

Pinellas County Schools

Countryside High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
Positive Culture & Environment	0
Budget to Support Goals	0

Countryside High School

3000 STATE ROAD 580, Clearwater, FL 33761

<http://www.countryside-hs.pinellas.k12.fl.us/>

Demographics

Principal: Taylor Henderson

Start Date for this Principal: 6/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 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)	38%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: C (52%) 2020-21: (50%) 2018-19: B (56%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 Pinellas 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To educate and prepare each student for college, career, and life.

Provide the school's vision statement.

100% student succes.

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
Henderson, Taylor	Principal	Whole school management, instructional leadership, and school mission and vision.
Alexander, Lonnette	Assistant Principal	ESE and Mathematics
Bernstein, Brad	Assistant Principal	iSTEM, Social Science
Overall, Erin	Assistant Principal	Science
Ramos-Gonzalez, Cynthia	Assistant Principal	ESOL, English

Demographic Information

Principal start date

Thursday 6/23/2022, Taylor Henderson

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.*

0

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.*

2

Total number of teacher positions allocated to the school

85

Total number of students enrolled at the school

1,822

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

15

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

15

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	0	470	487	439	396	1792	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	121	149	136	121	527	
One or more suspensions	0	0	0	0	0	0	0	0	0	36	39	20	19	114	
Course failure in ELA	0	0	0	0	0	0	0	0	0	53	49	31	1	134	
Course failure in Math	0	0	0	0	0	0	0	0	0	68	73	56	3	200	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	139	117	0	0	256	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	150	124	0	0	274	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	251	233	82	278	844	

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	0	50	75	57	56	238	

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	0	57	59	16	8	140	
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	5	0	0	12	

Date this data was collected or last updated

Thursday 6/23/2022

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	0	589	475	429	338	1831
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	109	91	80	41	321
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	53	61	53	6	173
Course failure in Math	0	0	0	0	0	0	0	0	0	0	159	182	170	12	523
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	95	94	82	43	314
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	71	81	56	41	249
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	95	94	77	43	309

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	318	287	214	198	1017

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	32	35	21	19	107	
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	0	589	475	429	338	1831
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	109	91	80	41	321
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	53	61	53	6	173
Course failure in Math	0	0	0	0	0	0	0	0	0	0	159	182	170	12	523
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	95	94	82	43	314
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	71	81	56	41	249
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	95	94	77	43	309

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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	32	35	21	19	107	
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	43%			45%			51%	56%	56%
ELA Learning Gains	45%			43%			48%	51%	51%
ELA Lowest 25th Percentile	39%			36%			40%	43%	42%
Math Achievement	29%			25%			48%	45%	51%
Math Learning Gains	34%			22%			45%	44%	48%
Math Lowest 25th Percentile	38%			30%			40%	41%	45%
Science Achievement	56%			68%			65%	64%	68%
Social Studies Achievement	70%			68%			71%	71%	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	64%	62%	2%	67%	-3%
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	71%	70%	1%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	55%	-30%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	56%	3%	57%	2%

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	18	25	24	25	40	50	21	43		94	33
ELL	16	42	41	15	36	45	37	32		89	63
ASN	68	87					83	83		100	75
BLK	15	34	35	27	33	26	33	64		100	59
HSP	29	38	34	20	38	44	49	58		93	63
MUL	48	51	42	25	35		58			94	65
WHT	53	48	41	34	32	45	64	76		96	65
FRL	31	36	32	26	33	33	46	63		93	58
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	17	33	32	12	25	38	37	44		95	36
ELL	13	33	27	12	21	23	41	52		94	44
ASN	62	60		31	31		80	70		100	80
BLK	36	48	47	13	19	36	43	38		97	60
HSP	35	39	31	16	25	22	63	64		97	56
MUL	50	35		44	38		75	80		100	58
WHT	49	43	40	31	20	31	73	73		97	72
FRL	36	42	37	20	23	36	61	56		95	58
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	22	38	36	31	36	25	33	55		92	17
ELL	23	32	26	32	33	14	34	29		72	35
ASN	50	59		52	39		86	69		100	65
BLK	36	43	38	30	41	17	44	63		95	30
HSP	39	45	39	43	41	31	55	54		85	44
MUL	56	52		38	32		65			93	64
WHT	59	50	38	55	50	53	71	79		92	67
FRL	39	44	36	40	42	32	54	62		86	50

