

WELCOME TO  
**change**



# **School Improvement Plan 2016-17**

## **Countryside High School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

## School Profile

<b>Principal:</b> Gerald M. Schlereth	<b>SAC Chair:</b> Michael Pate
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<b>School Vision</b>	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.
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<b>School Mission</b>	At Countryside High School, <b>SUCCESS</b> is our goal. We will provide the tools and instruction needed for the success of our students.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
2085	3.9%	10%	20.6%	3.9%	61.6%	.1%

<b>School Grade</b>	<b>2016:</b> C	<b>2015:</b> B	<b>2014:</b> B	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	55	50	44	45	63	64	70	72		53		84.87
Learning Gains All	46		38									
Learning Gains L25%	44		36									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Gerald	Schlereth	FT	11-20 years
Asst Principal	Kristen	Clausen	FT	4-10 years
Asst Principal	Robyn	Oyer	FT	Less than 1 year
Asst Principal	Whitaker	Frederick	FT	4-10 years
Asst Principal	Zornes	Greg	FT	4-10 years
Instr. Coach (literacy)	Nora	Wolford	PT	1-3 years
Instr. Coach (math)				
Other (specify) click here				
Other (specify)				
Total Instructional Staff: 107		Total Support Staff: 57		



# School Culture for Learning

Connections: District Strategic Plan ●Goals 2, 3  
Marzano Leadership ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

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. We also initiated our own Teen Court within Countryside last year as a restorative practice in order to address attendance issues as well as minor crimes that occur with our students on our campus. This program was very successful at keeping our students in-house (instead of sending them to Pinellas County courts) and building relationships with them in order to help them increase their attendance and to avoid criminal charges or being arrested. We hosted a preschool school-wide professional development for our faculty so that everyone was on the same page in regards to our Teen Court program. We’ve also hosted SROs and administrators from other schools to sit in on our Teen Court sessions so that they could take this program and run it at their own schools.

Countryside administration provides regular duty coverage to ensure the safety of each student. Any safety issues are addressed during our monthly safety meeting, while urgent safety issues are addressed immediately. We also offer PBIS through our grade level programs in ‘Cougar U’ (9<sup>th</sup>) and ‘On-Track’ (12<sup>th</sup>) as well as with our R.O.C.K. (responsible, on-time, cooperative, kind) program in order to recognize positive behavior. With this program, all students in grades 9-12 who display these characteristics are eligible to win various prizes such as gift cards and t-shirts every month. All instructional staff are required to submit their classroom behavior plans to the administration within the first week of school.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

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 both in and out of the classroom. 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, as a last resort, Out of School Suspension (OSS). Administration’s 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, which is also 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 to reference. The discipline matrix is followed by all administrators in order to ensure consistency and fairness. School-wide professional development is also conducted with the faculty in order to review the discipline matrix and ensure that everyone has a thorough understanding of teacher-handled infractions versus administrator-handled infractions. We stress the importance of communicating with both the student and the parents/guardians and handling issues in the classroom before reaching the last resort, which would be a disciplinary referral. We stress that we want every one of our students in their classrooms learning with their teachers as much as possible.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

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, the On-Track mentoring program, 5000 Role Models, Girlfriends, GSA, and a mentoring program where students are paired up with community members. All level 1 students are also assigned a teacher mentor. Our school psychologist and social worker also meet with selected groups of both boys and girls weekly for a support system to search for positive ways to cope and respond to daily stressors and to deal with anger management issues. They, along with our guidance team, also meet with many other students on our campus to provide supports and counseling for them. Additionally, we also have a restorative justice program on our campus called Countryside HS Teen Court, where students go before a jury of their peers for issues related to truancy and/or minor crimes, such as battery and thefts.

**Data-Based Problem Solving**

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

As mentioned previously, there are many layers of mentoring that we provide for our students when/if needed. There is also counseling, interventions, and support provided by our guidance team, our social worker and our psychologist. Students who are in need of these services are identified either through reference by a teacher or parent, through Teen Court, or through our RTI/MTSS process.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Various types of informal and formal progress monitoring are used to assess a student’s progress or performance in areas in which they are struggling (ie: reading, math, social behavior). Data is analyzed from formal progress monitoring tools such as cycle assessment data from Performance Matters, SRI, Write Score, FSA, EOCs, as well as other information pulled from FOCUS and the school dashboard. Informal progress monitoring data that is used includes daily classwork/homework, student participation, and feedback from various stakeholders such as teachers, guidance, social workers, and psychologists. In analyzing this data, we are able to identify our students who are in need of additional supports and interventions so that they can be put in place as soon as possible in order to improve student outcomes both academically and behaviorally. Data is reviewed weekly in administrative team meetings, twice per month in PLCs, and monthly in faculty meetings.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

All faculty members are required to create and follow a Deliberate Practice plan every year, which is how they guide their instruction and their development as an educator for that year. Each teacher also gets at least three informal observations and one formal observation from their administrator per school year so that administration is able to note any issues that need to be addressed and provide constructive and appreciative feedback for that teacher right away. Support for our teachers is provided in the form of on-site professional development, as well as off-campus professional development if we are unable to offer it on our campus. For example, this past school year, we were able to offer “Ouch, That Stereotype Hurts” training for our faculty so that they could reflect on the climate in each of their classrooms and learn strategies for addressing the needs of ALL of their students, no matter their background. Our guidance department and AVID teacher advocate for any and all students to take Honors, AP, and Dual Enrollment courses in order to push themselves and maintain a rigorous course load.

