

School Improvement Plan

2015-2016

Countryside High

Michael A. Grego, Ed.D.
Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Countryside High	Principal's First Name Gary	Principal's Last Name Schlereth
School Advisory Council Chair's First Name Michael	School Advisory Council Chair's Last Name Pate	

SCHOOL VISION - What is your school's vision statement?

The vision of Countryside High School is that teachers will provide the opportunity for all students to be successful learners and to become active participants in our society by creating a safe learning environment and building positive relationships.

SCHOOL MISSION - What is your school's mission statement?

At Countryside High School, SUCCESS is our goal. We will provide the tools and instruction needed for the success of our students.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Countryside high school fosters cultural education through our multi cultural fair and multi cultural committee. Countryside promotes relationship building through our extensive school wide mentoring through our ON Track program. The sole purpose behind the On Track Check & Connect mentoring is to build relationships with the students to encourage academic and social success. The On Track program also builds relationships school wide through Faculty vs. Staff sport events (basketball game, volleyball game).

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Countryside instructional staff and administration work together to ensure that all students feel safe and respected while on our campus. Administration regularly utilize peer mediation to ensure all students feel safe in the school. Countryside administration provides regular duty coverage to ensure the safety of each student. Any safety issues are addressed during our monthly safety meeting, urgent safety issues are addressed immediately.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Countryside is committed to implementation of a school wide behavior system that is fair, equitable and consistent. Our goal is to ensure all students are aware of their behavioral expectations and consequences when those expectations are not fulfilled. Teachers are all required to complete classroom discipline plans. A requirement for all discipline plans is parental contact by the teacher. To minimize distractions and keep students engaged, we have the following forms of disciplinary actions: Alternative Bell Schedule (ABS), Intervention Center (IC) and last resort Out of School Suspension (OSS). Administrations goal is not simply to apply severe discipline, but to learn the reason for the misbehavior, correct the action and to ensure the student is in the classroom. All students are provided with a copy of the student code of conduct, this is addressed during open house and orientation. In addition the school wide discipline matrix is posted on large signs throughout the school and in classrooms for students reference. The discipline matrix is followed by all administrators to ensure consistency and fairness.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

In addition to the extensively utilized peer mentor program, Countryside High School also has a school wide mentoring program. We have a peer to peer mentoring program with teacher lead mentors, as well as teacher mentors to students not on track to graduate. All level 1 students are also assigned a teacher mentor. We have a girlfriends club in which our school psychologist and social worker meet with selected girls weekly for a support system to search for positive ways to cope and respond to daily stressors.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Michael	Pate	President
Gary	Schlereth	Principal

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Our school improvement plan last year had many positives initiatives that were implemented as a result of the plan. Countryside High School began implementation of our On Track program to encourage students to become on track and to increase our graduation rate. The program was a great success in increasing staff and student morale, expectations for being on track and in increasing our graduation rate. In 2013 our graduation rate decreased from 83% to 80% and the at-risk rate decreased from 64% to 55%. We received 1173 total points in 2013 enough to earn an A for a school grade, however we took a letter grade deduction due to the decrease in at-risk graduation. Last year our graduation rate was at 83% and at risk at 47% again deducting us a letter grade to B in 2014. Currently our graduation rate is at 85% and our At risk rate climbed to 59%. Our FSA Alg 1 scores showed improvement rising from 33% (13'-14') to 36% (14'-15') proficiency. With one more year of Carnegie learning experienced by our teachers and continued tutoring efforts through ELP we hope to continue to see our Algebra proficiency percentage increase this year. Unfortunately our Biology EOC proficiency percentage dropped 3% from 2013-14 to 64% in 2014-15. Additionally, our US History EOC proficiency decreased 1% to 72% in 2015, however we are still 6 and 7 % points greater than the District and State average of 66% and 67% proficiency.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SIP funds are utilized to create positive support systems in the school to increase student and teacher motivation.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC is provided the SIP for review and approval. SAC is welcomed to be involved in the development of SIP, and feedback is regularly obtained from the SAC Chair.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC will be attending our new student orientation to present to the community, as well as our back to school night. SAC will hold monthly meetings and the SAC chair is a regular figure at the school. The School Advisory Council (SAC) will receive, review and (if appropriate) approve the use of school improvement funds for requests on a monthly basis throughout the school year.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Countryside High School will use the 2015-2016 school improvement budget to provide supplemental learning opportunities/resources to our students and teachers. Countryside will utilize allocated budget in endeavors that have the greatest impact on student achievement.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Gary	Last Name Schlereth	Email Address schlerethg@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership, Health PE	# of Years as an Administrator 21	# of Years at Current School 12
Certifications (if applicable) Biology 6-12, Physical Education 6-12, Educational Leadership, Principal			

ASSISTANT PRINCIPAL #1			
First Name Frederick	Last Name Whitaker	Email Address whitakerf@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership, Business, Marketing	# of Years as an Administrator 5	# of Years at Current School 5
Certifications (if applicable) Business Education 6-12, Educational Leadership (all levels), Principal			

ASSISTANT PRINCIPAL #2			
First Name Mary Beth	Last Name Williams	Email Address williamsmarye@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership, Math	# of Years as an Administrator 5	# of Years at Current School 3
Certifications (if applicable) Math 6-12, Educational Leadership (all levels)			

ASSISTANT PRINCIPAL #3

First Name Greg	Last Name Zornes	Email Address zornest@pcsb.org	
Highest Academic Degree Master of Education	Field of Study curriculum/instruction	# of Years as an Administrator 9	# of Years at Current School 2
Certifications (if applicable) Math (6-12), Educational Leadership (all levels)			

ASSISTANT PRINCIPAL #4

First Name Kristen	Last Name Clausen	Email Address clausenk@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 3	# of Years at Current School 2
Certifications (if applicable) Language Arts, Ed Leadership			

PART I	CURRENT SCHOOL STATUS
Section D	Public and Collaborative Teaching

INSTRUCTIONAL EMPLOYEES

- # of instructional employees: 127
- % receiving effective rating or higher: na
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 98
- % certified infield, pursuant to Section 1012.2315(2), F.S.: 100
- % ESOL endorsed: 15.7
- % reading endorsed: 11
- % with advanced degrees: 37.8
- % National Board Certified: 2.4
- % first-year teachers: 1.6
- % with 1-5 years of experience: 15.7
- % with 6-14 years of experience: 44.1
- % with 15 or more years of experience: 38.6

PARAPROFESSIONALS

- # of paraprofessionals: 1
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): na

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Administrative team is responsible for recruiting and retaining highly qualified staff through team collaboration and the new teacher mentoring program. Our goal is to obtain the most qualified and effective teachers who have similar educational values and philosophies that correspond to Countryside High Schools Mission and Vision.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Countryside High School administration provides teachers with luncheons, faculty vs. student basketball game through the on track program, appreciation gifts and goodies throughout the year to raise morale (delivering cocoa and cookies to their class, daily gifts during appreciation week, etc.) Administration plans schedules as effective as possible to attempt to have common planning while also factoring in students needs in determining scheduling. To encourage and promote relationship building Countryside administration is highly visible and accessible during the entire school day.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Countryside High School teacher mentoring program includes:

