



School Improvement Plan 2017-18

Countryside High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Gerald M. Schlereth	SAC Chair: Michael Pate
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School Vision	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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School Mission	At Countryside High School, SUCCESS 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 %
	3%	9.9%	21.7%	3.2%	61.8%	0.3%

School Grade	2017: C	2016: C	2015: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	46%	49%	44%	38%	69%	65%	74%	71%	55%	53%	87%	85%
Learning Gains All	47%	46%	39%	38%								
Learning Gains L25%	34%	44%	33%	36%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Gerald	Schlereth	FT	11-20 years
Assistant Principal	Lonnette	Alexander	FT	Less than 1 year
Assistant Principal	Kristen	Clausen	FT	4-10 years
Assistant Principal	Fred	Whitaker	FT	4-10 years
Assistant Principal	Greg	Zornes	FT	4-10 years

Total Instructional Staff:	97	Total Support Staff:	57
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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 and Support Staff routinely utilize peer mediation to ensure all students feel safe in the school and will begin implementing restorative circles this year as well. We also initiated our own Teen Court within Countryside two years ago as a restorative practice to address truancy issues as well as minor crimes that occur with our students on our campus. This program has proven to be very successful at keeping our students in-house (instead of sending them to Pinellas County courts) and building relationships with them to help them increase their attendance and to avoid criminal charges or being arrested. We host a preschool school-wide professional development for our faculty every year so that everyone is informed about our Teen Court program. This year, we will also be doing a training on implementing restorative circles in the classroom.

Countryside administration provides regular duty coverage to ensure the safety of each student. Any safety issues are addressed during our administrative team meetings, SBLT meetings, and our monthly safety meeting, while urgent safety issues are addressed immediately. We also offer PBIS through our grade level programs in ‘Cougar U’ (9th) and ‘On-Track’ (12th) as well as with our R.O.C.K. (responsible, on-time, cooperative, kind) program 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 school-wide expectations transfer to the classrooms? How does your 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. Clear behavior expectations with a school-wide discipline plan are communicated to all stakeholders through class presentations, daily announcements and cohort assemblies. Pre-school training grounded in the foundations of Restorative Practices to establish a positive and culturally responsive classroom environment; follow-up in faculty meetings. The Discipline Committee revises the school wide discipline plan annually to ensure fidelity to the district's discipline matrix in the Code of Student Conduct, which is delivered to each student during the first week of school. Prior to being communicated to key stakeholders, teacher classroom/behavioral management plans are approved by administration to ensure equity and alignment with the school wide discipline plan. The MTSS team will monitor students’ academic, behavior, and attendance to intervene early to increase student success. The MTSS team will also communicate adult data as it relates to number of referrals written, to identify needs for Tiered support. An analysis of referral data will be conducted to monitor Bridging the Gap goals which relate to behavior.

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 for 9th and 12th grade at-risk students, the On-Track mentoring program for 12th graders, 5000 Role Models, Girlfriends, GSA, and a mentoring program

where students are paired up with community members. 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 High School 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 need these services are identified either through reference by a faculty member 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 dashboards, disparity gaps 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 (i.e.: 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 can identify our students who need additional supports and interventions so that they can be put in place as soon as possible to improve student outcomes both academically and behaviorally. Data is reviewed weekly in administrative team meetings and SBLT team meetings, twice per month in PLCs, and monthly in faculty meetings and to the School Advisory Committee.

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 can 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 could 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 their students, no matter their background. Our guidance department and AVID teacher advocate for all students to take Honors, AP, and Dual Enrollment courses to push themselves and maintain a rigorous course load. This plan is presented to the School Advisory Committee and monthly one content area will update the faculty during a faculty meeting as to the progress they are making pertaining to their specific content goals.

