

Executive Summary: Countryside High School

School Improvement Plan for 2016-17

Countryside High Schools 2000 student's grades 9-12, five administrators and 107 instructional staff members. The mission of Countryside High School is to provide the tools and instruction needed for the success of our students. Countryside High School has met the requirements of the AdvancED Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

School Celebrations

A review of our most recent school achievement data has given us reasons to celebrate and build upon as a school. Those improvements include:

1. Our school increased graduation rates the past three years: 83% 2014, 85% 2015, 87% 2016. Assisting in achieving these results was the On-Track Program.
2. Our school increased the percent of College and Career Acceleration 10%, from 43% in 2015 to 53% in 2016.
3. Our 10th grade ELA FSA results with 55% of the students earning a level 3 or higher.
4. Countryside High School has 0 arrest for the 2015-16 school year which was assisted with the Teen Court Program at the school. (Restorative Justice)

Primary Goals

To accomplish our mission, Countryside High School has the following primary goals

1. Increase ELA proficiency rates for each subgroup at each grade level to achieve 55% (2016-49% proficient) at or above proficiency level.
2. Increase mathematics proficiency rates from 38% in 2015-16' to 45% in 2016-17'.
3. To increase Science proficiency rate from 65% in 2015-16' to 69% in 2016-17'.
4. To increase US History student proficiency from 71% in 2015-16' to 75% in 2016-17'.
5. Increase Graduation Rate from 87% to 89% in 2017.
6. Eliminate the gap between the proficiency rates on state required assessments for black and non-black students.
7. Eliminate the gap between the graduation rate for black and non-black students.
8. Increase percentage of ELL students scoring proficiency in FSA ELA from 11.9% to 25%.
9. Increase FSA ELA proficiency rates to 38% (increase of 13 students) from 18.5% in 2015-16'. In 2015-16' 12 out of 65 ESE students scored at or above proficiency level on FSA ELA assessment.
10. Maintain a District attendance rate of 95% for our school and implement an attendance incentive program and conduct attendance monitoring for students missing 5 or more days in order to reduce the number of students with absences of 21 or more days.

Key Strategies:

The core instructional and monitoring strategies included in our action plans are:

- Conducting data chats with students to support students with goal-setting based on data.
- Utilizing scales and rubrics aligned to a learning goal to assess and inform instruction.
- Using AVID instructional strategies (Cornell notes, WICOR)
- Using DBQ's in Social Studies and English.
- Continuing to utilize mentoring programs through the On-Track and CougarU program.

Professional Development

Our schools professional development focus in 2015-16 was implementation of standards based learning goals and scales and progress monitoring and continuous teacher feedback to students. Continuation of Marzano implementation with feedback.

Parent and Community Engagement

Countryside has a strong community support system with 480 volunteers, 3,193 instructional volunteer hours (tutoring, mentoring, speakers), 6,542 support service volunteer hours (classroom assistants, clerical, boosters).

Countryside High School is always looking to increase parental and community engagement. We encourage all parents to sign up for Parent Portal (visit the main office), volunteer, and stay connected with their child's educational efforts.

For more information about Countryside High School Improvement Plan or how to be engaged in the school, please go to our website at <http://www.pcsb.org/countryside-hs>