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Continue to expect all teachers to hold high expectations for all students so they may experience success.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Barrier: Not enough students school-wide are taking Honors, AP and Dual Enrollment level courses as they have not taken them in the past and, are therefore hesitant to take them on and risk failure. Our strategy to reduce this and to get more students enrolled in these advanced-level courses is to advocate for them and to help them learn realize their potential by pushing themselves beyond their comfort level. We are in the process of rebuilding our AVID program both as an elective course and as a school-wide initiative, which will be a key factor in not just getting more students enrolled in these advanced courses, but having them experience SUCCESS in these courses. Our AVID teacher is currently in her second year with us and grew out program more than 10% from last year to this year. We are also planning on hosting more AVID professional development, including taking a team to Summer Institute in Summer 2017 so that we can eventually become an AVID School-wide Site of Distinction.	Dr. Jean Hitchcock Kathy Santiago Dyan Zuber Kim Black Kendra Rice Kristen Clausen
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Continue to decrease the amount of disciplinary referrals for our Black students to no more than 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Barrier: At the end of the 2015-2016 school year, Black students comprised 9.6% of our population and accounted for 17.4% of our disciplinary referrals. In order to achieve this, we will include professional development with our faculty on classroom management, child psychology, cultural competency and conflict resolution so that they are more aware of the issues that our students are dealing with outside of school and how to address them in their classrooms. We also have our site-based Teen Court program that serves as a restorative practice for our students, particularly those who commit minor crimes on our campus. If done successfully, students assume the responsibility for the consequences of their actions without any legal ramifications. We have a very strong support services team, including our Social Worker, Psychologist and Guidance Team, in order to address student needs, particularly in regards to mental health, which we have found to be an increasing issue amongst our student body. Providing such services can prevent problems, as opposed to simply punishing them after problems have already occurred.	Kristen Clausen Greg Zornes Fred Whitaker Robyn Oyer Gary Schlereth Cathi Long Jennifer Carter Michelle Turner Kathy Santiago Dyan Zuber Kim Black Kendra Rice



## Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

At Countryside, teachers submit lesson plans that are aligned to state standards. Through advocating for our students to take AP, Dual Enrollment, and Honors courses, we have increased the rigor for many of our

students. Our 'Cougar U' program for our 9<sup>th</sup> graders has been a team approach to ensuring success for our 9<sup>th</sup> graders, which in turn has increased student engagement in these courses. Using data related to discipline and grades, we have seen improvement in 9<sup>th</sup> grade achievement, cycle assessments for writing, and our graduation rate.

**8.** In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Areas for improvement include student self-assessment and reflection, especially in the areas of math and reading. Based on the ELA learning gains from 2015-16 of 46% our goal is to achieve 52% for the 2016-17 school year. Based on the Math learning gains from the 2015-16 of 38% our goal is to achieve 45% for the 2016-17 school year. Teacher assessments and input via teacher's goals and scales, cycle assessments, and EOC scores also provided data used to determine this area of need. Data from I-observation was gathered which disaggregated each element by each administrator to show areas in need of improvement.

**9.** Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers at Countryside High School use data to drive their planning and instruction. Teachers measure student growth in meeting state standards using individual teacher assessments (both informal and formal), tools such as Carnegie for Algebra 1, Geometry, and Algebra 2, Write Score for Writing, and other cycle assessment data for other courses. All teachers promote student directed learning in the form of student self-assessment, and goals and scales in the classroom. Teachers all use goals and scales in the classroom which provide data, together with cycle assessments and classroom formal assessments, which guide instruction.

**10.** Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

In order for students to reach grade level proficiency, support is available in the form of lunch-time and afterschool tutoring, Gradpoint credit recovery during the school day, and Gradpoint credit recovery after school. Guidance counselors and Assistant Principals meet with students who are struggling academically.