 **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?

By Spring of 2018, students will consistently demonstrate behaviors that reflect a respectful, responsible and safe school climate as assessed by a variety of measurement tools, including positive referrals, discipline and attendance records, and surveys. The desired outcome is a 10% reduction in discipline referrals and out-of-school suspensions, a decline in tardies, a decrease in student bullying behaviors, and an increase in overall student attendance and school connectedness.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increase culturally responsive and restorative practices, policies, and school-wide ways of work.	Restorative Team, School Based Leadership Team (SBLT)
Goal 2: 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.	
Decrease the disparity in referrals, suspensions (ISS/OSS), and ABS for black students to reach a level that is representative of the black student population as compared to the non-black student population	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Develop & implement with fidelity a SWPBIS; Closely monitor school discipline data to eliminate ISS/ABS/OSS for non-violent infractions, including those specific to defiance and classroom disruption; Ensure that no more than 10 ISS/ABS & 2 days OSS are given for one semester for RE students, 10 ISS/ABS annually for ESE students. No more than 5 OSS days for any student (annually).	School Based Leadership Team (SBLT)
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
Decrease overall student referrals for major infractions by reinforcing Tier II interventions and supports	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increase student accountability and better student choices through peer to peer groups and teen court	Group Sponsors



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?

<p>Countryside High School supports a fully designed implementation plan for the Florida Standards. Professional development efforts are aligned to improving instructional rigor and aligning coursework to standards. Professional development will be provided throughout the year led by district subject area supervisors, the administrative and leadership teams to support. Specific professional development efforts include just-in-time sessions for each core content area, held by content area coaches, as well as content-area PLCs that are held twice per month and cover topics including lesson planning, aligning to state standards, and data. Other professional development trainings that we are planning on holding this year will include two Demo Days, where teachers will be able to float into model teachers’ classrooms during their planning periods to observe best practices and our 2nd annual school-based ECET2 conference.</p> <p>There is an expectation for teachers to implement the district’s standards based resources (curriculum guides) and the pacing resources to ensure rigorous, standard based, guaranteed, viable curriculum for all students. As each subject area develops their own vision and strategies tied to the standards and the school improvement plan. Administrative walk-throughs are conducted to look for alignment and rigorous</p>
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instruction within the Florida Standards and to follow the Marzano appraisal system. All lesson plans are collected and reviewed to ensure they are aligned to the standards.

An initiative that was in place for last year was to increase our learning gains in the core content areas. 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 9th graders, as well as our 'On Track' program for 12th graders has helped ensure success for those students, which in turn has increased student engagement in their academic courses. Using data related to discipline and grades, we have seen improvement in 9th grade achievement. Schoolwide, we are implementing more focused strategies to increase our scores and our school grade this coming school year for all students by continuing both 'Cougar U' and 'On Track', as well as implementing similar programs for the other grade levels.

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 learning gains, especially in the areas of math and reading. Based on the ELA learning gains from 2016-17 of 46% our goal is to achieve 60% for the 2017-18 school year. Based on the Math learning gains from the 2016-17 of 44% our goal is to achieve 50% for the 2017-18 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).

For students to reach grade level proficiency, support is available in the form of lunch-time and afterschool tutoring, APEX credit recovery during the school day, and APEX credit recovery after school. Guidance counselors and Assistant Principals meet with students who are struggling academically to problem-solve and get the student back on track.

Students in 9th grade are part of our 'Cougar U,' designed to and assist 9th graders in being successful. Cougar U teachers meet twice per month to discuss students of concern and to discuss, plan, 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 (our schoolwide televised morning announcements) at the end of every month. Quarterly Parent Nights are hosted in September, December, February and May of each year and cover topics such as ACT/SAT, NCAA requirements, planning, and social media and alcohol/drug awareness. 9th 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 9th 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 entering its third year of existence and data shows that it is successful in helping to keep our ninth graders successful.

