

Volusia County Schools

Creekside Middle School



2022-23 Schoolwide Improvement Plan

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Creekside Middle School

6801 AIRPORT RD, Port Orange, FL 32128

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

Demographics

Principal: John Cash E

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: A (67%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Creekside Middle School is committed to providing a safe environment for all students to achieve to the best of their ability. Students, staff, and the community will work together to help every child realize their potential to become responsible citizens and life-long learners

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.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Cash, John	Principal	<p>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. 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.</p>
Mallory, Steffan	Assistant Principal	<p>Act as assistant to school principal of Creekside Middle School. Carry out the general policies and regulations of the District of Volusia County, under direction of Mr. Cash. May perform any of the principal's duties as assigned by the principal including but not limited to discipline, testing, master scheduling, facilities, athletics and 8th grade house leader.</p>
Polizzi, Kristin	Teacher, K-12	<p>Responsible for bringing evidence-based practices into and relevant information back to the faculty, staff, and the AVID team by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.</p>
Gibson, Brandy	Teacher, ESE	<p>Responsible for bringing evidence-based practices into and relevant information back to the ESE department by working with and supporting teachers and administration</p>

Name	Position Title	Job Duties and Responsibilities
		with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Blowers, Amy	Assistant Principal	Act as assistant to school principal of Creekside Middle School. Carry out the general policies and regulations of the District of Volusia County, under direction of Mr. Cash. May perform any of the principal's duties as assigned by the principal including but not limited to discipline, testing, safety/security, facilities, and 6th grade house leader.
Iorio, Greg	Assistant Principal	Act as assistant to school principal of Creekside Middle School. Carry out the general policies and regulations of the District of Volusia County, under direction of Mr. Cash. May perform any of the principal's duties as assigned by the principal including but not limited to discipline, testing, exceptional student education, facilities, athletics and 7th grade house leader.
Edgell, Kelli	Other	Act as assistant to school assistant principals and principal of Creekside Middle School. Carry out the general policies and regulations of the District of Volusia County, under direction of Mr. Cash. May perform any of the assistant principal's duties as assigned by the principal including but not limited to discipline, testing, exceptional student education, facilities, and athletics.
Manuel, Michelle	Instructional Coach	Serves as part of the Leadership Team and be responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

Demographic Information

Principal start date

Tuesday 8/2/2022, John Cash E

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

1,224

Identify the number of instructional staff who left the school during the 2021-22 school year.

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	401	408	422	0	0	0	0	1231
Attendance below 90 percent	0	0	0	0	0	0	64	70	90	0	0	0	0	224
One or more suspensions	0	0	0	0	0	0	0	5	6	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	4	15	29	0	0	0	0	48
Course failure in Math	0	0	0	0	0	0	3	14	20	0	0	0	0	37
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	45	77	70	0	0	0	0	192
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	62	87	82	0	0	0	0	231
Number of students with a substantial reading deficiency	0	0	0	0	0	0	37	26	22	0	0	0	0	85
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	61	73	73	0	0	0	0	207

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 8/4/2022

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	
Number of students enrolled	0	0	0	0	0	0	388	401	422	0	0	0	0	1211
Attendance below 90 percent	0	0	0	0	0	0	64	70	90	0	0	0	0	224
One or more suspensions	0	0	0	0	0	0	0	5	6	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	4	15	29	0	0	0	0	48
Course failure in Math	0	0	0	0	0	0	3	14	20	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	45	77	70	0	0	0	0	192
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	62	87	82	0	0	0	0	231
Number of students with a substantial reading deficiency	0	0	0	0	0	0	37	26	22	0	0	0	0	85

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	25	46	50	0	0	0	0	121

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	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	
Number of students enrolled	0	0	0	0	0	0	388	401	422	0	0	0	0	1211
Attendance below 90 percent	0	0	0	0	0	0	64	70	90	0	0	0	0	224
One or more suspensions	0	0	0	0	0	0	0	5	6	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	4	15	29	0	0	0	0	48
Course failure in Math	0	0	0	0	0	0	3	14	20	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	45	77	70	0	0	0	0	192
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	62	87	82	0	0	0	0	231
Number of students with a substantial reading deficiency	0	0	0	0	0	0	37	26	22	0	0	0	0	85

