

2021-2022

School Improvement Plan  
Creekside Elementary



**Monthly Team Meeting Updates** *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

**September:** 09/16/21 ([Link to Meeting Agenda & Minutes](#)).

**October:** 10/07/21 ([Link to Meeting Agenda & Minutes](#)).

**November:** 11/04/21 ([Link to Meeting Agenda & Minutes](#)).

**December:** 12/02/21 ([Link to Meeting Agenda & Minutes](#)).

**January:** 01/06/22 ([Link to Meeting Agenda & Minutes](#)).

**February:** 02/03/22 ([Link to Meeting Agenda & Minutes](#)).

**March:** 03/03/22 ([Link to Meeting Agenda & Minutes](#)).

**April:** 04/07/22 ([Link to Meeting Agenda & Minutes](#)).

## ***STUDENT ACHIEVEMENT & INSTRUCTION***

**Problem Statement:** Students with disabilities are not passing the Reading SOLs at a rate comparable to their typically developing peers. (35% - 2021 Spring SOL)

[\*Link to Student Achievement & Instruction Fishbone Diagram\*](#)

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* By the end of June 2022, students with disabilities will grow by 10% from their 20-21 SOL scores in reading.

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
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Utilize grade level content/reading materials to teach IEP goals where appropriate	Special Education Inclusion Teacher General Education Teacher Paraprofessional	Common Assessments Report cards Progress reports Teacher anecdotal notes Running records Reading Student Growth Assessment	Observations Growth Assessment	Collect data of SPED students based on disability categories. Is the category disability reading related? If so, how do we teach those students the way they learn best? (10/7/21) (Link DATA)  Various Strategies depending on their targeted instruction to identify strengths and weaknesses.(10/7/21)  Target specific data to determine how we teach those specific students. learn how to teach SPED students to target the type of model for instruction.(10/7/21)	
Integrate IEP instruction into regular instruction using co-teaching models	Special Education Inclusion Teacher General Education Teacher Paraprofessional	Common Assessments Report cards Progress reports Teacher anecdotal notes Running records Reading Student Growth Assessment	Observations Growth Assessment	Collaboration of teaching and planning between general education teachers, special education and inclusion teachers.(10/7/21)  Providing mentorship among new special education teachers as well as looking at data to see progress with student goals. (10/7/21)	

## *STUDENT ACHIEVEMENT & INSTRUCTION*

**Problem Statement:** According to 2020-21 PALS data, K-2 students lack competence in Phonics & Phonemic Awareness (41% of students K-3 scoring below benchmark)

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom)*: By the end of June 2022, grade K-2 Phonics and Phonemic Awareness competency will increase, as measured by PALS data, by 10%.

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
Heggerty (implement the Heggerty Program Multisensory Strategies (focus)	Implementing-K-2 Teachers	All K-2 teachers must assess all students in level B ( Blending and Sound to Letter Task) to receive baseline data.  Quick Checks: administered every 3 weeks (Blending sound to Letter) In addition, All students 2-3 points above the benchmark will need to be tested)	Teacher will complete PALS tracking sheet	<b>Evidence:</b> Observation of Heggerty implementation whole group in administration walkthroughs (10/7/21)  K-2 teachers must assess all students in Level B to receive baseline data.(10/7/21)  Monitoring through quick checks every 3 weeks.(10/7/21) <a href="#">LINK PALS tracking sheet</a>	Heggerty curriculum and training for 2nd grade teachers
Phoneme and Grapheme Mapping	Title I team will schedule time during PLCs to model how to implement strategy. (2 sessions, modify as needed)	Quick Check- Spelling	Teacher will complete PALS tracking sheet	Title 1 teachers will model strategies for classroom teachers.	

## ***STUDENT ACHIEVEMENT & INSTRUCTION***

**Problem Statement:** According to 2021 SOL data, students in 3rd - 5th grades lack basic skills to summarize text in sequence of previously read passages. (283/505 - 56% accuracy)

[Link to Student Achievement & Instruction Fishbone Diagram](#)

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom)*: By the end of June 2022, 3rd- 5th grade students will increase summarizing skills as measured by 2022 SOL data by 10%.

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
5 W's	Teachers, paraprofessionals, students	Common Assessments, anecdotal notes, exit tickets, State assessment	Growth Assessment	Potential Assessment Results  5 W's questioning during read alouds/shared reading for nonfiction  SPECS/SWBST used for fiction	personnel
Sequencing	Teachers, paraprofessionals, students	Common Assessments, anecdotal notes, exit tickets, State assessment	Growth Assessment	Potential Assessment Results	personnel

## ***STUDENT ACHIEVEMENT & INSTRUCTION***

**Problem Statement:** According to 2020-21 iReady diagnostic data, K-2 students lack competency in number and number sense (46% accuracy).