We also have a 12th grade program “On-Track.” This is a motivational program implemented three 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. 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 can attend various College and Financial Aid evenings throughout the year as well as our award-winning College and Career Fair in September. Our teachers provide assistance with college essay writing, and our counselors provide support with college applications. Our AVID program is also in place to assist our AVID students with help in the college preparation process. Each Spring we have recognition for our 12th grade students who have made post-secondary plans.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Literacy Strategies through focused interaction with complex text. Specific measured strategies include: <ul style="list-style-type: none"> • close reading strategies • Supporting claims through discussion and/or writing with the use of text based evidence • reflective writing to summarize and synthesize learning. • Interactions with focused notes (writing, inquiry) 	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected through a specially designed school wide walkthrough tool. Lesson plans will include these strategies and they should be observed in all classroom visits.	Mr. Schlereth, Principal and Assistant Principals.
Goal 2: What is another school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Increase the use of WICOR strategies school wide, with an emphasis on: <ul style="list-style-type: none"> • opportunities to think critically (inquiry) • student accountability (organization) • culturally relevant teaching strategies (focus on collaboration, movement and accountable talk) 	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected through a specially designed school wide walkthrough tool. Lesson plans will include these strategies and they should be observed in all classroom visits.	
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Increased college and career activities	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be monitored through lesson planning with academy teachers and classroom visits.	Mrs. Clausen, Mr. Whitaker Assistant Principals



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 among 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.

In response to the staff question in the Advanced Ed. Survey, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas”, we support teacher collaboration through professional development. We offer trainings in small group settings, so promotion and collaboration are increased. Our PLC’s are weekly and include; faculty, grade level, content area, and common planning by grade level. On a quarterly basis or following an assessment cycle, depts. will complete reflection questions both individually and as a team. The outcome will be discussed with the content area administrator and brought back to the SBLT

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.

Communicate more to faculty while in the dept. head meetings, the admin. will provide the dept. head with data discussed during the SBLT meetings, the dept. heads will disseminate that data to their dept. and offer the opportunity to respond and reflect. Then the dept. heads will bring back their responses and reflections to the SBLT. The Professional Learning Communities meeting bi-monthly to review and discuss student data and strategies to increase student performance. Some the of the data will come from the cycle assessments and other common assessments.

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 focus for professional development in the 2016-2017 school year was increasing rigor, relevance, and relationships in the classroom. In order to do this, we implemented several professional development opportunities in areas such as personalized and project-based learning, Dealing with Differences, and restorative practices. More recently (Spring 2017), we held our first site-based ECET2 conference, where teachers participated in team-building exercises and engaged in sessions on integrating technology in their classrooms, growth mindset, using movement in the classroom and personalized learning. At the end of the school year, we surveyed the faculty for feedback on professional development from the year and received positive feedback. As we move towards Wall to Wall Academies in the 2018-2019 school year, we plan on phasing in more PD on personalized learning/PBL this school year. This year, we started off by surveying our faculty on their professional development needs in order to assess what we would roll out for PD this year so that we can work on our faculty deliberate practice needs as well as the needs of our students so that everyone is benefitting from these trainings.

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, ISM visit feedback, etc.).

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?
Restorative practice	Summer and Pre-School	RP team	The RP team will train the staff on Restorative practices whole school implementation during preschool.
RTI/MTSS Changes and Review	Pre-School	Teachers	Updated the school handbook.
Project Based Learning	Pre-School	Teachers	Information on the process to project based learning as the ISTEM team is beginning the journey this year.
Office 365-One Note	Pre-School and throughout the year	Teachers	Getting staff to use the technology available in Office 365.
Electronic Learning Goals and Scales	Pre-School	Teachers	Showing teachers how to use electronic version for learning goals/scales
CTE Lesson and Project Integration	Summer	Academy teachers	Deepening of integrated curriculum within Academies
Content PLC's	All-Year	Teachers	Teachers collaboration, student progress monitoring, and data analysis.
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
Marzano Leadership ● Domain 4, 5, 6

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. Continue with the freshman parent nights quarterly, hold a Hispanic and ESOL information night to discuss graduation requirements and school policies, increase the communication about graduation requirements with the present cohort by holding parent information nights on campus and in the community targeting the black students and to continue to involve parents in mentoring programs on campus.

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 interpreting and using student data via trainings, data chats and/or student-led conferences.