Students in 9<sup>th</sup> grade are part of our 'Cougar U,' designed to and assist 9<sup>th</sup> graders in being successful. 9<sup>th</sup> graders are divided into three teams- A team (mixed levels), B team (mixed levels), and C team (our magnet students) and each team has common teachers. Team teachers meet twice per month- once in their teams to discuss students of concern and once as a Cougar U team to discuss and improve the program. Students earn Cub Cash for good/improved attendance, behavior and grades. Cub Cash is used for various incentives given out the last Friday of every month during lunches. Incentives have included Countryside spirit wear, food, participation in in-school socials, Come Out of Dress Code days, and t-shirts. Students are also recognized by their teachers with Students of the Month awards and Positive Office Referrals, which are mailed home with a note to the parent and announced on UPC at the end of every month. Quarterly Parent Nights are hosted in September, December, February and May of this year. 9<sup>th</sup> grade parent email blasts are sent out at the beginning of every month with important information and dates for them to reference. Progress reports are sent home with 9<sup>th</sup> graders in the middle of every grading period. Spirit Nights at various restaurants are hosted quarterly so that students and their families can get to know one another as well as their teachers and administration. The program is in its second year of existence and data shows that it is successful in helping to keep our ninth graders successful, as there was a 16% improvement in students being promoted to tenth grade from the prior school year.

We also have a 12<sup>th</sup> grade program "On-Track." This is a motivational program implemented two years ago that provides incentive, awards, and special privileges for those students' who are on grade level and "On-

Track to graduate entering their senior year. All On Track seniors are given an On Track shirt signifying they are on track and can participate in senior On-Track events throughout the school year. Since implementation of the program graduation rate has increased to the highest of the schools history to 87%. The program not only focuses on incentives but relationship building by assigning mentors to all off track seniors. The staff mentors meet with their off track senior bi-weekly.

Our students moving on to college/career have the opportunity to attend various College and Financial Aid evenings throughout the year. Our teachers provide assistance with college essay writing, and our counselors provide support with college applications. Each Spring we have recognition for our 12<sup>th</sup> grade students who have made post-secondary plans.

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

<b>Instructional Strategy 1</b>	
Learning Goals & Scales	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk-throughs and 3 informal observations with Learning goals and scales rated on the 2nd informal observation.	Administration
<b>Instructional Strategy 2</b>	
1. Cornell Notes 2. Document Based Questions (DBQ)	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
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.	Administration
<b>Instructional Strategy 3</b>	
WICOR Strategies. Writing, Inquiry, Collaboration, Organization, Reading.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
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.	Administration and the AVID Site Team.



# Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Based the results from our AdvancED climate survey, Countryside High School encourages teachers to pursue, create and share innovative approaches in their instructional practices. Teachers are also highly encouraged to join a committee, whether it be Testing committee, MTSS, Cougar U, On-Track Program, SIP, we have sign ups at the end of the school year and the beginning of the school year to give opportunities for teachers to join a committee in order to bring multiple perspectives and skill sets to each committee.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Professional Learning Communities will meet bi-monthly to discuss student data, assessment data and work in collaboration on Marzano implementation.

## Professional Development

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

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.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

### Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
ESE	Friday, August 5th	All teachers	To better understand ESE strategies, EIP’s and develops teachers skills in examining the available data for every student they teach and designing differentiated



			instruction that meets the needs of all learners.
RTI/MTSS	Friday, August 5th	All teachers	Participants will learn MTSS process and strategies to better accommodate the needs of students.
AVID	Friday, August 5th	All teachers	Teachers will learn AVID strategies and how to implement them into their curriculum.
CST	Friday, August 5th	All Teachers	Participants will obtain information regarding Child Study Team procedures.
SIP: Learning Goals & Scales	August	All Teachers	Participants will learn or deepen their understanding of Marzano Learning Goals and Scales and use their knowledge to align Unit Organizers drafts with Learning Goals and Scales.
SIP training	Monthly	All Teachers	Teachers will share and collaborate best practices and exemplars of strategies they are utilizing in their classroom that align to the SIP goals.



## Family and Community Engagement

Connections: District Strategic Plan • Goals 1,3,6,7

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Increase the school’s effort to build a mentorship program to involve the community in the responsibility for student learning.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Cougar U (9<sup>th</sup> grade program) parent nights four times a year. AP and dual enrollment night to educate parents on the opportunities available for college credit and the Khan Academy. Parent/teacher conferences to discuss academics and discipline issues.

Our senior On-Track program focuses on relationship building between students, teachers and parents. This is done through our check and connect mentoring via the On-track program in which all off track seniors are provided a teacher mentor. This mentor meets with the off track senior bi-weekly and keeps in regular contact with the parents regarding the students’ progress. Parents of all off track seniors are also sent off track letters in the fall and set up appointments to meet with the 12<sup>th</sup> grade AP and or Guidance counselor to ensure the child is following their set graduation plan.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

**Family Engagement / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Our goal is to increase the percentage of parents who access the school website for school information and FOCUS for academic and discipline information pertinent to their child’s education.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