- *Observation of mentee's instruction and providing feedback
- *Planning lessons with mentee
- *Connecting lesson activities with mentee
- *Discussing student progress and analyzing student work
- *Modeling or co-teaching lessons
- *Weekly mentoring meetings

Pairings are based on properly matching new teachers subject area and needs to our mentors strengths. Pairing for mentee assignments have are as follows

Rosemarie Ceraolo O'Donnell: paired with Allyson Leja

Fred Friedman: paired with Janice Minter in H4

Heather Boylan: paired with Ryan Maronpot in A wing

Kevin Prina: paired with Jean Hitchcock in A wing

Michael Siemion: paired with Marsha Sorce

Ute Bennett: Kim Black guidance

PART I

CURRENT SCHOOL STATUS

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

- Data will be monitored and collected through walk throughs to determine additional intervention strategies and to utilize for focus in professional development and AP/teacher conference sessions.
- Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month),
- PLC's
- Administrators will work with teachers and through lesson studies to determine if the lesson:
 - a. Is aligned with a course standard or benchmark and to the district/school pacing guide.
 - b. Begins with a discussion of desired outcomes and learning goals
 - c. Includes a learning goal/essential question
 - d. Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question.
 - e. Focuses and/or refocuses class discussion by referring back to the learning goal/essential question.
 - f. Includes a scale or rubric that relates to the learning goal is posted so that all students can see it.
 - g. Teacher reference to the scale or rubric throughout the lesson
 - h. Includes student progress tracking and monitoring.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Frederick	Whitaker	Assistant Principal
Gary	Schlereth	Principal
Kristen	Clausen	Assistant Principal
Greg	Zornes	Assistant Principal
MaryBeth	Williams	Assistant Principal
Ute	Bennett	VE Specialist
Heather	Boylan	ESE Teacher
Jennifer	Carter	Social Worker
Michelle	Turner	Psychologist
Shannon	Akerman	Guidance Counselor
Dyan	Zuber	Guidance Counselor
Yvonne	Corso-Edgar	English Teacher
Meredith	McGlamery	English Teacher
Tiffany	Buffaloe	ESE Teacher
Turnier	Alicia	English Teacher

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Monthly revisit SIP and MTSS goals to ensure goals established in SIP are being met. Data from walkthrough will help the leadership team ensure these goals are being followed, to what extent, and which areas we need additional support.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

FCAT scores from previous years for Countryside High and FAIR testing results determined the Tier one and Tier two strategies. Attendance and discipline data, ESE assessment results, and student failure rates determine the strategies for Tier three. Progress monitoring of the data is ongoing, with a data review calendar utilized.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The MTSS leadership team shares the information and processes with Department chairs, who then share with their staff through Department and PLC meetings. The Discipline Committee continues to work closely with the MTSS team; they continue to implement the School Wide Behavior Plan. The instructional staff receives routine training and updates of MTSS processes at monthly faculty meetings and during scheduled Pro-Ed Days and School Improvement training days. Administration has also developed an MTSS handbook for teacher to utilize.

PART I**CURRENT SCHOOL STATUS****Section F****Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Teachers are required to have lesson plans readily available for administration at any time. Administration formally collects teachers lesson plans that are developed utilizing a provided template to include Florida Standard alignment. Administration reviews lesson plans and regularly are in classrooms for walk throughs, utilizing our on-line walk through form to collect data. Administration then regularly review the walk through data to determine alignment of standards.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers are expected to utilize assessment data such as FCAT, FAIR, Read 180, baseline testing and classroom assessments to obtain baseline data for interpretation to use as a starting point for instruction, and for differentiation of instruction through continual review and analysis of data by the teacher and students. Teachers are expected to not only track student progress and make instructional differentiations based on what the data shows, but teachers are expected to guide students in tracking progress and setting educational goals based on the data. In analyzing assessment data (formal or informal) and a teacher notices a marked trend that students in his/her class did not perform well in a certain area within assessed standard, the teacher has a professional expectation to then share this data analysis with the students and re-teach until data results improve.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Learning Goals & Scales

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Teachers will develop learning goals and targets focusing first on their main class (the class in which they teach the most during the day).

Provide a description of the strategy below.

Teachers will be able to unpack essential and supplemental standards to identify learning targets. Organize targets into a scale that describes levels of performance. Align assessments and instruction with standards using scales. Students will then be able track their own learning and identify areas where re-teaching and extension activities are needed to fully understand the course content.

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

Walk-throughs and 3 informal observations with Learning goals and scales rated on the 2nd informal observation.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration

INSTRUCTIONAL STRATEGY #2

Strategy Type

1. Cornell Notes
2. Document Based Questions (DBQ)

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

1. Cornell notes is an alternative to generic note taking methods for students. Cornell notes is a method for mastering information, not just recording facts. It is an efficient note taking method in which each step prepares the way for the next part of the learning process. Cornell notes are utilized across all curriculum areas. Cornell notes allows students to take more organized notes, focus on specific learning goals and reflect upon the notes more easily thus leading to increased student achievement results.
2. The purpose of the DBQ's is to integrate CCSS for Literacy into the social studies classrooms through the Document Based Questions (DBQ). The DBQ's address the six shifts in ELA and Literacy and meets 10 out of 10 reading standards; 8 out of 9 writing standards; 3 out of 6 speaking and listening standards for secondary students. DBQ's help students better read, write and think critically. They are excellent preparation for EOC's, FCAT, SAT and ACT testing.

Provide a description of the strategy below.

1. Students utilize loose-leaf paper kept in a binder. They create a 2 1/2 inch column drawn at the left side of each page to be used for questions or summary statements. During class the student records notes on the right side of the paper in paragraph form, skipping lines to separate information logically. Notes are to be focused on main ideas while utilizing a numbering system. Abbreviation, graphic organizers and pictures should be used when necessary or helpful. After class, the student refines the notes. Students write questions in the left column about the information on the right. Student then check or correct incomplete items (dates, terms, names, etc.). Student then read the notes and underline key words and phrases. In the left column the student writes recall cues. Then students write a summary of the notes and questions at the bottom of the page and should compare notes with another student. Finally, students then review the notes by covering up the right side of the page. Reading the questions, and reciting the information as best as possible. Students then uncover the sheet and verify information as frequently as needed.
2. A DBQ includes a "hook" exercise, a background reading, and several historical documents. Students read and analyze those rigorous documents, debate the essential question, and write persuasive essays to answer questions. The entire process of completing a DBQ takes several days to weeks depending on time spent each day with the activity.

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

1. Teachers monitor students class assessment results to determine effectiveness. The goal with Cornell notes would be to increase student achievement in class formal and informal assessments thus leading to increased performance on common assessments.
2. Teachers monitor students class assessment results to determine effectiveness. Teachers and administrator also monitor state and district assessment results to look for increase in reading and or writing proficiency as well as EOC proficiency.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

1. Administration monitors use of this strategy through walk through data collection. Help with implementing the strategy can be obtained by any administrator and the AVID team leader.
2. Social studies teachers currently utilize DBQ's and are trained during district training.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Costa's Levels of Questioning

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose behind costa's levels of questioning is to increase higher order questioning by teachers and not let the students off the hook.

Provide a description of the strategy below.