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)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	595
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	43
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	49
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	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	58
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	48
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 school continues to improve in meeting the ESSA requirement for each subgroup and is only deficient in the area of ESE. ELA data maintained and increased among 10th grade students and this was also observed in our Algebra and Geometry increases.

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

Although we demonstrated gains in the Algebra, this data component continues to be our area of greatest need for improvement. Our students demonstrated an increase of 3% proficiency in mathematics but we continue to lag behind the district and state.

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 that have required this need for improvement include turnover among mathematics instructors at the school. This has increased the need for close data monitoring during PLCs,

collaboration among staff with using student work samples in PLCs, and increased monitoring of use of district resources.

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

Our school increased proficiency among our lowest 25% in ELA by increasing to 40% over 36% in 2021. Our overall math gains also increased by 4% from 26% to 30%.

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

Our mathematics staff utilized a PLC form that increased discussion among relevant trend data. Review of student work and discussion of strategies that assisted students on meeting standards successfully were critical parts of these PLCs creating a more cohesive unit.

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

In order to accelerate learning on our campus, we will engage in continuing to implement AVID strategies in all core content areas. Additionally, content-specific trainings in ELA, math, and science will encompass the use of collaborative structures to assist all students in meeting proficiency on core standards.

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.

Teachers and school leaders will engage in professional development monthly that will include AVID strategies, engaging students in using our district PCS platforms, and ongoing mental health awareness trainings. These trainings will be provided to all staff to encourage student success.

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

Countryside High School will implement the Leader in Me program to support each student in school leadership opportunities. These opportunities will allow for more collaboration between upper grade students and our new students.

In addition, Saturday curriculum enrichment opportunities will be offered each month to encourage students to practice and reinforce standards that they struggle with.

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 Math

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

As evidenced by the 2022 Algebra 1 EOC and Geometry EOC, our math achievement level of performance is 29%, a gap of 26% when compared to the district. To address the gap, CHS will focus on strengthening teacher pedagogical knowledge of B.E.S.T standards through various PD opportunities, strengthening teacher usage of high-yield formative strategies, effective use of adult resources and by increasing the usage and monitoring of data in PLCs to improve response protocols and decrease mastery gaps & course failure rates.

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

As measured by the Algebra 1 and Geometry EOCs, by increasing the L25 learning gains from 38% to 53%, we expect the math achievement level to increase from 29% to 40%, with a stretch goal of 50%.

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

This area of focus will be monitored throughout the school year by using systemic data analysis and problem solving protocols to identify tiered responses for remediation, reteaching, retesting and celebration. Resources to include: Progress Monitoring, Cycle, and PM Mini Assessments, teacher created tasks & formative assessments, teacher gradebook, and observational data)

Person responsible for monitoring outcome:

Lonnette Alexander (alexanderlo@pcsb.org)

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

The following evidence-based strategies will be as listed below.
 -Strengthening teacher pedagogical knowledge of B.E.S.T standards through various PD opportunities
 -Strengthening teacher usage of high-yield formative and response to academic intervention strategies
 -Effectively usage of the algebra math tutor
 -Systemic data analysis and problem solving protocols

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

Focused notes require the student to organize thoughts, reflect, and document their own progress throughout the course.
 WICOR strategies are learning support strategies that can be customized to the individual student's need.
 Common assessments strengthen the integrity of the lesson providing specific data for remediation when needed. Common assessments and equitable grading increase student proficiency and engagement.