We will be holding Financial Aide/NCAA Night in early October for current seniors and their families (and other students and parents if they wish to attend) to come learn more about the college financial aid process as well as to learn more about how to become a college athlete through NCAA. Cougar U (9th grade program) parent nights are held four times a year and include information for parents on curriculum, planning for their students’ futures, SAT/ACT, NCAA eligibility, drug and alcohol awareness and social media awareness. Our annual Curriculum Fair will be held in January of 2018, this year during the end instead of in the evening, to students and parents on the opportunities available for them to obtain acceleration opportunities in the areas of AP, Dual Enrollment and in earning Industry Certifications. We also plan on creating a presentation (PowerPoint or Prezi) and posting in on our school website so that both parents and students are aware of how to log into and utilize the satpractice.org website. Parent/teacher conferences are held throughout the year in order 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 their assigned assistant principal and or Guidance counselor to ensure the child is following their set graduation plan. Parent information nights are held for graduating seniors as well so that they are aware of what is required for their student to graduate.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, 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, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 Goals and Strategies

Goal 1: 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
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 designated Assistant Principal for the 12 th grade cohort has access to edit the website to update 12 th grade On-Track program information. Our On-Track program will be hosting multiple Graduation Awareness nights for the parents and students, as well as an On-Track Seniors Vs. Faculty basketball game to promote on-track awareness and graduation requirements to gain parental and community support. Additionally, our 9 th Grade program Cougar U has a website in which program information can be found. All relevant information is kept on the website and updated multiple times per week.	Mr. Whitaker, Assistant Principal and Mrs. Alexander, Assistant Principal
Goal 2: 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?	
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, and non-profit organizations.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
October 2, 2017 will be the 9 th 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. 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. At the annual Great American Teach-In and we participate by inviting the community into Countryside High School. In the Spring of 2018, 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.	Volunteer Coordinator

We promote these events through our faculty and staff, Chamber of Commerce and nationally affiliated and local groups, such as Rotary, Kiwanis, General Federation of Women’s Clubs, Zonta, Soroptimist and others.	
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted 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"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	Content Area & <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Mrs. Clausen, Assistant Principal, Mrs. Walsh, and Mrs. Beniot
Increase ELA gains per teacher to 60% for the 2017-2018 school year. The ELA/Reading goal will be broken into three parts: A. The overall achievement will be increased from 46 to 60% which is an increase of 14% B. The ELA/Reading learning gains will increase from 47 to 57% which is an increase of 10% C. The learning gains for our L25 students will increase from 34% to 44% an increase of 10%	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
1. English teachers are to hold Data Chats with students. All students should have data chats within the first month of the school, and a minimum of once per quarter, Reading teachers may choose to meet more frequently regarding progress and current/past performance on ELA assessments and in class progress. a. Teachers will evaluate cycle assessment results and determine areas in which differentiation and alternative instruction need to take place to increase	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. Success will be determined by an increase in proficiency levels in state and district assessments. Progress will be monitored

<p>each student’s proficiency levels on the cycle assessments. The cycle assessment data will be shared with students during the data chats after each cycle assessment. Differentiation will include culturally responsive AVID strategies and pre-vetted lesson plans that are connected to the curriculum pacing guide.</p>	<p>through cycle assessments data, reading program (Reading Plus, Read 180) data, student item/data analysis sheets (to monitor progress on standards and/or assessments) and student work samples. Pulse checks between cycle assessments (i.e. Technology Enhanced Items in Unify).</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, higher order responses 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 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 long/short term goals TBD by each teacher.</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 the implementation of literacy standards and strategies through DBQ project materials in Social Studies. 3 DBQ’s should be completed before FSA.</p>