To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented. Students need to be familiar with Costa's levels of questioning to assist them in formulating and identifying

higher levels of questions. The levels of questioning include: Level 1, in which students are defining, describing, identifying, listing naming, observing, reciting and/or scanning. Level 2, where students should be analyzing, comparing, contrasting, grouping, inferring, sequencing and/or synthesizing. Level 3, where students should apply a principle, evaluate, hypothesize, imagine, judge, predict and/or speculate. Teacher questioning can take place on a variety of levels, some easy and close ended while others can be more multi tiered and/or open ended. Teachers need to know when to ask the right questions, which can aid the participation in group discussions and study. Level 1 questions are often necessary to establish the group's basic understanding of facts or situations. Questioning should not remain in Level 1, but should advance to both level 2 and 3.

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

Teachers monitor students class assessment results to determine effectiveness. The goal with cornell notes would be to increase student achievement in class formal and informal assessments thus leading to increased performance on common assessments. Additionally, administrators collect data on the level of questioning by teachers, and utilize the data to drive decisions and professional development.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration monitors use of this strategy through walk through data collection. Help with implementing the strategy can be obtained by any administrator and the AVID team leader.

INSTRUCTIONAL STRATEGY #4

Strategy Type

WICOR Strategies. Writing, Inquiry, Collaboration, Organization, Reading.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

WICOR, incorporates teaching/learning strategies in: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that faculty can use to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding) within developmental, general education and discipline-based curricula in their major.

Provide a description of the strategy below.

In using WICOR strategies, teachers should plan their class to involve students in each of the 5 strategies to some level. In the (W)riting process students support their thinking by using text based evidence which demonstrates their understanding. Strategies include: Cornell Notes, learning logs, process writing, quick writes, reflections, peer evaluations, exit slips, reciprocal teaching. The (I)nquiry state is uncovering one's own thinking. It is asking critical questions and engaging in thinking learning and discussion. Students should engage in analyzing and synthesizing information, clarifying their own thinking through explaining, as well as probing the thinking of others through questioning. Strategies for inquiry include: Costa's level of questioning, investigations, tutorials, explicit vocabulary instruction, interactive word wall and philosophical chairs. (C)ollaboration is teamwork with shared responsibility, the sharing of ideas, information, and opinions during academic discussions. Students should work together for a common goal. Work is completed in focused study groups to support the learning of others while developing positive interdependence. Strategies for collaboration include: group activities and projects, tutorials, chalk talk, gallery walk, think/pair/share and turn & talk. (O)rganization is managing materials and practicing methodical study habits. It is planning and prioritizing school work, being mentally prepared to learn and set goals. Organized students are prepared for class mentally, with the necessary materials and supplies. They manage their time by prioritizing and setting goals. They self-direct, self-monitor, self-evaluate and self-advocate. Organizational strategies include: Binders, calendars, planners, study groups, SMART GOALS, graphic organizers, focused note taking (interactive note book) and foldables.

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

Teachers monitor students class assessment results to determine effectiveness. The goal with WICOR strategies would be to increase student achievement in class formal and informal assessments thus leading to increased performance on common assessments. Additionally, administrators collect data on the level of use of AVID strategies by teachers, and utilize the data to drive decisions and professional development.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration monitors use of this strategy through walk through data collection. Help with implementing the strategy can be obtained by any administrator and the AVID team leader.

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Countryside High School employs a positive behavior support system through inventive laden programs which include but are not limited to: ROCK drawings, students of the month (4 different categories), senior on track incentive program and positive office referral. Countryside High School has an action plan developed for cohort monitoring to support our On track program Highlights of the plan are as follows:

1. Beginning with the 2013 school year administration and guidance will utilize Countryside HS online cohort tracking document to input tracking and conferencing notes in addition to code changes for each student for all cohorts (9-12).
 - a. If guidance or administration conference with any student not on track to graduate, notes and date of the conference will be updated on this online document.
 - b. Any code changes (by the data prep or administration) to students will be noted on this document.
 - c. AP in charge of data monitoring will update this document as needed and at least once per month.
 - d. Graduation data is updated monthly by AP in charge of data to show the progression of the overall graduation rate and at risk rate while also showing the progression each month of the numerator and denominator.
2. Guidance, DMT, and administration regularly monitor and assess the at risk graduation cohort report for each grade level ensuring all students have the necessary interventions to graduate.
 - a. Administration as a team, will conference with each student not on track to graduate at the end of the first semester before exam week.
 - b. As part of the On Track program, Off Track letters will be sent to all seniors parents who are not on track to graduate. The personalized letters outline what the students deficiencies towards graduation and prescribes a plan to graduate on time.
3. Administration and guidance will monitor dropout data, attendance rates, assessment scores, class performance for each grade level- (obtained via FOCUS) to develop plans for students to be successful.
 - a. Reports pulled by administration and guidance each semester to identify student course failures. Students assigned by guidance to elp and or credit recovery options during the day.
 - b. All students in each cohort who fail a course each semester will meet with guidance to develop a plan for credit recovery. Guidance will notify parents and input the interventions on the online cohort monitoring report.
 - c. Attendance monitored monthly by AP in charge of child study. Parents will be contacted and students conferenced to develop an intervention plan to improve attendance.
 - d. As part of the On Track program, Off Track letters will be sent to all seniors parents who are not on track to graduate. The personalized letters outline what the students deficiencies towards graduation and prescribes a plan to graduate on time.
4. Personalized off track letters sent to parents of seniors who are off track beginning each school year. The letter has the students current data and graduation status, with a plan for completion of graduation requirements if the parents and student agree.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

All staff at Countryside High School actively support all students in college and career awareness. Countryside has a college of the month board in the concourse for all students to see. Each month the college is update, and information regarding the college of the month is displayed on the board. Every teacher and administrator also have signs at their door indicating their name and colleges attended to promote college awareness. Additionally, Countryside annually hosts the College and Career Fair with over 2000 people in attendance and growing.

Describe how the school integrates vocational and technical education programs.

Countryside High Schools regularly is at the top of the districts lists for industry certifications obtained by our students. In 2014 we had over 190 student industry certifications obtained through our Center for Computer Technology, and in 2015 533 certification exams were taken and 405 led to certification resulting in 76% passing rate .

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

The School Based Leadership Team analyzes the High School Feedback Report each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College. We place students in MCR and E4CP based on 11th grade PERT scores. Only 12th graders are enrolled in MCR and E4CP. We use the resources provided by the county for these courses, and PERT is used as the final exam grade.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Frederick	Whitaker	Assistant Principal	whitakerf@pcsb.org
Cindy	Herndon	Teacher	herndonc@pcsb.org
Margaret	Trautwein	Teacher	trautweinm@pcsb.org
Stephen	Leo	Teacher	leos@pcsb.org
David	Fraser	Media Specialists	fraserd@pcsb.org
Diana	Garrett	Teacher	garrettd@pcsb.org
Ute	Bennett	VE Specialist	bennettu@pcsb.org
Kristen	Clausen	Assistant Principal	clausenk@pcsb.org
Andrew	Lieb	Teacher	lieba@pcsb.org
Gary	Schlereth	Principal	schlerethg@pcsb.org
Greg	Zornes	Assistant Principal	zornest@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