<p>The registration process for students new to Countryside High school will include the opportunity for parents to become registered on FOCUS and to explain the information available on that site as well as the access information for the Countryside High School website. School-wide phone messages will include a reminder for parents to check the website and FOCUS for current information. Teachers are strongly encouraged to build class websites to use to post relevant class information to students and parents. The 12<sup>th</sup> grade AP has access to edit the website to update 12<sup>th</sup> grade On-Track program information. Additionally, our 9<sup>th</sup> Grade program Cougar U has a website in which program information can be found. All relevant information is kept on the website and update multiple times per week.</p>	<p>Counselor, front office staff, Principal</p>
<p><b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?</p>	
<p>The goal at Countryside High School is to host programs at the school which will provide resources to the students and their families and foster a connection between CHS and service organizations in our community. We have a committee for each program that creates, conducts, monitors and reviews our goals. Administration reviews and approves the programs. We have many school partnerships through our families, Chambers of Commerce, and non-profit organizations.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>September 19 will be the 8<sup>th</sup> annual College and Career Fair at our school. We will host 150 colleges, universities, technical schools and local business professionals. We invite our school families and the community. This year we are adding a second fair on September 20, where we are partnering with Pinellas Park High School. We will have north and south county events for our PCS families.</p> <p>We have educated our students about the dangers of dating violence by inviting speakers each October for the past 10 years during Domestic Violence Awareness Month.</p> <p>November 16 is the annual Great American Teach-In and we participate by inviting the community into Countryside High School.</p> <p>In the Spring of 2017, we will host a Service Learning Extravaganza where we invite local non-profit organizations to our school. Our students who need and desire volunteer hours will be introduced to this opportunity.</p> <p>We promote these events through our faculty and staff, Chamber of Commerce and also nationally affiliated and local groups, such as Rotary, Kiwanis, General Federation of Women’s Clubs, Zonta, Soroptimist and others.</p>	<p>Jane Hussar</p>

 **Section 2** – School Goals / Action Steps

## Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT  
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	<ul style="list-style-type: none"> <li>Content Area &amp;</li> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	Select date using calendar	Narrative Box
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Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> AP for English: Kristen Clausen, Principal Gary Schlereth through PLC's.																																						
<p>Increase ELA proficiency rates for each subgroup at each grade level, to increase overall proficiency rate from 49% to 55% in 2016-2017 school year.</p> <table border="1"> <thead> <tr> <th rowspan="2">Race</th> <th colspan="2">Level 3+</th> <th rowspan="2">Total N</th> <th>16'-17' goal</th> </tr> <tr> <th>N</th> <th>%</th> <th></th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>17</td> <td>53.1%</td> <td>32</td> <td>68% (+5 students)</td> </tr> <tr> <td>Black</td> <td>23</td> <td>21.5%</td> <td>107</td> <td>40% (+20 students)</td> </tr> <tr> <td>Hispanic</td> <td>82</td> <td>42.7%</td> <td>192</td> <td>48% (+10 students)</td> </tr> <tr> <td>Multiracial</td> <td>15</td> <td>40.5%</td> <td>37</td> <td>54% (+5 students)</td> </tr> <tr> <td>White</td> <td>323</td> <td>56.6%</td> <td>571</td> <td>60% (+20 students)</td> </tr> <tr> <td>Total</td> <td>460</td> <td>49.0%</td> <td>939</td> <td>55% (+60 students)</td> </tr> </tbody> </table>		Race	Level 3+		Total N	16'-17' goal	N	%		Asian	17	53.1%	32	68% (+5 students)	Black	23	21.5%	107	40% (+20 students)	Hispanic	82	42.7%	192	48% (+10 students)	Multiracial	15	40.5%	37	54% (+5 students)	White	323	56.6%	571	60% (+20 students)	Total	460	49.0%	939	55% (+60 students)
Race	Level 3+		Total N	16'-17' goal																																			
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<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>																																						
<p>1. English teachers are to hold Data Chats with students. All students should have data chats within the first month of the school, and on a monthly basis regarding progress and current/past performance on ELA assessments and in class progress.</p>	<p>Data chats will be documented and discussed with the teacher's administrator. Evidence of these must be available to administrators upon request. Evidence of these measures will also be collected via informal observations.</p> <p>Success will be determined by an increase in proficiency levels in state and district assessments. Progress will be monitored through cycle assessments/fair assessments.</p>																																						