<p>Mathematics Goal</p>	<p>Goal Manager: Mrs. Springer, Mrs. Alexander</p>
<p>The Math goal will be broken into specific sections as measured by student performance on their Algebra I, Geometry, and Algebra II 2018 EOC assessments (respectively):</p> <ul style="list-style-type: none"> A. To increase the overall achievement from 44% to 54% an increase of 10% B. To increase the Math overall learning gains from 39% to 50% an increase of 11% C. To increase the learning gains for our L25’s from 33% to 50% an increase of 17% D. To increase our Algebra, I scores from 26% to 36% an increase of 10% E. To increase our Geometry scores from 60% to 70% an increase of 10% 	
<p>Actions / Activities in Support of Math Goal</p>	<p>Evidence to Measure Success</p>
<ul style="list-style-type: none"> • Math teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement. • Teachers will meet in monthly PLC’s to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing 	<p>Increased teacher and student understanding of the standards and the steps required for mastery as demonstrated by proficiency on the cycle assessment. Evidence will be monitored in iObservation under DQ1: increased number of teachers showing as applying or better in</p>

<p>improvement; or to develop lessons that meet the rigor of the course benchmarks.</p> <ul style="list-style-type: none"> Teachers will continue to collaborate with district math coaches and attend district offered professional development opportunities as it relates to designing quality lessons and instructional practice which will promote highest student achievement in math related courses <p>Teachers will evaluate cycle assessment results and determine areas in which differentiation and alternative instruction need to take place in order to increase each student's proficiency levels on the cycle assessments. The cycle assessment data will be shared with students during data chats after each cycle assessment.</p>	<p>elements one (Providing Clear Learning Goals and Scales) and two (Tracking Student Progress).</p> <p>Improved cycle assessment and EOC data</p>
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Science Goal		Goal Manager: Mr. Straub, Mr. Zornes, Assistant Principal	
To increase the overall achievement from 69% to 79% an increase of 10%.			
Actions / Activities in Support of Science Goal		Evidence to Measure Success	
<p>Science teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement. Teachers will meet in monthly PLC's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement; or to develop lessons that meet the rigor of the course benchmarks. The Biology teachers and 9th grade Earth Space science teachers will attend the spring DWT and be encouraged to attend quarterly district wide PLC's.</p> <p>a. Teachers will evaluate cycle assessment results and determine areas in which differentiation and alternative instruction need to take place to increase each student's proficiency levels on the cycle assessments. The cycle assessment data will be shared with students during the data chats after each cycle assessment.</p>		<p>Cycle assessment data, formative and summative assessment data, EOC assessment data.</p>	

Other School Goals* / Use Only as Needed

*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 Schools, etc.)			
Goal Name: Social Studies		Goal Manager: Ms. Stanton, Mr. Whitaker, Assistant Principal	
To increase the overall achievement from 74% to 80% an increase of 6%			
Actions / Activities in Support of Goal		Evidence to Measure Success	

<p>Teachers engage students in culturally responsive instructional (CRI) practices that support movement, collaboration, and accountable talk using the WICOR learning support structure to raise achievement levels and close the achievement gap in social studies.</p>	<ul style="list-style-type: none"> • AVID Alignment in all curriculum guides with a focus on inclusion of strategies for movement, collaboration, and accountable talk • AVID WICOR survey conducted to determine needs by school and district • AVID unit planning calendar modified to include WICOR and CRI focus strategies • Identifying instructional materials that represent history from diverse perspectives
<p>Teachers incorporate instructional activities that support student success with the LAFS within the Social Studies curriculum, via Document Based Question (DBQ) Project materials.</p> <p>Social Studies teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement. Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement; or to develop lessons that meet the rigor of the course benchmarks.</p> <p>Teachers will evaluate cycle assessment results and determine areas in which differentiation and alternative instruction need to take place to increase each student's proficiency levels on the cycle assessments. The cycle assessment data will be shared with students during the data chats after each cycle assessment.</p>	<ul style="list-style-type: none"> • Content clarification report released after each US cycle assessment. (Highlighting for schools, individual areas/benchmarks with the most potential for growth) • Loading US mini assessments into Unify (open all year) for teachers to receive data on EOC aligned questions during each unit. • Doc-a-Day resource for benchmark content review with student tracking sheet (US History) • Data chats (district and/or school PLC) conducted with Unify reports to target benchmarks in need of remediation

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal	Goal Manager: Anita Steers
Place goal statemen Work Toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2016-17, 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 2017-18, 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 2017.</p>	<p>By April 1, 2018, 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>