- Administrators ensure content area reading is taking place through regular walk throughs, formal and informal observations. Data is collected through school based walk through form to determine what strategies are being utilized.
- There will be 3 informal observations (10-20 minutes), and 1 formal observation (30+ minutes). The informal observations shall take place in September, October and November. Goals and scales will be evaluated starting with the second informal observation.
- Lesson plans are checked regularly by administrators, they are due formally once per month for a week worth of plans, and must be available upon administrators request at any time.
- Reading coach works with teachers to help with reading strategies in all content areas.
- Professional development implemented during PLC's and staff meetings for content area reading.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

- Providing professional development on reading strategies across all curricula areas.
- Incorporating reading strategies regularly across all curricula areas.
- Administration monitoring through walk throughs level of reading strategies utilized in all subject areas. Meetings should be held with

teachers that are not implementing reading strategies in their class regularly.
 -Common core reading strategies.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section A Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) Area 1: English Language Arts (Reading)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24.8		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.3		

FLORIDA ALTERNATE ASSESSMENT (FAA) Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.1		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69.2		

LEARNING GAINS Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50.3		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
64		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA) Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
52.15		

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15.2		

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.2		

ANNUAL MEASURABLE OBJECTIVES (AMOs)**Area 1: English Language Arts (Reading)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	65		
Black/African American	27		
Hispanic	38		
Asian	45		
American Indian			
English Language Learners (ELLs)	6		
Students with Disabilities (SWDs)	23		
Economically Disadvantaged	39		

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
81	75.9	82

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL**Area 1: English Language Arts (Reading)**

What is your school's reading goal? Provide a description of the goal below.

Countryside High School will increase the percent of students scoring proficiency (level 3) from 54% ('14) to 60% ('15), through implementation of content area reading strategies, extended learning opportunities and a renewed staff dedication to building positive relationships with students.

Provide possible data sources to measure your reading goal.

Our final data source are the students final scores on FCAT reading. Data sources used to determine reading improvement and gains throughout the year include formal/informal teacher assessments, Read 180 data, reading counts, and FAIR data. All teachers will know the reading level of their students and differentiate curriculum accordingly, while monitoring and tracking students progress in read 180 and FAIR assessments. Teachers must regularly analyze student data, and are required to utilize the data to drive instruction needs. The teacher also must lead the students in tracking, monitoring and analyzing their progress/data daily to help students set progress and achievement goals.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1

Plan to Implement Action 1

<p>Ensure implementation of high yield instructional reading strategies in reading classes.</p>	<ul style="list-style-type: none"> -Walk-throughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walk-through indicator checklist to collect, monitor and utilize the data to assist teachers. The walkthroughs will focus on teacher evaluation indicators and SIP reading goals. -There will be 3 informal observations (10-20 minutes), and 1 formal observation (30+ minutes). The informal observations shall take place in September, October and November. Goals and scales will be evaluated starting with the second informal observation. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Reading coach and administration will provide support to all teachers specifically helping our reading teachers with high yields instructional strategies, as well as assisting teachers in techniques to integrate effective and regular content area reading tasks. This support will be provided by on one support, PLC's and school based training.
<p>Action 2</p>	<p>Plan to Implement Action 2</p>
<p>Implement school wide focus on content area reading in all classes.</p>	<ul style="list-style-type: none"> -Reading coach and department heads provide professional development on teaching reading in all content areas. -Walk throughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walk-through indicator checklist to collect, monitor and utilize the data to assist teachers. The walk throughs will focus on teacher evaluation indicators and SIP reading goals. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Reading coach and administration will provide support to all teachers specifically helping our reading teachers with high yields instructional strategies, as well as assisting teachers in techniques to integrate effective and regular content area reading tasks. This support will be provided by on one support, PLC's and school based training.
<p>Action 3</p>	<p>Plan to Implement Action 3</p>

<p>Set and communicate a purpose for learning and learning goals and scales in each lesson to include continual student tracking of progress.</p>	<ul style="list-style-type: none"> -Walk throughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walk through indicator checklist to collect, monitor and utilize the data to assist teachers. -There will be 3 informal observations (10-20 minutes), and 1 formal observation (30+ minutes). The informal observations shall take place in September, October and November. Goals and scales will be evaluated starting with the second informal observation. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Administrators will work with teachers and through lesson studies to determine if the lesson: <ul style="list-style-type: none"> a. Is aligned with a course standard or benchmark and to the district/school pacing guide b. Begins with a discussion of desired outcomes and learning goals c. Includes a learning goal/essential question d. Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question e. Focuses and/or refocuses class discussion by referring back to the learning goal/essential question f. Includes a scale or rubric that relates to the learning goal is posted so that all students can see it g. Teacher reference to the scale or rubric throughout the lesson h. Includes student progress tracking and monitoring.
Action 4	Plan to Implement Action 4
<p>Ensure all teachers are implementing best teaching practice effectively and consistently to include the use of:</p> <ul style="list-style-type: none"> a. Gradual release model (Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur) b. Connecting instructional objectives to the learning goals, student interests, background and personal goals. c. Clear focus on essential learning and goals d. Effective classroom management to include following school board and school based policies. e. Regular parent communication (positive and negative). f. Teacher regularly collects and utilizes data while working with students to monitor and track their own progress. g. Continual assessments. h. Differentiated instruction. i. Relationship building-teacher works to develop positive relationships with the students. 	<ul style="list-style-type: none"> -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walk-through indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Administration will develop a school wide mentoring program; peer to peer and staff to student mentoring.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	Area 2: English Language Arts (Writing)
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62		

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
75		

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL**Area 2: English Language Arts (Writing)**

What is your school's writing goal? Provide a description of the goal below.

Countryside High School will increase students scoring at or above proficiency level from 62% to 70%, through implementation of content area writing strategies, extended learning opportunities and a renewed staff dedication to building positive relationships with students.

Provide possible data sources to measure your writing goal.

Teacher formal/informal assessments, in which it is expected that all teachers integrate content specific writing strategies while monitoring and tracking the students progress. FCAT assessment data, ACT and SAT concordant scores. Teachers must regularly analyze student data, and are required to utilize the data to drive instruction needs. The teacher also must lead the students in tracking, monitoring and analyzing their progress/data daily to help students set progress and achievement goals.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Use instructional data cycle protocols including analysis of student work samples to determine if students are making progress toward achieving the Florida Standards for ELA and to identify the need for differentiated support and collaborative learning.	<ul style="list-style-type: none"> -In PLC's teachers will work together in analyzing student data and exploring effective differentiation strategies amongst common students. -Teacher focus on delivering engaging and challenging lessons -Teachers focus on deepening and enriching students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; -Employ higher-order questioning techniques -Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. <p>*Observed through administrative walk throughs and observations and lesson plan reviews to be submitted through online.</p>
Action 2	Plan to Implement Action 2

