77% R/79% M; 64% R/79% M; 60% R/73% M) 2009 – D – Mainland High School, AYP 82% (41% R/69% M; 45% R/72% M; 37% R/61% M)2008 – D – Mainland High School, AYP 67% (40% R/66% M; 46% R/68% M; 41% R/58% M) 2007 – C – Mainland High School, AYP 69% (42% R/67% M; 55% R/76% M; 57% R/74% M) 2006 – D – Mainland High School, AYP 64% (34% R/56% M; 44% R/65% M; 44% R/66% M) 2005 – C – Mainland High School, AYP 46% (34% R/62% M; 45% R/70% M; 49% R/ n/a M) *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)</p>	

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Diane Coleman**

Part-time / District-based

Years as Coach: 11

Years at Current School: 8

**Areas**

Reading/Literacy

**Credentials**

BS Elementary ED, Reading Endorsed

**Performance Record**

Creekside Middle 2013 - A School 627 points, 69% reading, 67% math, LQR 60%, LQM 56%. 2012 - A school,(69%R/64%M; 71%R/65%M; 72%R/65%M) 2011 - A school, AYP 87% (77%R/69%M; 81%R/69%M; 75%R/79%M) 2010 - A school, AYP 87% (79%R/66%M; 81%R/70%M; 69%R/82%M) 2009 - A school, AYP 92% (82%R/79%M;66%R/73%M;60%R/66%M)\* 2008 - A school, AYP 95% (82%R/78%M;71%R/71%M;68%R/66%M)\* 2007 - A school, AYP 95% (81%R/78%M;68%R/76%M;57%R/70%M)\* 2006 - A school, AYP 97% (79%R/74%M;62%R/72%M;61%R/72%M)\* 2005 - A school, AYP 97% (78%R/75%M;69%R/74%M;57%R/NA M)\* \*(Proficient Reading/Mathematics; Learning Gains R/M; Lowest 25% R/M) Crystal Apple Nominee (Twice),Celebrate Literacy Nominee, Teacher of the month 5 times, Classroom Grant Winner of \$500 for a student run newspaper,Volunteer Award, Clinical Education teacher, Volusia County Reading Council, Professional Development Committee, VCTAS Steering Committee, PLC Book Chat, Reading Club, Faculty County, A+ Committee, BLT, Subject Area Leader, Mentor, Advisory council for area 2, Planned and implemented school-wide "Read Aloud" for Guinness Book of World Records

**Classroom Teachers**

**# of classroom teachers**

68

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

100%

**# certified in-field**

, 0%

**# ESOL endorsed**

14, 21%

**# reading endorsed**

12, 18%

**# with advanced degrees**

28, 41%

**# National Board Certified**

6, 9%

**# first-year teachers**

5, 7%

**# with 1-5 years of experience**

10, 15%

**# with 6-14 years of experience**

20, 29%

**# with 15 or more years of experience**

30, 44%

**Education Paraprofessionals****# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

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

**Teacher Mentoring Program/Plan**

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

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

We have assigned our new teachers to Creekside a mentor who is highly qualified and highly effective as an instructor. In addition all first year teachers have a district assigned Peer Assistance

and Review Teacher. Activities will include coaching, observations, collaborative lesson planning, and the Empowering Educator Excellence Program.(E3)

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

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

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

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.

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

The school's Rtl leadership Team (known as the Creekside Academic Council) 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.

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

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/Rtl. Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/Rtl practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data. Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches as relating to reading achievement. Identifies systematic patterns of student needs in reading while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services in reading for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis in reading; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring in reading.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Simulation Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA) End of year: FAIR, FCAT Frequency of Data Days: Monthly for data analysis

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

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/Rtl. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/Rtl process as well as an overview of PS/Rtl is accessible through the PS/Rtl link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/Rtl. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/Rtl.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program**Minutes added to school year:**

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 45 minutes every Tuesday 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 Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Teachers  
Parents  
Administrators  
Leadership Team  
Reading Coach  
School Advisory Council  
Department Chairs

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Diane Coleman	Reading Teacher
Michele Duguay	Librarian
Susan Jackson	Curriculum AP
Jennifer Fouch	Guidance Lead

**How the school-based LLT functions**

The team meets once a month for 45 minutes with an agenda that includes, but not limited to review of monitoring and screening data, discussions of various assessments both formative and summative, discussions of school improvement plan, various teaching strategies, and professional development. Establishing a systematic approach for teacher collaboration for the purpose of increasing student achievement.

**Major initiatives of the LLT**

Establishing a systematic approach for teacher collaboration for the purpose of increasing student achievement.

## Every Teacher Contributes to Reading Instruction

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

The Creekside Reading coach works with all teachers to provide appropriate professional development related to current reading research, instructional pedagogy, and targeted student needs. All classroom teachers have available to them effective supplemental reading materials in order to meet instructional needs of the students with deficiencies in reading.

