

St. Johns County School District

Creekside High School



2022-23 Schoolwide Improvement Plan

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Creekside High School

100 KNIGHTS LN, Saint Johns, FL 32259

<http://www-chs.stjohns.k12.fl.us/>

Demographics

Principal: Steve McCormick

Start Date for this Principal: 8/15/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	5%
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: A (76%) 2018-19: A (79%) 2017-18: A (75%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 St. Johns 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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Creekside High School

100 KNIGHTS LN, Saint Johns, FL 32259

<http://www-chs.stjohns.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	5%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

The mission of Creekside High School is to provide students with an opportunity to achieve academic, athletic, fine arts and extra-curricular excellence, within a safe and secure learning environment. Creekside High School staff and students will strive to model and support the six pillars of character counts. The six pillars of character are Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

Provide the school's vision statement.

The vision of Creekside High School is to inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

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
McCormick, Steve	Principal	Direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.
Mackoul, Brooke	Assistant Principal	Responsible for assisting the Principal with leadership, direction, supervision, operations and accountability at Creekside high school.
Beck, Wayne	Assistant Principal	Responsible for assisting the Principal with leadership, direction, supervision, operations and accountability at Creekside high school.
Mander, Abbey	Assistant Principal	Responsible for assisting the Principal with leadership, direction, supervision, operations and accountability at Creekside high school.
Bundshuh, Heather	Dean	The Dean promotes positive behavior expectations throughout the school and administers student discipline consequences in accordance with the district's disciplinary policy.
Adams, Jill	Instructional Coach	The instructional coach is a highly qualified educator who is knowledgeable about curriculum and instruction and is able to increase student learning by fostering instructional excellence throughout the building. The coach will engage in the delivery of professional development, including observing teachers, coaching and modeling instructional and assessment strategies, and providing feedback that ensures effective instruction and student learning.

Demographic Information

Principal start date

Tuesday 8/15/2017, Steve McCormick

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.*

6

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.*

11

Total number of teacher positions allocated to the school

109

Total number of students enrolled at the school

2,457

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

20

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

21

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	0	0	1	623	650	546	581	2401
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	61	96	103	133	394
One or more suspensions	0	0	0	0	0	0	0	0	1	41	65	44	35	186
Course failure in ELA	0	0	0	0	0	0	0	0	1	15	22	17	8	63
Course failure in Math	0	0	0	0	0	0	0	0	0	14	22	17	8	61
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	18	15	10	20	63
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	19	20	10	21	70
Number of students with a substantial reading deficiency	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	0	0	1	43	67	52	41	204

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	0	0	1	1	7	5	3	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/16/2022

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	0	0	0	638	565	587	566	2356
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	101	97	121	108	427
One or more suspensions	0	0	0	0	0	0	0	0	0	48	46	32	38	164
Course failure in ELA	0	0	0	0	0	0	0	0	0	38	63	54	29	184
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	49	27	18	25	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	64	69	64	51	248

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	638	565	587	566	2356
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	101	97	121	108	427
One or more suspensions	0	0	0	0	0	0	0	0	0	48	46	32	38	164
Course failure in ELA	0	0	0	0	0	0	0	0	0	38	63	54	29	184
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	49	27	18	25	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	64	69	64	51	248

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	80%	74%	51%				83%	74%	56%
ELA Learning Gains	67%						66%	60%	51%
ELA Lowest 25th Percentile	59%						62%	50%	42%
Math Achievement	79%	50%	38%				86%	73%	51%
Math Learning Gains	70%						74%	58%	48%
Math Lowest 25th Percentile	56%						69%	55%	45%
Science Achievement	92%	70%	40%				93%	86%	68%
Social Studies Achievement	91%	59%	48%				91%	88%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	87%	5%	67%	25%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	88%	4%	70%	22%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	79%	1%	61%	19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	81%	7%	57%	31%

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	38	49	46	49	56	44	66	75		93	27
ELL	55	57	45	59	53						
ASN	89	74	67	82	61		95	95		100	81
BLK	77	73	69	74	63	30	93	84		97	50
HSP	74	69	57	72	69	58	86	84		96	71
MUL	73	55	61	81	84	70	93	82		100	67
WHT	81	66	58	80	71	57	92	92		98	70
FRL	60	60	54	79	67	55	81	90		82	64
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	44	55	45	53	47	38	72	58		96	24
ELL	53	85	80	42	27					100	55
ASN	87	74	45	71	47		95	89		100	96
BLK	80	65	45	65	41		87	83		100	67
HSP	79	75	70	69	44	38	94	82		100	65
MUL	86	80	80	78	60		96	83		100	58
WHT	82	73	63	79	48	45	91	89		99	73
FRL	72	72	42	70	54		88	67		97	54
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	40	46	39	60	61	53	74	71		97	43
ELL					64						
ASN	96	74		94	72		100	95		100	89
BLK	69	58	42	70	63	46	81	82		100	52
HSP	73	62	55	80	69	55	91	84		98	66
MUL	92	69		89	83		89				
WHT	84	66	64	88	75	74	94	92		99	72
FRL	68	52	44	85	83	91	88	91		100	52

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)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	801
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
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	83
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	71
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	74
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	77
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	77
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	69
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?