<p>2. The teacher and students will work together in developing student success goals. Goals should be both long and short term and accessible by administration. These goals should be referenced by the student and teacher on a regular basis and updated to show progress monthly. These goals can incorporate into teacher’s current methods of recording and tracking student progress.</p> <p>3. Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to Language Arts Florida Standards (LAFS).</p> <p>4. Social Studies teachers incorporate instructional activities (DBQ’s) that support student success with the LAFS within the Social Students curriculum.</p> <p>5. Additional goal(s) TBD when teachers return</p>	<p>2. Evidence of these must be available to administrators upon request. Evidence of these measures will also be collected via informal observations. Informal and classroom visits will reveal whether or not students and teachers are working collaboratively on the goals. Teachers must be able to provide administrators with evidence if not visually observed. Teachers will work with students in tracking proficiency rates of their assessments. Teachers will know that DBQ’s have an impact of student proficiency rates based on student assessment data collected from formal/informal assessments, cycle assessments, and final FSA ELA performance.</p> <p>3. Administrator visits classroom and provides feedback to teacher and reading coach regarding effectiveness of implementation.</p> <p>4. AP and Principal will monitor and support he implementation of literacy standards and strategies through DBQ project materials in Social Studies. 3 DBQ’s should be completed before FSA.</p>
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<b>Mathematics Goal</b>	<b>Goal Manager:</b> AP for Math: Robin Oyer, Principal Gary Schlereth through PLC’s.	
Increase mathematics proficiency rates from 38% in 2015-16’ to 45% in 2016-17’.		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
1. Math teachers are to hold Data Chats with students. All students should have data chats within the first month of the school, and on a monthly basis regarding progress and current/past performance on ELA assessments and in class progress.	1. Data chats will be documented and discussed with the teacher’s administrator. Evidence of these must be available to administrators upon request. Evidence of these measures will also be collected via informal observations.	
2. The teacher and students will work together in developing student success goals. Goals should be both long and short term and accessible by administration. These goals should be	2 & 3. Evidence of these must be available to administrators upon request. Evidence of these measures	

<p>referenced by the student and teacher on a regular basis and updated to show progress monthly. These goals can be incorporated into teachers' current methods of recording and tracking student progress.</p> <p>3. Math teachers implement instruction to support student success with MAFS. Instruction will follow a common pacing calendar and include formative assessments aligned to the MAFS.</p> <p>4. Additional goal(s) TBD when teachers return</p>	<p>will also be collected via informal observations.</p> <p>Success will be determined by an increase in proficiency levels in state and district assessments. Progress will be monitored through cycle assessments and Carnegie progress.</p>
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<b>Science Goal</b>	<b>Goal Manager:</b> AP for Science: Greg Zornes, Principal Gary Schlereth through PLC's.	
To increase Science proficiency rate from 65% in 2015-16' to 69% in 2016-17'.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
Science teachers are to hold Data Chats with students. All students should have data chats within the first month of the school, and on a monthly basis regarding progress and current/past performance on ELA assessments and in class progress.	Data chats will be documented and discussed with the teacher's administrator. Evidence of these must be available to administrators upon request. Evidence of these measures will also be collected via informal observations.	
The teacher and students will work together in developing student success goals. Goals should be both long and short term and accessible by administration. These goals should be referenced by the student and teacher on a regular basis and updated to show progress monthly. These goals can be incorporated into teachers' current methods of recording and tracking student progress.	Evidence of these must be available to administrators upon request. Evidence of these measures will also be collected via informal observations.	
3. Additional goal(s) TBD when teachers return	Success will be determined by an increase in proficiency levels in state and district assessments. Progress will be monitored through cycle assessments.	

**Other School Goals\***

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

**Other School Goal** (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)

<p><b>Goal Name:</b> Social Studies</p>	<p><b>Goal Manager:</b> AP for Social Studies: Fred Whitaker, Principal Gary Schlereth through PLC's.</p>
<p><b>1. To</b> increase student proficiency from 71% in 2015-16' to 75% in 2016-17'.</p>	
<p><b>Actions / Activities in Support of Goal</b></p>	<p><b>Evidence to Measure Success</b></p>
<p>1. US History teachers are to hold Data Chats with students. All students should have data chats within the first month of the school, and on a monthly basis regarding progress and current/past performance on ELA assessments and in class progress.</p>	<p>Data chats will be documented and discussed with the teacher's administrator. Evidence of these must be available to administrators upon request. Evidence of these measures will also be collected via informal observations</p> <p>Success will be determined by an increase in proficiency levels in state and district assessments. Progress will be monitored through cycle assessments.</p>
<p>2. The teacher and students will work together in developing student success goals. Goals should be both long and short term and accessible by administration. These goals should be referenced by the student and teacher on a regular basis and updated to show progress monthly. These goals can be incorporated into teachers' current methods of recording and tracking student progress.</p> <p>3. Teachers incorporate instructional activities (DBQ's) that support student success with the LAFS within the Social Students curriculum.</p> <p>4. Planning for students collaboration and accountable talk using AVID strategies.</p>	<p>2 &amp; 3. Evidence of these must be available to administrators upon request. Evidence of these measures will also be collected via informal observations.</p> <p>Success will be determined by an increase in proficiency levels in state and district assessments. Progress will be monitored through cycle assessments.</p> <p>3. AP and Principal will monitor and support he implementation of literacy standards and strategies through DBQ project materials in Social Studies. 3 DBQ's should be completed before FSA.</p> <p>4. Teachers to collaborate during PLC's and submit minutes to the principal.</p>