## College and Career Readiness

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

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

Creekside 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, Algebra 2, Spanish, and Microsoft Office Specialist. We also offer advanced classes in the area of Math, Social Studies, and science. In addition we have a robotics class as well as a synergistic lab.

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

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.

### **Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	69%	No	79%
American Indian		0%		
Asian	92%	77%	No	93%
Black/African American	65%	36%	No	69%
Hispanic	71%	67%	No	74%
White	78%	71%	No	80%
English language learners		64%		
Students with disabilities	49%	31%	No	54%
Economically disadvantaged	63%	51%	No	67%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	740	68%	71%
Students scoring at or above Achievement Level 4	439	41%	44%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	28%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	78%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	738	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	160	60%	63%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		85%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		65%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	239	72%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	67%	No	75%
American Indian				
Asian	89%	80%	No	90%
Black/African American	57%	34%	No	61%
Hispanic	68%	57%	No	72%
White	73%	70%	No	75%
English language learners		55%		
Students with disabilities	40%	24%	No	46%
Economically disadvantaged	58%	50%	No	62%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	719	66%	69%
Students scoring at or above Achievement Level 4	361	33%	38%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	47%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	55%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	695	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	151	56%	60%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	148	64%	67%
Middle school performance on high school EOC and industry certifications	146	99%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	146	99%	100%
Students scoring at or above Achievement Level 4	95	64%	69%

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	246	74%	77%
Students scoring at or above Achievement Level 4	166	50%	55%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	50%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	50%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	14		16
Participation in STEM-related experiences provided for students	260	23%	28%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0		
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0		
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams		86%	89%
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	0		

**Area 8: Early Warning Systems****Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	82	7%	5%
Students who fail an English Language Arts course	51	4%	2%
Students who fail two or more courses in any subject	57	5%	3%
Students who receive two or more behavior referrals	211	17%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	259	21%	17%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Parent Involvement will continue to grow as measured through the Five Star Award process with an expected gain of 3%.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
68% involved, as measured by the Five Star Award process	746	65%	68%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** To implement research based strategies and interventions to increase achievement for our African American students and our students with disabilities. Also to progress monitor them in a strategic fashion to ensure their success.

## Goals Detail

**G1.** To implement research based strategies and interventions to increase achievement for our African American students and our students with disabilities. Also to progress monitor them in a strategic fashion to ensure their success.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

### Resources Available to Support the Goal

- Teachers, Administrators, Parents, Professional Learning Communities, tutoring, PAWS Period(intervention time built into the the day), Common Core Curriculum, Monthly off site visit with tutoring to our African American student's neighborhood, Pinnacle, VIMS, Reading Coach, frequent formative assessments, PD 360, Par Teachers, Odyssey Lab

### Targeted Barriers to Achieving the Goal

- Lack of background knowledge for some of our African American students from generational poverty. Lack of motivation for both targeted groups. Closing the achievement gap.

## Plan to Monitor Progress Toward the Goal

Frequent formative assessments, summative assessments, professional development, project based assessments, District Assessments, walk-throughs, knowledge on Hattie's Effect Size, Knowing and emphasizing power components

### **Person or Persons Responsible**

Teachers, Administration , Reading Coach, Testing Coordinator, Guidance Counselors

### **Target Dates or Schedule:**

At PD days throughout the year, in PLC's in Leadership team meetings,

### **Evidence of Completion:**

PLC report sheet, Data meetings with Leadership team, Pinnacle Grades, DA Assessments,

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To implement research based strategies and interventions to increase achievement for our African American students and our students with disabilities. Also to progress monitor them in a strategic fashion to ensure their success.

**G1.B1** Lack of background knowledge for some of our African American students from generational poverty. Lack of motivation for both targeted groups. Closing the achievement gap.

**G1.B1.S1** Go to the community where these subgroups originate and offer tutoring, parent conferences, and guidance serves once a month.

### Action Step 1

Organize a monthly meeting in the neighborhood where the majority of our African American subgroups originates. Offer tutoring, parent conferences, and guidance services.

#### Person or Persons Responsible

Administration, Guidance Counselors, Teachers,

#### Target Dates or Schedule

Begin in November 2013

#### Evidence of Completion

Participation of that community based off of parent conferences and number of students receiving tutoring.

#### Facilitator:

Guidance Chair

#### Participants:

Counselor, teachers, administrators

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

Monitor student and parent involvement in community outreach.

#### **Person or Persons Responsible**

Administration, Guidance, Teachers, Student Support Services

#### **Target Dates or Schedule**

Begin November 2013, monthly after that.

#### **Evidence of Completion**

Sign in sheets from community outreach.

### **Plan to Monitor Effectiveness of G1.B1.S1**

Monitor implementation of outreach.

#### **Person or Persons Responsible**

Administration, Guidance, and Student Services

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Sign in sheets, participation of parents and students, and increased academic achievement.