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	25	46	50	0	0	0	0	121

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	45%	50%				65%	51%	54%
ELA Learning Gains	51%						57%	51%	54%
ELA Lowest 25th Percentile	33%						44%	42%	47%
Math Achievement	67%	31%	36%				74%	54%	58%
Math Learning Gains	60%						72%	51%	57%
Math Lowest 25th Percentile	58%						59%	42%	51%
Science Achievement	71%	46%	53%				73%	58%	51%
Social Studies Achievement	77%	49%	58%				79%	71%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	66%	50%	16%	54%	12%
Cohort Comparison						
07	2022					
	2019	58%	47%	11%	52%	6%
Cohort Comparison		-66%				
08	2022					
	2019	67%	50%	17%	56%	11%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	63%	48%	15%	55%	8%
Cohort Comparison						
07	2022					
	2019	60%	47%	13%	54%	6%
Cohort Comparison		-63%				
08	2022					
	2019	69%	29%	40%	46%	23%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	72%	57%	15%	48%	24%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	68%	8%	71%	5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	55%	45%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	17	30	27	22	48	50	31	33			
ELL	42	50	38	60	61	58	27	72			
ASN	75	60		87	58		63	94	95		
BLK	42	59	45	37	59	48	60	57			
HSP	56	59	34	60	61	60	69	69	68		
MUL	70	37	18	61	62	57	81	69	86		
WHT	63	50	32	69	60	59	72	79	66		
FRL	50	47	33	54	57	56	63	66	61		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	32	34	22	34	36	18	42			
ELL	47	53	41	53	53	31		50			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	85	74		82	69		82	90	94		
BLK	41	38	44	44	52	46	27	75			
HSP	53	50	18	58	52	44	59	70	63		
MUL	77	61		65	50			69	100		
WHT	64	54	40	68	53	40	64	86	74		
FRL	52	47	31	55	48	39	48	74	66		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	34	32	31	53	43	27	41	62		
ELL	48	59	53	68	70	55					
ASN	86	65		93	85		100	83	100		
BLK	42	45	39	46	57	39	59	58	60		
HSP	59	55	32	63	64	57	47	61	73		
MUL	69	58		74	81	80	90	77	92		
WHT	66	58	46	76	73	62	73	82	82		
FRL	54	53	42	60	63	50	63	65	74		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	590
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends from the progress monitoring data were that 7th grade ELA scores on UA3 showed 58.2% were below or far below the district's averages. According to the state assessment data, ELA percent of proficiency dropped nine percentage points from 64-5% which was above the district average (41%). For subgroups, the trends indicate that SWD scored the lowest in proficiency in ELA (16%) and math (22%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is Students with Disabilities in Math and ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing Factors: New curriculum BEST standards, New teachers without UDL experience, Long-term vacancies

New Actions: New Academic coach, New 7th grade AP, Increase MTSS procedures and accountability, Implementation of Teaming and PBIS, Longer class periods with the move to 6 periods instead of 7

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

8th grade ELA increased 4 points-64% in 2021 and 68% in 2020

8th grade ELA improved by 22 points from UA1 (26%) to UA 2 (48%)

Math LQ increased 17 points

8th grade Math increased 6 points-59% in 2021 and 65% in 2022

8th grade Math improved by 10 points from SMT1 (0%) and SMT2 (10%)

Science increased 9 points-61% in 2021 and 70% 2022

Algebra 1 and Geometry EOC increased 2 points

Algebra 1 SMT results increased by 20 points from SMT1 (0%) to SMT2 (20%)

Civics remained the highest scoring middle school at 77

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors: Consistent level of rigor in Math, Scaffolded curriculum

New Action: New curriculum in ELA, School City Feedback cards, Fair Game standards were emphasized

What strategies will need to be implemented in order to accelerate learning?