Target for 2017-18, 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.	
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Graduation Rate & Achievement Gap	Goal Manager: Mr. Whitaker, Assistant Principal
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Goal 1: To increase graduation rate to 90% in the 2017-2018 school year.	
<ul style="list-style-type: none"> Administration and guidance will utilize the online cohort tracking document to input tracking and conferencing notes in addition to code changes for each student for all cohorts (9-12). Mr. Whitaker will maintain the site and edit to reflect new or withdrawn students. 	<ol style="list-style-type: none"> If guidance or administration conference with any student not on track to graduate, notes and date of the conference will be updated in the Off-track Intervention log in google docs. Any code changes (by the data prep or administration) to students will be noted on this document. AP in charge of data monitoring will update this document as needed and at least once per month. Graduation data is updated monthly by AP in charge of data to show the progression of the overall graduation rate and black/non-black gap, while also showing the progression each month of the numerator and denominator.
Goal 2: To eliminate the gap between black and non-black graduation rate.2017: Black-65% Non-Black-83%	
<ul style="list-style-type: none"> Guidance, DMT, and administration regularly monitor and assess the graduation cohort report for each grade level ensuring all black students have the necessary interventions and resources to graduate. 	After each semester, the guidance counselors will run a report showing all black seniors who have failed a course needed for graduation. The guidance counselor will contact the parent and student to inform them of the failure and either schedule the needed course re-take the following semester or enroll the student in ELP credit recovery .
Goal 3: 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.	
<ul style="list-style-type: none"> Complete Withdraw Code tracking to district when requested. To be completed by the school’s data prep. 	Data prep and administration will research all cohort withdraws for

	accuracy and make coding changes as necessary. This will be conducted monthly for each cohort.
Goal 4: To increase communication with parents and students regarding graduation requirements and their students' status for on time graduation.	
<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. 	<p>Teachers will notify parents each 9 weeks of student failures. Teachers will contact parents prior to writing a referral (exception: Major offense) Post-graduation requirements on the school website, posters in student areas throughout the school, in the student planners, during freshman orientations. Countryside will host 3 Graduation awareness events:</p> <ol style="list-style-type: none"> Graduation Awareness Night, for all seniors and parents, in conjunction with the College & Career Fair. October 2, 2018 Graduation/Scholarship night for families of black student. Data will be pulled specific to black learners and match to graduation status and scholarship opportunities. On-Track Seniors Vs. Staff Basketball game. This has been held during the day in previous years. By extending this to the community it will provide an additional avenue to educate the stakeholders on being on-track and celebrating success. Graduation requirements will be advertised and a guidance counselor will be available for parents.
Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: College Readiness	Goal Manager: Mrs. Clausen, Mr. Coriarty, Mr. Whitaker
1. 100% of academy students will pass an industry certification and at least 50% of academy underclassmen will obtain an industry certification by May 2018.	

<p>2. At least 35% of non-academy students will pass an industry certification test by May 2018.</p> <p>3. The overall percentage of graduates on the Class of 2018 that are college and career ready (as evidenced by passing an industry certification, earning a 3 or higher on AP tests or passing a dual enrollment course) will increase to at least 75%.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>1. Students and teachers will utilize the schoolwide WICOR literacy and engagement strategies with a focus on using organizational strategies to help students monitor progress.</p> <p>2. Recruit non-academy students to participate in certification preparation courses.</p> <p>3. A sheet of every available acceleration opportunity available to our students will be provided to all faculty members to reference.</p> <p>3. Counselors will review every senior's path to college and career readiness and monitor progress towards meeting one of the three measures (cert., AP, Dual Enrollment); acceleration opportunity will be noted on student graduation checklist forms for all students in all grades.</p> <p>4. Any 10-12th grade student with a GPA of 2.5 or better will be encouraged to participate in The College Experience (SLS1101); any 11th or 12th grader with a GPA of 3.0 or better will be encouraged to participate in a Dual Enrollment level class either on-campus or off-campus.</p>	<p>1. Celebrating certification success</p> <p>2. Regular use of planners</p> <p>3. Walkthrough data</p> <p>4. PLC, Demo Day, and Strategy Walk participation</p> <p>5. Use of business partners and graduates to promote certifications.</p> <p>6. Counselor progress monitoring report.</p>