<p>Increase instructional rigor related to writing assignments through the utilization of ELA exemplar modules.</p>	<ul style="list-style-type: none"> -Teachers model effective answers for the students in a clear, visual way as part of guided instruction before releasing students to independent practice. Modeling is to be used as feedback in response to student work. -Students answer complex text-dependent questions in writing at least once a day. -Teachers engage student with analysis of texts in diverse ways such as: Collaborative learning, small group discussions, notebooks, text marking, graphic organizers, outlining, short-response paragraphs and multi-paragraph essays. -ELA teachers will implement grade-specific exemplar lessons aligned to the LAFS and including tasks designed using Florida Standards Assessment test item specification and additional online resources. -Teachers will attend Core Connection professional development. -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Peer collaboration through lesson studies and PLC's.
<p>Action 3</p>	<p>Plan to Implement Action 3</p>
<p>Increase teacher to parent communication regarding student status, progress and the curriculum.</p>	<ul style="list-style-type: none"> -Administrators will ensure teachers have a parent communication plan in place to regularly communicate to parents regarding their child's behavior (positive & negative), progress, and the class. -Administration will ensure contacts are made home prior to referrals being written for minor behaviors. -Administration will check portal when monitoring students to ensure teachers are logging their communication efforts in the parent communication log. -Teachers will be evaluated based upon level of parental communication and their plan in place.
<p>Action 4</p>	<p>Plan to Implement Action 4</p>
<p>Teachers conduct weekly writing prompts scoring them on a rubric scale.</p>	<ul style="list-style-type: none"> -All teachers will be provided with training to effectively develop a grading rubric for the writing prompts. -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section C****Area 3: Mathematics****FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
85		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS**Area 3: Mathematics**

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69		

ANNUAL MEASURABLE OBJECTIVES (AMOs)**Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	70		
Black/African American	38		
Hispanic	57		
Asian	60		
American Indian			
English Language Learners (ELLs)	34		
Students with Disabilities (SWDs)	33		
Economically Disadvantaged	53		

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
82	82.1	84

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.4	25.3	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4.5	7.2	

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.9		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39.1		

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

- 1) Increase the Algebra 1 FSA EOC first time test taker proficiency to exceed the state average.
- 2) All students will meet the Algebra 1 graduation requirement by the end of 10th grade.
- 3) Implement Math Florida Standards (MAFS) reflecting the instructional shifts necessary for student success.
- 4) Implement course curriculum with consistency and accountability.

Provide possible data sources to measure your mathematics goal.

Formal/informal teacher assessments, as well as Carnegie data, baseline assessment data and EOC data. Math teachers are expected to monitor and track students progress and develop plans for students not making improvements. Teachers must regularly analyze student data, and are required to utilize the data to drive instruction needs. The teacher also must lead the students in tracking, monitoring and analyzing their progress/data daily to help students set progress and achievement goals.

Data measures to include:

- Teachers pulling weekly reports on Fridays from Agile Mind and Carnegie Learning.
- Cycle 1, Cycle 2 and Cycle 3 assessments for Alg 1 courses.
- Observation data by the assistant principal and through ISM visits to be collected and shared with teachers.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Ensure all math teachers have attended mandatory professional development and continue professional learning throughout the year and implementing best teaching practices effectively and consistently.	<ul style="list-style-type: none"> -Teachers of Alg 1a/b and teachers of Alg 1 for the 15-16 school year will complete initial training on Agile Mind or Carnegie Learning. -Assistant Principal for Math teachers will weekly monitor the algebra teachers progress and effectiveness and assign professional development through Instructional Staff Developers as needed to support any struggling teachers as well as work with the teacher to improve their practices. -Monthly PLC conducted with all Algebra 1 teachers focused on student improvement, data and implementation of Carnegie Learning.
Action 2	Plan to Implement Action 2

<p>Create academic interventions that support instructional goals and highest student achievement.</p>	<ul style="list-style-type: none"> -Early identification of struggling students and students in need of course retakes to provide efficient and effective remediation in the form of ELP, Think Through Math, advanced features of the Carnegie Cognitive Tutor, and basic skills development through the Algebra 1 Crash Course student workbook. -Continue to provide Algebra tutoring opportunities through ELP funds to include the use of after school tutoring for extra assistance to struggling students and credit recovery to those students who need to retake the course. -Credit recovery (Intensive Math) assigned to those students who have not met the Algebra graduation requirement of passing the Algebra 1 EOC. -PERT will be administered after remediation options have been provided for students to achieve the Algebra 1 concordant score to meet the graduation requirement. PERT will be offered during the school year and at the end of the summer bridge program. -Cohort monitoring and tracking through our online form. Credit recovery plan to be put in place for all students not on track. Guidance must ensure this takes place.
<p>Action 3</p>	<p>Plan to Implement Action 3</p>
<p>Continue the Algebra summer bridge program and increase number of students in attendance in Alg EOC prep and Alg Boot camp from 65 in 2015 to 125 in 2016.</p>	<ul style="list-style-type: none"> -Algebra 1 Boot camp provided for all rising 9th graders who have not already taken an Algebra 1 course. Work in collaboration with feeder middle school (SHMS, Carwise Middle, Palm Harbor Middle School) to promote the program. -Provide Algebra EOC Prep for all students who have not passed an Algebra 1 EOC. Administrator in charge of Summer bridge to ensure program is promoted and advertised to students and parents through phone messages, guidance meetings, parent letters and school website. -Administrator in charge of summer bridge recruits current certified, high quality Algebra 1 teachers as instructors for the Algebra 1 Boot Camp and Algebra 1 EOC prep summer bridge courses.
<p>Action 4</p>	<p>Plan to Implement Action 4</p>
<p>Increase teacher to parent communication regarding student status, progress and the curriculum.</p>	<ul style="list-style-type: none"> -Administrator in charge of Math will ensure all teachers have identification strategy, progress monitoring strategy and intervention strategy in place for their L25 students. -Teachers will communicate the Carnegie data to parents to keep them updated on their child's progress. -Walk throughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walk through indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section D****Area 4: Science****FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38	64	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.6		

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL**Area 4: Science**

What is your school's science goal? Provide a description of the goal below.

Countryside High School will increase the percentage of students scoring at or above proficiency level in the EOC from 69% ('14) to 75% ('15), through extended learning opportunities and a renewed staff dedication to building positive relationships with students.

Provide possible data sources to measure your science goal.

Teacher formal/informal assessments, EOC data. Teachers must regularly analyze student data, and are required to utilize the data to drive instruction needs. The teacher also must lead the students in tracking, monitoring and analyzing their progress/data daily to help students set progress and achievement goals.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

<p>Ensure all teachers are implementing best teaching practice effectively and consistently to include the use of:</p> <ul style="list-style-type: none"> a. Ensure teachers are using the recommended science labs effectively to supplement the content. b. Gradual release model (Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur) b. Connecting instructional objectives to the learning goals, student interests, background and personal goals. c. Clear focus on essential learning and goals d. Effective classroom management to include following school board and school based policies. e. Regular parent communication (positive and negative). f. Teacher regularly collects and utilizes data while working with students to monitor and track their own progress. g. Continual assessments. h. Reading and performance tasks associated with complex text. i. Differentiated instruction. j. Relationship building-teacher works to develop positive relationships with the students. 	<ul style="list-style-type: none"> -AP for Science conducts walk troughs and observations to ensure Science labs are being utilized effectively. -Teachers to attend professional development focused on reading, standards, assessment, instructional methods and data analysis. -Science teachers meet at least 2 times per month to review student data, reading/writing strategies and best practices. -Principal will work with the literacy leadership team and leading the learning cadre to plan agendas for professional learning communities ton ensure the process in consistent. -Using supplemental texts, teachers will regularly include shorter, challenging and technical passages that elicit close reading and re-reading. -Science teachers provide students with opportunities to write lab reports during inquiry-based science projects. -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<p>Action 2</p>	<p>Plan to Implement Action 2</p>
<p>Create academic interventions that support instructional goals and highest student achievement.</p>	<ul style="list-style-type: none"> -Science teachers offer academic tutoring during lunch, as well as before and after school. -Science tutorial reviews for all cycle assessments and EOC with in school and home help via teacher and on-line resources. -Science tutoring opportunities through ELP funds to include the use of after school tutoring for extra assistance to struggling students and credit recovery to those students who need to retake the course. -Early identification of struggling students and students in need of course retakes in science to provide efficient and effective remediation. -Implementation of school wide mentoring program, peer to peer and staff to student.
<p>Action 3</p>	<p>Plan to Implement Action 3</p>
<p>Increase teacher to parent communication regarding student status, progress and the curriculum.</p>	<ul style="list-style-type: none"> -Implementation of school wide mentoring program, peer to peer and staff to student. -Administrators will ensure teachers have a parent communication plan in place to regularly communicate to parents regarding their child’s behavior (positive & negative), progress, and the class. -Administration will ensure contacts are made home prior to referrals being written for minor behaviors. -Administration will check portal when monitoring students to ensure teachers are logging their communication efforts in the parent communication log. -Teachers will be evaluated based upon level of parental communication and their plan in place.
<p>Action 4</p>	<p>Plan to Implement Action 4</p>