AVID placement
UDL
Data Chats
Specific student placement
PLC's
Stocktake
PBIS
MTSS
Middle School teaming
BEST standards in Math
Stocktake
AVID rigor strategies implemented in 7th grade

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PBIS
MTSS
Middle School teaming
Stocktake Meetings

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

All professional development opportunities will be sustained through PLC and Teaming discussions and walkthrough checks for fidelity in the classroom.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a result of our Needs Assessment and Analysis, there was a decrease in 7th grade ELA proficiency of 9 points for the proficiency of 55%. ELA learning gains for 7th grade were below the district and state average. The ESSA subgroup of SWD also performed below 41% in ELA. Trends from the progress monitoring data were that 7th grade ELA scores on UA3 showed 58.2% were below or far below the district's averages.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase 7th grade ELA overall proficiency from 55% to 60%. Increase ELA learning gains in the ESSA subgroup SWD by 5 points.
100% of teachers will engage students in instruction aligned to the standards.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

State progress monitoring - FAST (Florida Assessment for Student Thinking), district progress monitoring writing tasks and unit assessments
Walkthroughs, learning walks, PLC minutes

Person responsible for monitoring outcome:

Michelle Manuel (mmmanuel@volusia.k12.fl.us)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Implementation of Collective Efficacy to promote strong collaborative practices to allow for more frequent teacher reflection and analysis of student data. Collective Efficacy has an effect size of 0.57 (Hattie, 2009). Teacher Reflection has an effect size of 0.75 (Hattie, 2009).

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We want to hold each other accountable for the equitable implementation of rigor in the 7th grade ELA classroom. Teachers need to reflect on effective teaching strategies and progress monitoring data.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement professional development on Stocktake and Teaming
Professional development on Writable with click sheet development and implementation
PLCs focused on BEST standards for ELA
Universal Design for Learning training focused on improving instructional practices in the ELA classroom

Person Responsible Michelle Manuel (mmmanuel@volusia.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a result of our Needs Assessment and Analysis, it revealed that ELA proficiency for SWD was 17% and for Math was 22%.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase ELA achievement for Students with Disabilities from 17% to 41% on the FAST.
Increase Math achievement for Students with Disabilities from 22% to 41% on the FAST.
100% of teachers will engage students in instruction aligned to the standards.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

ELA will be monitored by teachers and administration through FAST, unit assessments, and writing assessments
Math will be monitored by teachers and administration through topic checks and district readiness assessments
Academic coach will facilitate data-driven PLCs to progress monitor student achievement
Walkthroughs, learning walks, PLC minutes

Person responsible for monitoring outcome:

Michelle Manuel (mmmanuel@volusia.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Implementation of Collective Efficacy to promote strong collaborative practices to allow for more frequent teacher reflection and analysis of student data. Collective Efficacy has an effect size of 0.57 (Hattie, 2009). Teacher Reflection has an effect size of 0.75 (Hattie, 2009). Classroom walkthroughs will also assist with subject-area specific adjustments.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We want to hold each other accountable for the equitable implementation of rigor in the 7th grade ELA classroom with the appropriate accommodations and modifications to address the needs of students with disabilities. Teachers need to reflect on effective teaching strategies and progress monitoring data.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement professional development on Stocktake and Teaming
Frequent and intentional ESE collaboration with subject-area teachers in Math and ELA
Professional development on Writable and the implementation of the BEST standards for Math and ELA

Person Responsible Greg Iorio (gmiorio@volusia.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Through the efforts of the students, staff, parents, and community, Creekside will work toward the overall success of every individual student while also ensuring each receives a 21st-century education. Creating a positive culture and environment is paramount in this pursuit. Creekside Middle School is focusing on improving student achievement and learning gains through the use of research-based classroom practices and strategies. PBIS (Positive Behavior Intervention and Support) and Teaming are new processes that will be implemented this year. We will be continuously looking at data related to behavior and school climate to celebrate what students and teachers are doing on campus. Teaming will allow our instructional staff to reflect and plan collaboratively in order to improve student outcomes.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Leadership Team-support the implementation of PBIS and Teaming with fidelity
 Instructional Staff-commitment to the effective implementation of our School Improvement Plan/Goals
 Administrative Team-support and guide all initiatives that impact all facets of school operations with a primary focus on student achievement
 Community-PTA and Business Partners - support the overall school culture and climate that will benefit students and adults on and off campus