[Link to Student Achievement & Instruction Fishbone Diagram](#)

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom)*: By the end of June 2022, K-2nd grade students will increase number and number sense competency by 10% as measured by 2022 iReady diagnostic data.

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
Daily Number Talks	All Teachers Grades K-5	Grade Level Common Assessments  District Wide Math Benchmarks (iReady)	Lesson plans and admin observations  Common Assessments and Benchmarks (iReady)	Daily number talks with students.	Purchase more Number Talks books-at least one per grade level  Digital Number talk resources.
Guided Math Groups	All Teachers grades K-5 and paras as appropriate	Grade Level Common Assessments  District Wide Math Benchmarks (iReady)	Lesson plans and admin observations  Common Assessments and Benchmarks (iReady)	Small groups	Professional Development on Math Groups (ask Kelly Greening)
Weekly iReady individualized instruction (30-45 minutes)	All Teachers Grades K-5	iReady diagnostic assessments	iReady Usage Reports	K-2 individualized instruction with IREADY.	

## *STUDENT ACHIEVEMENT & INSTRUCTION*

**Problem Statement:** According to 2021 SOL data, students in 3rd - 5th grade lack confidence in solving practical problems (634/1569 - 40% accuracy).

[Link to Student Achievement & Instruction Fishbone Diagram](#)

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom)*: By June 2022, 3rd - 5th grade students will increase practical problem competency as measured by 2022 SOL data by 10%.

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
Decoding and vocabulary	Teachers, paraprofessionals, students	daily reviews, small group anecdotal notes, IXL, exit tickets	Mastery Connect, Daily Reviews, SOL growth assessments	Potential assessment results	personnel
start with numberless problems and CRA model	Teachers, paraprofessionals, students	daily reviews, small group anecdotal notes, IXL, exit tickets	Mastery Connect, Daily Reviews, SOL growth assessments	Potential assessment results	manipulatives

## *SCHOOL SAFETY*

**Problem Statement:** According to the 2021 school discipline data report, black students receive written referrals disproportionately higher than white students with 92% of the referrals.

[Link to Student Achievement & Instruction Fishbone Diagram](#)

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom)*: By the end of June 2022, the number of referrals received by black students as measured by the 2022 school discipline data report will decrease from 92% to 70%.

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
PBIS Matrix Teaching Expectations Pre-Referral SEL Interventions	K-5 Teachers, paraprofessionals	Implement Restorative Practices, SEL Interventions, Team Interventions	Pre-referral document tracking, conduct notice tracking, and student referral data review	Reduction in referrals Teacher/Student Positive Relationships	



## SCHOOL CLIMATE & CULTURE

**Problem Statement:** According to the 2021 School Climate Survey, 75% of staff agree with the following statement: “Staff PDs do not connect directly to work with students.”

[Link to Student Achievement & Instruction Fishbone Diagram](#)

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom)*: By the end of June 2022, the School Climate Survey will decrease to 50% of staff agreeing with the following statement: “Staff PDs do not connect directly to work with students.”

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
Building level professional development will pertain to building initiatives (SEL, number talks, small group reading instruction).	Leadership team	Surveys to garner staff input.	School climate survey		
Building level professional development will be delivered by a variety of stakeholders in order to increase relevance.	Leadership team other teachers/staff	Surveys to garner staff input.	School climate survey		

## ***FAMILY & COMMUNITY ENGAGEMENT***

**Problem Statement:** According to the 2021 School Climate Survey data, the school does not (82%) adequately recognize students for a variety of accomplishments.

[Link to Student Achievement & Instruction Fishbone Diagram](#)

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom)*: By the end of June 2022, the school will increase the percentage from 82% to 90% satisfaction in the school's recognition of student achievements as measured by the 2022 School Climate Survey.

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
Celebrate Achievements of students at the end of each 9 weeks.	Teachers Administrators School wide staff	Set dates for the end of each 9 weeks for each celebration: November, February, & April.  Spreadsheet	Number of students that showed achievements throughout each 9 weeks.		Donations from community business partners.  Certificates
Great Gator Awards	Teachers Administrators School wide staff	Spreadsheet & weekly recognition	Staff nominated and tracked on the spreadsheet		Gator Bracelets