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section E

Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
7	10

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
88	85	90

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
9	18.5	20

Completion Rate for Students Enrolled in Accelerated
STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
95	96

Students Taking One or More Advanced Placement Exams
for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5.3	5.6	8

Passing Rate for Students Who Take Advanced Placement
Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
58.9	

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	18.5	21

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10	17	

Passing Rate for Students Who Take CTE-STEM Industry
Certification Exams

2014-15 Status (%)	2015-16 Target (%)
76	80

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

Area 5: Science, Technology, and Mathematics (STEM)

What is your school's STEM goal? Provide a description of the goal below.

Countryside High School will provide rigorous college preparatory academic opportunities across all academic subjects while providing an emphasis on Science, Technology, Engineering, and Math (STEM). Students will have the opportunity to study and apply emerging technologies in real-world scenarios and are required to complete AP and/or college dual enrollment courses prior to graduation in addition to completing electives of study leading to industry certifications.

Provide possible data sources to measure your STEM goal.

AP test scores, industry certification numbers, ISTEM student population

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
<p>Ensure all teachers are implementing best teaching practice effectively and consistently to include the use of:</p> <ul style="list-style-type: none"> a. Gradual release model (Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur) b. Connecting instructional objectives to the learning goals, student interests, background and personal goals. c. Clear focus on essential learning and goals d. Regular parent communication f. Teacher regularly collects and utilizes data while working with students to monitor and track their own progress. g. Continual assessments. h. Differentiated instruction. i. Relationship building-teacher works to develop positive relationships with the students. 	<ul style="list-style-type: none"> -Walkthroughs will be conducted by administrators at least once per week for every teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -ISTEM PLC
Action 2	Plan to Implement Action 2
<p>Create academic interventions that support instructional goals and highest student achievement.</p>	<ul style="list-style-type: none"> -Increase tutoring opportunities through ELP funds to include the use of after school tutoring for extra assistance to struggling students and credit recovery to those students who need to retake a course -Early identification of struggling students in ISTEM and students in need of course retakes to provide efficient and effective remediation. -Probation process for students who continue to struggle in order to place them in courses where they will be academically successful.
Action 3	Plan to Implement Action 3
<p>Increase school communication, particularly teacher to parent communication regarding student status, progress and the STEM curriculum.</p>	<ul style="list-style-type: none"> -Administrators will ensure teachers have a parent communication plan in place to regularly communicate to parents regarding their child's behavior (positive & negative), progress, and the class. -Administration will check portal when monitoring students to ensure teachers are logging their communication efforts in the parent communication log. -Teachers will be evaluated based upon level of parental communication and their plan in place.
Action 4	Plan to Implement Action 4
<p>Ensure students are placed appropriately with the best fit teacher, while placing most effective teachers in STEM and EOC-assessed courses</p>	<ul style="list-style-type: none"> -Administration develops master schedule with student needs in mind, appropriately placing no more than 25 students with most effective teachers. -Administration will utilize assessment data to determine most effective teachers and assign master schedule to maximize student achievement.

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section F

Area 6: Career and Technical Education (CTE)

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57		

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
85	

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63		

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
63	

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

Countryside's high school career technical education goal is to increase the percentage of students passing their industry certifications from 76% in 2014 to 78% in 2015 while working towards full integration of core classes with CTAE classes.

Provide possible data sources to measure your CTE goal.

CCT teachers will continually assess students skills through formative and summative assessments, and utilizing pre-certification assessments and practice tests to monitor and track student progress and plan instruction to improve student preparedness for the certification exams. Teachers must regularly analyze student data, and are required to utilize the data to drive instruction needs. The teacher also must lead the students in tracking, monitoring and analyzing their progress/data daily to help students set progress and achievement goals.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1

Plan to Implement Action 1

Monthly ISTEM planning meetings to work towards full integration of core classes with CTAE courses.	-ISTEM teachers will be grouped together by strand and content teachers as well as CCT teachers paired with content area teachers so they can discuss integration of technology and alignment with the content area courses. -Example of intended outcome: Social students and English teachers align themselves to work on a Holocaust unit in Social Studies, reading the Diary of Anne Frank in English, and creating a Power point or writing a paper using Microsoft Word in the students Intro to Info Tech class.
Action 2	Plan to Implement Action 2
Provide students with every opportunity to succeed.	-Teachers will allow students time to utilize computers after school and other non class times to make up work and or come in for additional help in areas they are deficient.
Action 3	Plan to Implement Action 3
Assess and implement differentiated instruction.	-Teachers will effectively implement differentiated instructional methods to reach all students. Effectiveness and implementation will be monitored by administrators through walk throughs. Administrators will collect, analyze and monitor data while providing feedback to the teachers.
Action 4	Plan to Implement Action 4

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section G **Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.1	72	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46.4		

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL **Area 7: Social Studies**

What is your school's social studies goal? Provide a description of the goal below.

Countryside High School will increase the percentage of students scoring at proficiency level or higher from 72.5% ('14) to 78% ('15), through extended learning opportunities and a renewed staff dedication to building positive relationships with students.

Provide possible data sources to measure your social studies goal.