<p><b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)</p>	
<p><b>Goal Name:</b> Increase Graduation Rate from 87% to 89% in 2017</p>	<p><b>Goal Manager:</b> AP-Fred Whitaker, Administration</p>

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Continue with senior program 'On-track' to provide incentives for all students to be "On-track" to graduate. Continue with the following incentive program with the "On-track" program:</p> <ol style="list-style-type: none"> <li>1. On-Track T-shirts (newly designed annually) provided to all seniors who are on-track to graduate.</li> <li>2. On-track seniors released 2 minutes early to lunch each Friday if wearing their on-track shirt. Approval of teacher is a must.</li> <li>3. Only On-track seniors can purchase a senior parking spot.</li> <li>4. Only On-track seniors can participate in the Senior breakfast.</li> <li>5. On-track drama presentation 1<sup>st</sup> semester.</li> <li>6. On-track Seniors Vs. Staff Basketball game</li> <li>7. On-track Cougar Cash store.</li> <li>8. On-track end of year prize giveaway.</li> <li>9. On-track senior pizza party.</li> <li>10. Staff mentor provided to all off-track seniors. Meet bi-weekly.</li> </ol>	<p>Success of the On-track program will be measured by graduation increase and decrease in students off track entering their next year of progression. Countryside High School has the highest graduation percentage on record since implementation of this program. When the program started 3 years ago we were at 81% graduation rate. This year we are currently up to 86.6% graduation rate and our at Risk rate climbed from 49% to 74% in 15-16'.</p>
<p style="text-align: center;"><b>Graduation Rate Strategic Goals</b></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 2016-2017 to obtain 89% graduation rate.</p> <p>Goal 2: To increase graduation rate of at-risk students to 79%.</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>	

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<p><b>Goal Name:</b> Healthy School Goal – Work toward Bronze Level recognition with the Alliance for a Healthier Generation.</p>	<p><b>Goal Manager:</b> Anita Steers</p>
Actions / Activities in Support of Goal	Evidence to Measure Success



<p>In 2015-16, school was eligible for national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.</p> <p>Target for 2016-17, is to become eligible for national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p>

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> AP, Fred Whitaker (On-Track), Greg Zornes (5000 Role Models), Administration (Goal setting and monitoring)
<ol style="list-style-type: none"> <li>1. Eliminate the gap between the proficiency rates on state required assessments for black and non-black students. <ul style="list-style-type: none"> <li>• 24% achievement gap on the FSA ELA in 15’-16’</li> <li>• 18% achievement gap on US History EOC in 15’-16’</li> <li>• 36% achievement gap on Biology 1 EOC in 15’-16’.</li> </ul> </li> <li>2. Eliminate the gap between the graduation rate for black and non-black students. <ul style="list-style-type: none"> <li>• Final data to be determined.</li> </ul> </li> </ol>	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
<p>ELA teacher’s implementation of goal setting and monthly progress meetings with all black students. Goals will be communicated to parents, and progress will be communicated to parents monthly or as needed. Communication with parents and goal setting are two high yield improvement strategies, if performance goals are not being met, the teacher will communicate with parent, student and guidance counselor to arrange a schedule for after school tutoring provided by our Extended Learning Program.</p>	<p>Data chats will be documented and discussed with the teacher’s administrator. Evidence of these must be available to administrators upon request. Evidence of these measures will also be collected via informal observations</p> <p>Evidence of these must be available to administrators upon request. Evidence of these measures will also be collected via informal observations.</p> <p>Success will be determined by an increase in proficiency levels in state and district assessments.</p>

<p>Continuation of 'On-Track' program and mentoring program. All black students off track will be paired with a teacher mentor through the check and connect On-Track program mentoring program.</p>	<p>AP in charge of 12<sup>th</sup> grade On-track program will monitor check and connect mentor reports submitted monthly. Current On-track data will be distributed to all stakeholders by the AP in charge of the 'On-track' program monthly through the 'On-track' website, newsletter, email, Facebook, Twitter, 'On-track' bulletin display in the concourse, UPC TV, and during senior meetings and assemblies.</p> <p>Success will be determined by an increase in proficiency levels in state and district assessments and graduation rate.</p>
<p>Effective Implementation of 5000 role models</p>	
<p><b>Subgroup Goal (ELL)</b></p>	<p><b>Goal Manager:</b> Administration</p>
<p>Increase percentage of ELL students scoring proficiency in state assessments</p> <ul style="list-style-type: none"> <li>• Increase FSA ELA from 11.9% to 25%</li> <li>• Other data not available at this time.</li> </ul>	
<p><b>Actions / Activities in Support of ELL Goal</b></p>	<p><b>Evidence to Measure Success</b></p>
<p>ESOL teacher's implementation of goal setting and monthly progress meetings with all black students. Goals will be communicated to parents, and progress will be communicated to parents monthly or as needed.</p>	<p>Data chats will be documented and discussed with the teacher's administrator. Evidence of these must be available to administrators upon request. Evidence of these measures will also be collected via informal observations</p> <p>Evidence of these must be available to administrators upon request. Evidence of these measures will also be collected via informal observations.</p> <p>Success will be determined by an increase in proficiency levels in state and district assessments.</p>
<p>Ensure ESOL students are properly placed in classes and ESOL teaching strategies are being implemented effectively school wide.</p>	<p>Professional development to be offered for ESOL strategies. Mr. Amstutz and the ESOL department will also work directly with individuals seeking additional help with implementing effective ESOL strategies into their curriculum. Success will be determined by an increase in proficiency levels in state and district assessments.</p>