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.

Strengthen staff ability to engage students in complex tasks including rigor by providing professional development opportunities for growth.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

•Teachersengageindistrict providedprofessionallearningaroundinstructionalshifts,new coursestandards,newstateassessmentsandtracking student data based on the instructional needs identified through progress monitoring assessments (Cycle Assessments). •Teachers and administration participate in collaborative planning utilizing district and state resources (P LCs).•Administrators monitor implementation of the district scope, sequence and curricular materials for math courses. (Pacing calendars/Instructional Focus Guides (IFGs))•Administrators monitor classrooms, provide constructive feedback and participate in teacher reflection to increase effective teaching practices. •Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning supportstrategiesandcreateinstructionalmaterials(includinglearninggoals/targets)alignedtotherigorofcontentstandards.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

3. Teachers will incorporate high-yield formative assessment strategies and utilize focused note-taking.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

4. Teachers will use a daily instructional flow to allow time for small group intervention and collaboration (instructional launch>core instruction>facilitated learning>lesson closure/formative assessment)

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

5. Administrator will conduct frequent observations followed up with feedback (positive & actionable as needed), and opportunities for reflection.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

6. Administrator and teacher leaders will participate in instructional rounds, followed by a debrief and action planning.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

#2. 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.

Our current level of performance is 44% on the 9th and 10th grade ELA assessment as observed by FSA data. ELA teachers will effectively implement B.E.S.T. standards lesson plans, focus on high order questioning and common assessments. These practices should result in a performance increase of 9%, for a total of 51% for 9th grade and 10th grade.

Measurable Outcome:

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

The percent of students achieving proficiency will increase from 44% to 51% as measured by FSA.

Monitoring:

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

1. Area administrator will conduct weekly walkthroughs focused on engagement with complex tasks. Immediate feedback and data will provided. ELA ISD will support the feedback process and next steps.
2. 9th and 10th grade data driven PLC's to discuss instructional practice and strategies implementation utilizing a common PLC template focused on department goals.
3. Analyze F.A.S.T. progress monitoring data in both leadership meetings and department PLC's. Monitor ongoing remediation and re-teaching.
4. Area administrator will monitor weekly use/progress of small group instruction and intervention programs (Lexia Power Up, Applerouth, ThinkCerca, Albert IO data). Instruction will be revamped as needed with the support of our ELA ISD.
5. Area administrator will monitor EL clustered group data to ensure actionable interventions along with district resources are being used to plan for daily instruction.

Person responsible for monitoring outcome:

Cynthia Ramos-Gonzalez (ramosgonzalezc@pcsb.org)

Evidence-based**Strategy:**

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

1. Select engagement with complex tasks
2. Focused Note Taking
3. Student Centered Learning
4. Monitoring Learning for Feedback
5. Small group instruction utilizing the reading intervention data to drive instruction.
6. Clustering of ELs and ESE students within ELA classes to provide push-in support or small group instruction that meets the needs of each subgroup.

Rationale for Evidence-based Strategy:

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

These strategies will improve instructional practices to engage students in complex tasks and monitor all students progress toward mastery of B.E.S.T. standards. Student schedules reflect specific subgroup support by having appropriate clustering of ELs and ESE students.

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.

1. Provide professional development and 2022-2023 expectations during pre-school regarding implementing strategies related to cognitively complex tasks, monitoring data for small group instruction and developing higher order questions using focused note taking a WICOR strategies.

Person Responsible Cynthia Ramos-Gonzalez (ramosgonzalezcc@pcsb.org)

2. Monthly PLC's that review teacher created common assessment data to drive instructional practices. F.A.S.T. progress monitoring data will be analyzed by the department in order to develop remediation and re-teaching lessons. ELA and ESOL ISD's will be present to support teachers interpret and develop action plans and ensure lessons embed district resources.