Teacher formal/informal assessments, EOC data. Teachers must regularly analyze student data, and are required to utilize the data to drive instruction needs. The teacher also must lead the students in tracking, monitoring and analyzing their progress/data daily to help students set progress and achievement goals.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
<p>Ensure all teachers are implementing best teaching practice effectively and consistently to include the use of:</p> <ul style="list-style-type: none"> a. Gradual Release b. DBQ's c. Differentiated instruction d. Relationship building e. Daily learning goals/essential question 	<ul style="list-style-type: none"> -Teachers will utilize the Gradual release model (Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur) -Teachers will connect instructional objectives to the learning goals, student interests, background and personal goals. - Teacher lessons will focus on essential learning and goals - Social studies teachers will complete at least 1 DBQ's each semester. -Teachers will have regular parent communication (positive and negative). -Teachers will regularly collect and utilize data while working with students to monitor and track their own progress. -Teachers will continually assess students use the assessment data to drive instruction. -Teachers will differentiate instruction to meet the learning needs of all students. -Teachers will work to develop positive relationships with the students. -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Action 2	Plan to Implement Action 2

<p>Create academic interventions that support instructional goals and highest student achievement.</p>	<ul style="list-style-type: none"> • If a student fails a unit test, they may request to re-take the test after they complete an additional assignment that should help improve learning of content. Re-takes will be at teacher convenience usually after school so as not to interfere with teaching and learning of new material. • Students will use learning goals and scales and self-assess as necessary. If as a result of self-monitoring with teacher provided tools, student needs assistance. • Teacher can post info on moodle or use additional resources like edpuzzle.com, schmoop, learnerator, quizlet, etc. This will encourage students to access info and practice skills electronically outside of school. • Use of learning goals and scales as a means of self-assessment. Self-monitoring as a tool for students to gauge their understanding of material. • Daily progress log where the student answers an essential question at the beginning of class that reviews previous materials and through monitoring gauge the knowledge the student has retained. -Implementation of school wide mentoring program, peer to peer and staff to student. -Social studies tutoring opportunities through ELP funds to include the use of after school tutoring for extra assistance to struggling students and credit recovery to those students who need to retake the course. -Early identification of struggling students and students in need of course retakes to provide efficient and effective remediation.
Action 3	Plan to Implement Action 3
<p>Teachers will develop systems for data collection (that include students tracking their own data) and having regular data chats with students.</p>	<ul style="list-style-type: none"> -Social Studies departments will create tools and plans, common among the department, to use for school based progress monitoring (includes student forms for track progress daily based on learning goals, tracking performance on unit assessments, and portfolios for student writing). -Monthly PLC meetings to to discuss student data, strategies and best practices. -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	3.5	25.6	10
Grade 10	4	26.2	10
Grade 11	5	20.8	10
Grade 12	3.8	23.5	10

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	4	22	18
Grade 10	4.8	19.1	15
Grade 11	5.7	20.8	17
Grade 12	4.7	23.7	20

SUSPENSIONS

Area 8: Early Warning Systems

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	9.4	45.3	25
Grade 10	9.6	41.5	20
Grade 11	9.3	36.6	20
Grade 12	8.6	39.7	20

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	4.14	14.2	10
Grade 10	3.8	10.2	8
Grade 11	4.0	7.7	6
Grade 12	2.6	4.9	4

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	6.9	36	20
Grade 10	7.3	31.9	20
Grade 11	7.1	27.9	20
Grade 12	3.8	30.6	20

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	2.8	14.2	10
Grade 10	2.9	10.2	8
Grade 11	3	7.7	7
Grade 12	1.2	4.9	3

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	2.8	13.1	8
Grade 10	1.52	8.3	5
Grade 11	2.1	5.3	3
Grade 12	2	5.1	3

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	<1	2.1	<1
Grade 10	<1	<1	<1
Grade 11	<1	<1	<1
Grade 12	<1	<1	<1

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	<1	<1	<1
Grade 10	<1	<1	<1
Grade 11	<1	<1	<1
Grade 12	<1	<1	<1

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

RETENTIONS**Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	1.04	2.6	1.5
Grade 10	1.7	2.0	.5
Grade 11	2.66	3.8	1.5
Grade 12	1.5	.7	.3

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	10.38 (all students)		
Grade 10	10.38 (all students)		
Grade 11	10.38 (all students)		
Grade 12	10.38 (all students)		

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	38.9	3.8	2
Grade 10	29.6	15.9	10
Grade 11	37.8	16.2	10
Grade 12	25	23.3	15

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21	22	15

MULTIPLE EARLY WARNING INDICATORS**Area 8: Early Warning Systems**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	40	37.5	30
Grade 10	38	37.2	30
Grade 11	31	35.8	30

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12	15	36.8	20

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Countryside High School checks for credits on students. Those students behind on credits see their administrator and guidance counselor to develop a plan to make up the credit. Countryside also has implemented a cohort tracking system which all staff has real time access to. This system allows for teachers to see the students not on track to graduate and that are lacking credits, and or gpa necessary to progress a grade level and or graduate. Countryside also implements a school wide mentoring program that is both peer to peer and staff to student. Countryside also has a 9th Grade program Cougar U which is designed to ease the transition from middle to high school and provide incentive based activities and positive behavior support systems to all 9th grade students. The goal of the 9th grade program is to increase the amount of students on track entering their 10th grade year, and then through the ON Track program keeping them on track from 10-12 grade.

In addition Countryside has implemented an On track program for seniors. The On-Track program is an incentive based program implemented last school year (2014-15) by Assistant Principal Frederick Whitaker . The purpose of the program is to provide additional motivation to seniors to become on track to graduate on time. As part of the program on track seniors are eligible to participate in ON Track events throughout the year. Additionally, this program helps promote a school and community wide culture of On-Track awareness and expectations. The programs goal is to make every student aware of his/her graduation requirements, understand their current On-Track status and be excited to be part of the On-Track community! As part of the program on track seniors are eligible to participate in ON Track events throughout the year. Last year On Track seniors participated in a faculty basketball game, drama presentation, were given on track t-shirts, cocoa and cookies, end of the year drawing for electronics and gift baskets, and other weekly privileges. Only those seniors who are on track can participate in on track events and senior events during the year. Through the On Track program all off track seniors are assigned a teacher/staff mentor. The mentors use the On Track Check & Connect mentoring framework to monitor their senior mentees academics, attendance, behavior and status towards graduation. Mentors meet weekly. Teachers identify their off track students to start the year, and ensure they are providing individualized attention to those students to ensure their academics needs are met to the fullest degree in order to provide them every opportunity to graduate on time. Teachers then check the Online mentoring and Intervention log to see who their off track seniors mentors are and collaborate with the teacher mentor of their off track students in providing helpful feedback to the mentor to discuss with the mentees.

The single largest barrier to the success of our students is attendance. To address this Countryside High implemented a new tardy policy in 2014 opening a tardy booth in the concourse. All tardies are logged daily and students are not allowed in class until they receive their tardy slip. This policy has strict discipline associated with tardies. Assigning IC the 3rd tardy and ABS thereafter. Having the students in IC or ABS still allows for the student to complete their academic work, while at the same time discipline them in hopes of decreasing their tardies and attending class. Additionally through the On Track program, Cougar Cash is given for perfect attendance per week, and improved attendance. The Cougar Cash is used for incentives throughout the year and for an end of the year prize giveaway. Finally, to address the truancy and attendance issue Countryside High School has developed a Teen Court in collaboration with Clearwater Police. Upon 5 absences students are put on the Child Study Team, the Teen Court hears the students case and assigns the students consequences outside the realm of school discipline to address the attendance issue. If the student chooses not to go to Teen Court the Child Study team will proceed with state interventions for the chronic absent students.