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Ute Bennett, Administration
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.	
<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
1. ESE caseworkers will work with teachers to ensure implementation of goal setting and monthly progress meetings with all ESE students. Goals will be communicated to parents, and progress will be communicated to parents monthly or as needed.	Final evidence will come from FSA ELA assessment results. Short term progressive measures of success will stem from FAIR assessments, Read 180 assessments results and caseworker and teacher assessments.
2. Additional goal to be determined when teachers return for input.	

<b>Subgroup Goal (If Needed)</b> <b>Enter Goal Name</b>	<b>Goal Manager:</b>
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

### Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade <small>Select</small>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	131	118				249	12%
Students with attendance below 90 %	86	83	94	116	Source: DE	379	19%
Students with excessive referrals**	61	40	18	14	Source: DE	133	.06 %
Students with excessive course failures**	1	17	63	57	Source: DE	138	.06 %
Students exhibiting two or more indicators	176	172	133	139	Source: DE	620	31%

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

Attendance Goal	
Please ensure that your goal is written as a SMART goal.	
Maintain a <u>District attendance rate of 95%</u> for our school and implement an attendance incentive program and conduct attendance monitoring for students missing 5 or more days in order to reduce <u>the number of students with absences of 21 or more days</u>	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
<p>Once a student has obtained five (5) unexcused absences in your class, email the student’s name to the Child Study team.</p>	<p>____ Letter mailed home at 5 days absent By Whom: _____ Date: ____/____/____</p> <p>____ Child study team met with Student By Whom: _____ Date: ____/____/____</p> <p>____ 10 Days student signs a letter By Whom: _____ Date: ____/____/____</p> <p>____ Follow-up with student By Whom: _____ Date: ____/____/____</p> <p>____ Called home spoke with Parent By Whom: _____ Date: ____/____/____</p> <p>____ 15 Days referral to Truancy Court By Whom: _____ Date: ____/____/____</p> <p>____ Counseling referral completed By Whom: _____ Date: ____/____/____</p>
<p>Once a student has 10 unexcused full day absences, they could be referred to the Teen Truancy Court at Countryside High School – this is in lieu of being referred to the 6<sup>th</sup> Judicial Court. If they comply with the sanctions and their attendance improves then we will not refer their case to the 6<sup>th</sup> Judicial Court. If they do not comply with the sanctions, then their case will be referred to the 6<sup>th</sup> Judicial Court.</p>	<ol style="list-style-type: none"> <li>1. Notify Kristen Clausen, Jennifer Carter, or Officer Long if a student needs to be referred to Countryside Teen Truancy Court. This can occur after they have missed 10 unexcused days of school and someone from the child study team (CST) has met with them at least once.</li> <li>2. The AP or SRO who met with the student should be the one to serve the subpoena to the student.             <ol style="list-style-type: none"> <li>a. Call parent to notify them that the student has been subpoenaed and must appear in court. It is highly suggested the parent attend. Notify parent of the date and</li> </ol> </li> </ol>

	<p>time. Court is always on Wednesday or Thursday at 12:45pm in room M1.</p> <p>b. Make 4 copies of the subpoena after the student signs.</p> <ol style="list-style-type: none"> <li>1. Original copy to student</li> <li>2. A copy for the student's CST file</li> <li>3. A copy to be mailed home to the parent</li> </ol> <p>A copy to give to Officer Long (she also needs a copy of the 10 day letter and the follow up sheet with dates so she can create a truancy file)</p>
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**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Ensure our school has a fully operational behavior plan as part of the SIP resulting in improved student behavior, reduction of referrals, reduction of in- and out- of school suspension rates, and the use of recommended practices for in-school suspension alternatives to decrease out-of-school suspensions.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
<p>It is important to note that for the 2015-2016 school year, the total number of referrals decreased 22% as compared to the 2014-2015 school year. Decrease the number of referrals by 25% for the 2016-17 school year.</p> <p><b>Top five (5) referral infractions for 2015-2016:</b></p> <ol style="list-style-type: none"> <li>1. Dress Code (1,092)</li> <li>2. Excessive Tardies (786)</li> <li>3. Defiance/Insubordination (427)</li> <li>4. Class/Campus Disruption (356)</li> <li>5. Skipping Class (306)</li> </ol>		<p>Monthly documentation of referrals and making the data public for all staff and stakeholders by the Principal</p>
<p>Develop more recognition and incentives for positive achievement in academics and attendance and emphasize the need for activities that instill school pride and spirit.</p>		<p>Recognition through a positive behavior program "Cougars R.O.C.K) Rock Countryside by being; <b>R</b>esponsible <b>O</b>n Time <b>C</b>ooperative <b>K</b>ind</p>