Person Responsible Cynthia Ramos-Gonzalez (ramosgonzalezcc@pcsb.org)

3. Grade level weekly common planning that focuses on formative assessments that check for understanding and progress towards mastery of the standard. Using data from the various intervention programs (Lexia PowerUP, Applerouth, Albert IO and AP Classroom) to drive small group instruction and appropriate engagement of cognitively complex tasks.

Person Responsible Cynthia Ramos-Gonzalez (ramosgonzalezcc@pcsb.org)

4. Administration will conduct weekly walkthroughs and provide feedback via iObservation or in-person conferences. Feedback is centered around department big rocks and personal teacher goals.

Person Responsible Cynthia Ramos-Gonzalez (ramosgonzalezcc@pcsb.org)

5. Schedule teacher demonstration days/strategy walks after each district/on-site professional development focusing on our department big rocks and administrative walkthroughs. Department will implement strategies and receive actionable feedback from administration.

Person Responsible Cynthia Ramos-Gonzalez (ramosgonzalezcc@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

DATA SOURCES TO REVIEW: Biology EOC results. Countryside current level of performance is (Other sources of data used for monitoring will include Cycle 1 - 3 assessments, teacher-created common assessments, and PLC collaborative planning documents/notebook.)

Measurable Outcome:

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

We expect our performance level to be 70% proficient on the Bio EOC assessment data by May 2023.

Monitoring:

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

Data will be collected from Cycle 1 - 3 assessments, teacher-created common assessments, and PLC collaborative planning documents/notebook. This data will be reviewed at monthly and weekly PLC meetings.

Person responsible for monitoring outcome:

Erin Overall (overall@pcsb.org)

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

Strategy 1. Strengthen staff ability to engage students in complex tasks including rigor through Focused Note Taking by providing professional development opportunities for growth.

Strategy 2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student through UDL.

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

Strategy 1. Engaging students in complex tasks requires the student to organize thoughts, reflect, and document their own progress throughout the course. Focused note taking provides the opportunity to teach and grow these abilities.

Strategy 2. Providing multiple ways for students to demonstrate mastery allows for higher student engagement and success.

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.

Common planning during 5th period will allow staff to offer lunch tutoring small group.
Common planning during 5th period will allow staff to meet in PLCs regularly.

Staff will offer quarterly Lunch Bunch (large group) as needed to remediate specific students in standards of deficiency or need. Students will be preidentified and invited by staff and administrator.

Administrative/guidance counseling with students who are Level 1 and Level 2 after Cycle 1 and Cycle 2 assessments.

Administrative and staff encourage student participation in Level Up programs and district holiday competitions.

Continue with AVID strategies in the classroom (focused note taking, wicor).

Utilization and break down of complex text from supporting resources including resources online, text book, and teacher generated notes.

Person Responsible Erin Overall (overalle@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies**Area of Focus Description and****Rationale:**

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

DATA SOURCES TO REVIEW: US History EOC scores, Cycle assessments, walk-through observations, PLC and collaborative planning documents

Measurable Outcome:

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

We expect our performance level to be 75% proficient on the US History EOC by Spring 2023.

Monitoring:

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

Data will be collected from Cycle 1 - 3 assessments, teacher-created common assessments, and PLC collaborative planning. This data will be reviewed at monthly and weekly PLC meetings.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

TEACHERS ENGAGE STUDENTS IN WICOR AVID PRACTICES THAT SUPPORT MOVEMENT, COLLABORATION, AND ACCOUNTABLE TALK USING THE WICOR LEARNING SUPPORT STRUCTURE TO RAISE ACHIEVEMENT LEVELS AND CLOSE THE ACHIEVEMENT GAP IN SOCIAL STUDIES.

Rationale for Evidence-based Strategy:

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

Students need to interact and engage in WICOR strategies to assist all learners in being successful in class.

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 include AVID WICOR strategies into daily lesson plans that support students at all levels.