Our ELA, science, math, and social studies achievement levels have maintained over the past 5 years. However, our ELA learning gains, achievement, and lowest 25% decreased. Students with disabilities decreased in both math, science, and ELA.

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

Students with disabilities and lowest quartile in 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 for this needs of improvement were teacher turn over in the department, students faced a series of traumatic events with the loss of a student and our ESE ELA support teacher, was vacant for majority of the school year.

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

Math learning gains showed the most improvement.

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

Our math PLCs were cohesive and well functioning. We provided a consult period and additional tutoring. We also had smaller class sizes.

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

To continue growth we will continue to interpret data and act upon new progress monitoring data by the state and district.

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.

The administration team will complete literacy walk throughs, have PLC data chats, provide professional development on interpreting data to accelerate students, and meet the needs of code A/B students.

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

We have added an ESE support teacher to ELA, ELA tutors, math tutors, and we will continue PLC data chats.

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 Student Engagement

Area of Focus Description and

Rationale:

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

We have noticed a lack of student engagement and student accountability as a result of practices learned in the pandemic.

Measurable Outcome:

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

We will measure student engagement through and analysis of common summative data, having high expectations for all students, and use of the Eleot monitoring tool.

Monitoring:

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

The administrator team will be trained on and use Eleot to conduct at least 3 observations each and review the data from observations.

Person responsible for monitoring outcome:

Steve McCormick (steve.mccormick@stjohns.k12.fl.us)

Evidence-based Strategy:

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

This is a tool available to us from Cognia that has been vetted by them and other outside organizations. The tools main focus to to determine student engagement in the classroom.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Over the past several year we have noticed student engagement slowly decline. This tool was selected by the district as we are in an accreditation year and is being provided by Cognia.

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.

The administration team will collaborate after walk throughs to determine student engagement in our classrooms.

Person Responsible

Steve McCormick (steve.mccormick@stjohns.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.

The overall ELA achievement trend is on a decline. The learning gains of SWD is significantly below that of the general population.

Measurable Outcome:

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

Learning gains of the SWD population will reach 50% or increase by 2% if above 50%. Our goal is to increase of ELA SWD population is 51%.

Monitoring:

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

Utilizing the states FAST data, district CSAs, and Achieve 3000 data in IR classes, progress monitoring will occur and be shared with the literacy leadership team on a monthly basis.

Person responsible for monitoring outcome:

Steve McCormick (steve.mccormick@stjohns.k12.fl.us)

Evidence-based Strategy:

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

Team collaboration using the PLC model to include the ESE support and data chats.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teams that operate via the PLC model build lessons that align with essential standards, review student data and increase student achievement.

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.

ELA teams along with the ESE support will analyze assessment data as it aligns to the standards and drive their instruction based on the results. Specific attention will be given to our SWD population as it compares to other student groups.

Person Responsible

Steve McCormick (steve.mccormick@stjohns.k12.fl.us)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on teacher feedback and our continued work towards teacher retention, the admin team will provide timely and supportive feedback to all teachers.

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

Through data chats and teacher feedback we will see in increase in teacher effectiveness and retention.

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

The admin team will complete data chats with PLC teams, classroom walk throughs, coaching cycles, new teacher cadre meetings, and working with individuals who need additional support.

Person responsible for monitoring outcome:

Steve McCormick (steve.mccormick@stjohns.k12.fl.us)

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

Classroom walk throughs, data chats, and PLC meetings allow administration to provide targeted and helpful feedback.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When teachers feel supported and have teams to rely on, data shows an increase in student achievement and student retention.

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.

The administration team will complete data chats, classroom walk throughs, coaching cycles, and work with the new teacher cadre.

Person Responsible

Steve McCormick (steve.mccormick@stjohns.k12.fl.us)

#4. Positive Culture and Environment specifically relating to Student Involvement throughout Campus

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data shows that a positive culture and environment in a school provides students with a sense of belonging, and a higher student success rate.

Measurable Outcome:

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

We will see a higher number of students earning character counts award cards, club involvement, and an overall participation in school activities.

Monitoring:

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

Character count cards will be collected weekly, club enrollment will be monitored and we will see an increase of student participation in extracurricular events.

Person responsible for monitoring outcome:

Steve McCormick (steve.mccormick@stjohns.k12.fl.us)

Evidence-based Strategy:

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

Using tangible rewards for character, hosting a club fair, and advertising student engagement opportunities through KNN, our news show.

Rationale for Evidence-based Strategy:

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

Promoting good character and student engagement will help students to feel connected to their school and peers.

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.

Teachers and staff will give out character cards when they see a student displaying one of the six pillars of character. A club fair will be held during homecoming week and we will promote extracurricular opportunities to all students through KNN.

Person Responsible

Steve McCormick (steve.mccormick@stjohns.k12.fl.us)

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.

Creekside High School incorporates many methods to increase positive school culture. The faculty and staff are the core to building positive relationships with students on campus. Character counts is promoted through our "Candy Cart" that allows faculty and staff to recognize students who shows one of the 6 Pillars

of character. School athletics, arts and club opportunities are a vital source of the positive culture that exists at Creekside High school. The parents and community are highly involved in various activities that take place in order to make CHS the best that it can be.

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

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.