DROPOUT PREVENTION

Area 8: Early Warning Systems

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.1		

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
83		

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46	59	63

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
83	85	87

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section I **Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target
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Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Countryside High School will increase in black student achievement 5% as measured by FSA Reading proficiency levels through extended learning opportunities and school dedication to building positive relationships with students, peer to peer mentoring and staff mentoring. Teachers must regularly analyze student data, and are required to utilize the data to drive instruction needs. The teacher also must lead the students in tracking, monitoring and analyzing their progress/data daily to help students set progress and achievement goals. Additionally, all off track seniors (including black students) are assigned a teacher/staff mentor through the On Track program. The students assigned mentor will work with the students to provide them guidance and resources throughout the year to pair the student with a tutor and help them in being successful in their Intensive reading and Language arts classes.	24		

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>Countryside High School will increase black graduation rate 5% . In 15' we had 39 black students on our cohort, 33 out of the 39 received diplomas (85%). From the 6 that did not receive standard diplomas, 2 were special diplomas', 2 were certificates of completion, and only 2 were retained. If we can increase the black graduation rate 5% (2 students) that would leave us with zero black students being retained. Our focus as always, is to eliminate the Certificate of completions by offering ACT in house, offering ACT waivers, PERT testing, and tutoring after school through Extended Learning. All off track seniors (including black students) are assigned a teacher/staff mentor through the On Track program. The students assigned mentor will work with the students to provide them guidance and resources throughout the year to graduate with a standard diploma.</p>		85	90

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Countryside High School administration emphasizes parental communication and relationship building with families and students. Emphasis is placed by administration for all teachers to regularly communicate with parents using multiple formats regarding students progress in the class, behavior, and class happenings. Teachers are strongly encourage to send class newsletters home to parents every three weeks updating them on their student and class status and happenings. Teachers will strongly be encouraged to utilize focus this year for lesson plan sharing for parents. Countryside High School holds a freshman orientation, back to school night, senior night, and this year will hold an additional senior night at the start of first semester to all seniors and parents not on track to graduate. Countryside High School communicates information regularly through the use of our electronic marquee, our school website, facebook, twitter, newsletters and parent connect.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Countryside High School administration emphasizes parental communication and relationship building with families and students. Emphasis is placed by administration for all teachers to regularly communicate with parents using multiple formats regarding students progress in the class, behavior, and class happenings. Teachers are strongly encourage to send class newsletters home to parents every three weeks updating them on their student and class status and happenings. Teachers will strongly be encouraged to utilize focus this year for lesson plan sharing for parents. Countryside High School holds a freshman orientation, back to school night and senior night. Countryside High School communicates information regularly through the use of our electronic marquee, our school website, facebook, twitter, newsletters and parent connect.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Countryside High School regularly recruits community volunteers for help in the school. Additionally, Countryside has developed numerous partnerships within the community and receive donations annually from these partners. Countryside partnered with with Fitzgerald Auto mall for our Senior "ON Track" program in 2014-15 getting them to pay \$3000 for On Track t shirts that were given to any on track senior as part of the on track program. This program alone worked with 14 community partners & sponsors to fund the program raising over \$7,000 for the program. Countryside also works with other sponsor for positive behavior supports systems in the school to collect donations for awards for our Cougar ROCKS drawing.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

		Add Target	Delete Target
Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Wellness Goal Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Bronze Level in 4 +	Bronze in 66% of +	Bronze in 5 out of +
<p style="text-align: center;">Graduation Rate Strategic Goals</p> <p>Strategic Direction: To work together as a school to utilize every resource possible to ensure each student has been provided every opportunity to meet the State of Florida graduation requirements on time.</p> <p>Goal 1: To increase graduation rate of all students 2% in 2015-2016 to obtain 87% graduation rate by the 2015-2016 school year.</p> <p>Goal 2: To increase graduation rate of at-risk students to 65%</p> <p>Goal 3: To decrease the percentage of students not on track to graduate entering their senior year.</p> <p>Goal 4: To ensure all students withdrawn are accounted for while assigning correct withdraw codes to these students to ensure accuracy of our denominator to precisely track our graduation rate.</p> <p>Goal 5: To increase communication with parents and students regarding graduation requirements and their students' current status for on time graduation.</p>	83%, At Risk 47% +	85%, At Risk 59% +	87%, 65% At Risk +

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

		Add PD	Delete PD
Professional Development Identified	Mentoring (relationship building)		
Related Goal(s)	Team building, relationship building, Mentor training to increase black student achievement		
Topic, Focus, and Content	Relationship building blocks and goal setting		
Facilitator or Leader	Administration, social worker, psychologist, SRO, teacher mentors		
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School wide		
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Once a month and as needed		
Strategies for Follow-Up and Monitoring	Bi weekly check and connect mentoring reports submitted to Mr. Whitaker. Student survey results.		
Person Responsible for Monitoring	Assistant Prinicpal, Mr. Whitaker, administration		
Professional Development Identified	Goals & Scales		
Related Goal(s)	Teachers utilize goals and scales effectively		

Topic, Focus, and Content	Goals & Scales
Facilitator or Leader	Assistant Principals
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Teachers trained by their respective administrator in small groups
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Pro Ed days during Pre School week in August 2015
Strategies for Follow-Up and Monitoring	3 informal observations and walk throughs
Person Responsible for Monitoring	Administration
Professional Development Identified	Teacher Appraisal Training
Related Goal(s)	Ensure Instructional strategies are being implemented effectively
Topic, Focus, and Content	Marzano appraisal system
Facilitator or Leader	Administration
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	all instructional staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Pro Ed day during Pre School week in August 2015
Strategies for Follow-Up and Monitoring	3 informal observations, walk throughs and 1 formal observation
Person Responsible for Monitoring	Administration
Professional Development Identified	AVID Strategies
Related Goal(s)	Implement AVID strategies to promote best instructional practices
Topic, Focus, and Content	AVID strategies in all curriculum
Facilitator or Leader	AVID teacher
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All instructional staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	August 2015, other dates TBD
Strategies for Follow-Up and Monitoring	Strategy implementation observed by administrators through formal/informal observations and walk throughs. There will be multiple trainings which fall under the AVID strategies umbrella throughout the year beginning with the initial training in August during pre school week.
Person Responsible for Monitoring	Administration
Professional Development Identified	District Wide Training
Related Goal(s)	Ensure best teaching practices, strategies are implemented with fidelity.
Topic, Focus, and Content	all teacher attend DWT in their subject area during August 2015 pre school week. Specially related to setting goals and scales for their content area.
Facilitator or Leader	District

Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All instructional staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	August 2015
Strategies for Follow-Up and Monitoring	School based training and administration walk throughs and observations
Person Responsible for Monitoring	Administration

PART IV COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Countryside High School will use the 2015-2016 school improvement budget to provide supplemental learning opportunities/resources to our students and teachers. Other school wide initiatives such as the On Track and positive behavior system will be supported through community sponsors.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Countryside High School leadership manages operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. Leadership organizes time, tasks and projects effectively with clear objectives and coherent plans, establishes appropriate deadlines, manages schedules, delegates, and allocates resources to promote collegiate efforts in school improvement and faculty development; and is fiscally responsible in maximizing the impact of fiscal resources on instructional priorities with all decisions determined with the student best interest first.

PART V BUDGET

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	SIP initiatives
Related Goal(s)	Utilize allocated budget in endeavors that have the greatest impact on student achievement.
Actions/Plans	Countryside High School will use the 2015-2016 school improvement budget to provide supplemental learning opportunities/resources to our students and teachers. Other school wide initiatives such as the On Track and positive behavior system will be supported through community sponsors.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	As needed based on student achievement needs: IE: Curriculum needs, professional development, safe school environment.

Description of Resources	
Funding Source	District SIP Funds, community sponsors.
Amount Needed	

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