Person Responsible

Brad Bernstein (bernsteinb@pcsb.org)

Social studies teachers will continue to integrate literacy standards into the social studies content via Document Based Question (DBQ) Project materials and Stanford History Education Group (SHEG) lessons.

Person Responsible

Brad Bernstein (bernsteinb@pcsb.org)

Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student progress toward mastery of the course content.

Person Responsible

Brad Bernstein (bernsteinb@pcsb.org)

Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to reviewing, remediating, and reteaching critical content related to the rigor of course standards/benchmarks.

Person Responsible

Brad Bernstein (bernsteinb@pcsb.org)

#5. Instructional Practice specifically relating to Graduation

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

Countryside High School continues to hover in the 95%-97% graduation rate window. Our school vision is 100% student success and therefore we need to ensure we have systems to support each student in graduating on time.

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

100% of our students will graduate prior to the start of the 2023 school year.

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

Our staff will engage in a program of continuous monitoring of the 2019 cohort including the use of the cohort monitoring system. Each assistant principal will be responsible for all of the students in their designated alphabet.

Person responsible for monitoring outcome:

[no one identified]

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

As stated previously, each of our assistant principals will monitor each student in their designated alphabet.

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

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.

No action steps were entered for this area of focus

#6. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and****Rationale:**

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

Our AA students need additional supports in order to be successful academically on our large campus. We will also enhance leadership opportunities and access to early academic intervention to be more ready for transition to post-secondary life.

Measurable Outcome:

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

Our AA students will experience better results in their academic classes as demonstrated by a 30% decrease in core course failures, and an 15% increase in math and ELA achievement levels. Stretch goals are to have each measured area at 50% or above.
Math Achievement Level-27% ELA Achievement Level-15%
Math Learning Gains-33% ELA Learning Gains-34%
Math L25 Gains-26% ELA L25 Gains-35%

Monitoring:

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

Progress monitoring data will be collected from assessments (state, district & teacher-created) and monitored during at least twice monthly during subject specific PLCs and MTSS meetings.

Person responsible for monitoring outcome:

Lounette Alexander (alexanderlo@pcsb.org)

Evidence-based Strategy:

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

-Provide differentiated, individualized or small-group instruction that is aligned to grade-level standards.
-Targeted tutoring in Algebra (adult & peer)
-Targeted mentoring (adult & peer)

Rationale for Evidence-based Strategy:

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

An intentional and systemic focus on the evidence-based strategies will improve response protocols and decrease mastery gaps & course failure rates.

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.

Collect data and monitor progress on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly. This will be accomplished through departmental PLCs, MTSS, and school counselor/administrator meetings.

Provide for ongoing collaboration with all stakeholders including general education teachers, administrators, parents and school-based staff that support the student.

Provide regular opportunities for students to discuss their strengths, areas of growth, needs, and progress towards short and long-term goals.

Person Responsible

Lounette Alexander (alexanderlo@pcsb.org)

#7. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and****Rationale:**

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

Our ELL students continue to excel and we must continue to support our ELL learners as we begin in 2021-2022.

Measurable Outcome:

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

We expect our ELL performance level to be 50% proficient by Spring 2021 FSA ELA.

Monitoring:

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

Data will be collected from Cycle 1 - 2 assessments, teacher-created common assessments, and PLC collaborative planning. This data will be reviewed at monthly and weekly PLC meetings.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Each teacher plans and delivers lessons that meet the needs of EL students based on English language proficiency levels and length of time in U.S. schools to ensure academic success of each EL in their class.

- Schedule LY, LF, LA and Hispanic students into clusters in ELA classes that support their academic success
- Monitor placement into AVID and accelerated classes and options to increase access of Hispanic and EL students to acceleration opportunities and options
- Create a plan for each student coded LY and LF to receive appropriate testing accommodations starting day one for each assessment; create a plan for monitoring
- Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide
- Monitor fidelity of implementation of the EL Grading Policy schoolwide by utilizing the grading reports and following up with individual teachers for each course failure for LY students

Rationale for Evidence-based**Strategy:**

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

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.