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
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<b>Discipline Goal – Other</b> (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Decrease the <u>number of infractions leading to arrests</u> as measured by <u>monthly reports of arrests</u> and <u>year-to-date comparisons</u>	
<p>Referring Students to the Teen Court and Truancy Court programs would facilitate punishment for non-violent misdemeanor crimes and chronic juvenile truancy.</p>	<p><b>JUVENILE ARBITRATION-</b> This program would be in collaboration with Pinellas County Teen Court for Countryside High School juveniles whereby sanctions are decided by a jury of their own peers. This program would be for first time misdemeanor and traffic court referrals that occurred on campus or at school related functions.</p> <ul style="list-style-type: none"> <li>• Having the teen court on Countryside campus run by our own students.</li> <li>• Utilizing students who have gone through teen court training to assist with the jury.</li> <li>• Request assistance from the State Attorney’s office juvenile division to facilitate the court proceedings and follow through with the punishment.</li> <li>• If the student does not comply with the terms of the punishment the charges will be filed with the State Attorney’s office and could permanently affect their record.</li> </ul> <p><i>Benefits for having Teen Court and Teen Truancy court at Countryside High School:</i></p> <ul style="list-style-type: none"> <li>• Our own students becoming involved with the judicial process.</li> <li>• Utilizing students as role models and mentors.</li> <li>• Encouraging better behavior from those who commit crimes.</li> <li>• Encouraging truants to become more involved in school functions.</li> <li>• Expediting the legal process.</li> </ul>

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**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Through our 9<sup>th</sup> and 12<sup>th</sup> grade programs (Cougar U & On-Track) a regular piece of these programs is data monitoring and interventions based on the data. Cohort reports and course failure reports are regularly run, monitored, and distributed in multiple facets to all teachers and individual student data provided to parents and students (in easy to read edited version). These programs are designed with the purpose of creating relationships, mentoring and preventing dropouts. In addition to the extensively utilized peer mentoring program, Countryside High School also has a school-wide mentoring program. We have a peer to peer mentoring program, the On-Track mentoring program, 5000 Role Models, Girlfriends, GSA, and a mentoring program where students are paired up with community members. All level 1 students are also assigned a teacher mentor. Our school psychologist and social worker also meet with selected groups of both boys and girls weekly for a support system to search for positive ways to cope and respond to daily stressors and to deal with anger management issues. They, along with our guidance team, also meet with many other students on our campus to provide supports and counseling for them. Additionally, we also have a restorative justice program on our campus called Countryside HS Teen Court, where students go before a jury of their peers for issues related to truancy and/or minor crimes, such as battery and thefts.

<p><b>Early Intervention / Extended Learning Goal</b> Please ensure that your goal is written as a SMART goal</p>
<p>Goal: Increase number of teachers available for extended learning hours for after school tutoring.</p>

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Work collaboratively with Palm Harbor Community School. Our goal is to allow for Palm Harbor Community School to take over funding and hiring for our after school ELP program. This will allow for us to hire more teachers for homework help and tutoring.</p>	<p>Number of teachers hired for tutoring after school, and number of days and hours the teachers are available.</p>

**Section 3 – Required Items / Resources**

**Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees	110	% with advanced degrees	34.5
% receiving effective rating or higher	NA	% first-year teachers	.9
% highly qualified (HQT)*	1.8	% with 1-5 years of experience	15.5
% certified in-field**	100	% with 6-14 years of experience	40.9
% ESOL endorsed	18.2	% with 15 or more years of experience	42.7

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

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.

**SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Gerald	Schlereth	White	Principal
Michael	Pate	White	Business/Community
Christine	Hicks	White	Parent
Ellen	Lasher	White	Parent
Christie	Vroman	White	Support Employee
Jack	Yongue	White	Teacher
Patrice	Stanton	Black	Teacher
Dave	Sobush	White	Business/Community
		Select	
		Select	

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No (Describe the measures being taken to meet compliance below.)
Recruitment at the 9 <sup>th</sup> grade orientation, newsletter article, marquee advertisement, recruitment at Back to School Night, phone calls to parents	

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 9/13/2016
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Gary Schlereth
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State Days / Intervals that Team meets below.
Start August 1 <sup>st</sup> . Meets monthly

**Budget / 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 2016-2017 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.
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Use this space to paste budget, if desired.
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