**G1.B1.S2** Offer incentives to our targeted groups based off of academic effort, behavior and academic success.

**Action Step 1**

Students will be able to earn privileges and reinforcers based on improved effort, behavior, and academic success

**Person or Persons Responsible**

Teachers, Guidance, Administration

**Target Dates or Schedule**

Each 9 weeks

**Evidence of Completion**

Increased accomplishment of goals as evidenced by behavior referral data, Pinnacle, observations.

**Facilitator:**

Each grade level administrator

**Participants:**

Teachers and counselors

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

Improvement of target group in behavior, participation, and grades.

**Person or Persons Responsible**

Guidance, Administration, Teachers, Students

**Target Dates or Schedule**

Each 9 weeks

**Evidence of Completion**

Decrease of referrals, walk-throughs, Pinnacle data

## Plan to Monitor Effectiveness of G1.B1.S2

Monitor through use of multiple data sources such as behavioral and academic data.

### Person or Persons Responsible

Administration, Guidance, Reading Coach

### Target Dates or Schedule

9 weeks

### Evidence of Completion

Pinnacle data, guidance and behavioral referrals, observation

## G1.B1.S3 Use frequent formative assessments and offer interventions.

### Action Step 1

Use of formative assessments and RTI

### Person or Persons Responsible

Reading Coach, Administration, Department Chairs, Student Support Services

### Target Dates or Schedule

PD Days Monthly

### Evidence of Completion

Student achievement, Pinnacle, observation

### Facilitator:

Reading Coach, Department Chairs, Administration

### Participants:

Teachers

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

Coach and administration will monitor implementation

#### **Person or Persons Responsible**

Coach and administration, department chairs

#### **Target Dates or Schedule**

9 weeks

#### **Evidence of Completion**

Pinnacle, observations, students grades

### Plan to Monitor Effectiveness of G1.B1.S3

Classroom formative assessments to being monitoring of student progress with goal toward proficiency of summatives.

#### **Person or Persons Responsible**

Administration, Reading Coach

#### **Target Dates or Schedule**

9 weeks

#### **Evidence of Completion**

Collect samples of student work, writing prompts, Pinnacle, observation

## Coordination and Integration

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

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

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

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

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

#### Nutrition Programs

Creekside Middle offers a variety of nutrition programs including:

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

#### Job Training

Creekside Middle offers students' career awareness opportunities through Jr. Achievement programs, 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 Health career clusters.

Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA and FFEA.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** To implement research based strategies and interventions to increase achievement for our African American students and our students with disabilities. Also to progress monitor them in a strategic fashion to ensure their success.

**G1.B1** Lack of background knowledge for some of our African American students from generational poverty. Lack of motivation for both targeted groups. Closing the achievement gap.

**G1.B1.S1** Go to the community where these subgroups originate and offer tutoring, parent conferences, and guidance serves once a month.

### PD Opportunity 1

Organize a monthly meeting in the neighborhood where the majority of our African American subgroups originates. Offer tutoring, parent conferences, and guidance services.

#### Facilitator

Guidance Chair

#### Participants

Counselor, teachers, administrators

#### Target Dates or Schedule

Begin in November 2013

#### Evidence of Completion

Participation of that community based off of parent conferences and number of students receiving tutoring.

**G1.B1.S2** Offer incentives to our targeted groups based off of academic effort, behavior and academic success.

**PD Opportunity 1**

Students will be able to earn privileges and reinforcers based on improved effort, behavior, and academic success

**Facilitator**

Each grade level administrator

**Participants**

Teachers and counselors

**Target Dates or Schedule**

Each 9 weeks

**Evidence of Completion**

Increased accomplishment of goals as evidenced by behavior referral data, Pinnacle, observations.

**G1.B1.S3** Use frequent formative assessments and offer interventions.

**PD Opportunity 1**

Use of formative assessments and RTI

**Facilitator**

Reading Coach, Department Chairs, Administration

**Participants**

Teachers

**Target Dates or Schedule**

PD Days Monthly

**Evidence of Completion**

Student achievement, Pinnacle, observation

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** To implement research based strategies and interventions to increase achievement for our African American students and our students with disabilities. Also to progress monitor them in a strategic fashion to ensure their success.

**G1.B1** Lack of background knowledge for some of our African American students from generational poverty. Lack of motivation for both targeted groups. Closing the achievement gap.

**G1.B1.S1** Go to the community where these subgroups originate and offer tutoring, parent conferences, and guidance serves once a month.

#### Action Step 1

Organize a monthly meeting in the neighborhood where the majority of our African American sub-groups originates. Offer tutoring, parent conferences, and guidance services.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G1.B1.S2** Offer incentives to our targeted groups based off of academic effort, behavior and academic success.

**Action Step 1**

Students will be able to earn privileges and reinforcers based on improved effort, behavior, and academic success

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**