Each teacher plans and delivers lessons that meet the needs of EL students based on English language proficiency levels and length of time in U.S. schools to ensure academic success of each EL in their class.

Teachers will incorporate to department PLC's a section discuss appropriate supports to use by topic/unit/benchmark.

Person Responsible

Cynthia Ramos-Gonzalez (ramosgonzalezc@pcsb.org)

#8. 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.

Our ESE students need additional supports in order to be successful academically on our large campus. We will also enhance their social opportunities on campus to be more ready for transition to post-secondary life.

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

Our ESE students will experience better results in their academic classes as demonstrated by a 30% decrease in core course failures, and an 15% increase in math and ELA achievement levels.
 Math Achievement Level-25% ELA Achievement Level-18%
 Math Learning Gains-40% ELA Learning Gains-25%
 Math L25 Gains-50% ELA L25 Gains-24%

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

Semester data and cycle assessments will be used to determine students' final grades in core academic classes.

Person responsible for monitoring outcome:

Lonnette Alexander (alexanderlo@pcsb.org)

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

Provide differentiated, individualized or small-group instruction that is aligned to grade-level standards and Individualized Education Plan (IEPs)

Inclusive strategies to be discussed and shared in departmental PLCs.

Planning for specially-designed instruction through departmental PLCs.

Ensure that students requiring ESE services receive the supports they need to be independent in each class.

ESE teachers will provide for specialized designed instruction and monitor student academic and SDI data through departmental PLCs.

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

Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize in important content.

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.

Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly. This will be accomplished through departmental PLCs.

Provide for ongoing collaboration with all stakeholders including general education teachers, administrators, parents and school-based staff that support the student.

Provide regular opportunities for students to understand their disability, discuss their strengths, areas of growth, needs, and progress towards short and long-term goals.

Person Responsible

Lonnnette Alexander (alexanderlo@pcsb.org)

#9. Instructional Practice specifically relating to Career & Technical Education**Area of Focus Description and Rationale:**

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

School data indicates that 74% of our graduating seniors have met the college and career readiness component.

Measurable Outcome:

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

By the end of the 2021-2022 school year, 90% of our students will be marked as an accelerated student prior to graduation.

Monitoring:

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

We will monitor career and college readiness each month through the utilization of the cohort graduation report for juniors and seniors. We will also use the Power-Bi program to monitor the early warning systems and strategic supports for our 9th and 10th grade students.

Person responsible for monitoring outcome:

Brad Bernstein (bernsteinb@pcsb.org)

Evidence-based Strategy:

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

Monitoring of this cohort data and sharing the progression of each graduating cohort is effective at increasing the awareness of our entire staff for school-wide increases in college and career readiness.

Rationale for Evidence-based Strategy:

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

Effective systems of communication are key to ensure that all students and staff are aware of expectations for each student to be successful in an accelerated course by the end of 2022-2023.

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.

No action steps were entered for this area of focus

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.

Countryside High School will continue to survey all stakeholders quarterly throughout the year to gauge effectiveness of desired learning conditions to meet the needs of all students. We value a school that empowers student voice and choice in creating a positive culture on campus. This will be accomplished through our implementation of the Leader in Me program to ensure students leaders on campus can provide valuable input to our leadership team in order to create a positive culture among students. Feedback from parent groups including, but not limited to, SAC, PTSA, and outside support groups will be analyzed to make adjustments to school improvement strategies.

Transparency of expectations to all stakeholders will be provided to define goals and objectives as outlined in the mission and vision of the school. Students mentors will be provided to discuss interventions that we use on campus.

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

All assistant principals and the school based leadership team assist the principal in sharing the school vision of positive culture. Countryside High School will continue to survey all stakeholders quarterly throughout the year to gauge effectiveness of desired learning conditions to meet the needs of all students. We value a school that empowers student voice and choice in creating a positive culture on campus.