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Administration
<p>1. Decrease the percentage of black students failing CORE class as measured by semester report card grades during the 2017-2018 school year.</p> <p>2. Eliminate the gap between graduation rates for black and non-black students by increasing pass rates and unweighted grade point averages (UWGPA) annually for black students.</p> <p>3. Reduce the graduation gap between black and non-black students by 3% annually until eliminated.</p>	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>1. MTSS and administration regularly monitor and assess grade reports each reporting period for each grade level ensuring all black students showing two (2) or more Ds and/or Fs in a CORE course will be conferenced with to determine the necessary interventions and resources to pass the semester.</p>	<p>1. Increased number of black students passing CORE courses each grading period</p> <p>2. Early Warning Indicators: % by GP Student Grades (UWGPA): % Making 3.0; % on track w/ 2.0; % w/</p>

<ol style="list-style-type: none"> 2. Monitor Early Warning Indicators & develop action plans for improvement. Utilize school-based adult and student leadership teams: On-track, Cougar U, Peer2Peer 3. Provide a standards-based instructional model that ensures rigorous, culturally relevant and engaging instruction. Targeted professional development in areas not limited to culturally responsive instruction, cooperative learning opportunities, monitoring, providing effective feedback 4. Establish a personalized profile and create a graduation plan for those black juniors & seniors who are not on track for graduation to meet graduation requirements 	<p>at least one F; Retention Rate (On-track, Cougar U, Peer2Peer)</p> <ol style="list-style-type: none"> 3. ISM Instructional Observations: % of classrooms aligned with standards-based instruction, standards-based assignments/activities, and utilizes intentional means to track for understanding toward the learning target 4. Retention Rate; % of students needing a personalized learning plan
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Subgroup Goal (ELL)	Goal Manager: Mr. Amstutz, Ms. Magee, Administration
<ol style="list-style-type: none"> 1. Improve ELL student achievement in each tested area to minimize gaps (ELA, Math, Biology, US History). 2. Reduce graduation rate gap between ELL and non-ELL students by 10% annually until eliminated 	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<ol style="list-style-type: none"> 1. Use the three M's as part of instruction--mouth, music and movement. 2. Counselors will conduct college and career and data chats with all ELL students once per semester. 3. Use of at least three school wide professional learning activities with staff from the AVID Culturally Relevant Teaching resource. 4. ESOL Parent Night will be held in fall of 2018. 5. WIDA/ACCESS for ELL data will be reviewed and used to placed students in appropriate classes, either in ESOL program or in general education classes. 	<ol style="list-style-type: none"> 1. Measure of each achievement gap at each cycle assessment 2. WIDA/ACCESS for ELs data 3. Walkthrough data 4. Counselor progress monitoring reports.

Subgroup Goal (ESE)	Goal Manager: Mrs. Bennett, Administration
Graduation rate for SWD will increase from 64 % to 70% by May 2018 a 6% increase	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Teachers will engage students by grouping using strategies from Organizing for Learning	<ul style="list-style-type: none"> • Teachers meet bimonthly for PLC to utilize a book study with Organizing for Learning to learn strategies for effective grouping • Teachers will implement strategies with students in self-contained and inclusion classes • Students will collaborate with each other in groups

<p>Teachers/case managers will monitor student progress every grading period</p>	<ul style="list-style-type: none"> • Case managers will report progress on IEP goals at least every grading period in PEER • SWD will self-monitor grades and progress weekly with support from ESE teacher • ESE teacher/case manager will hold student conferences with students who are struggling and contact gen ed. teachers and families monthly
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<p>Subgroup Goal (If Needed) Enter Goal Name</p>	<p>Goal Manager:</p>
<p>Place goal statement here (additional goal only if needed).</p>	
<p>Actions / Activities in Support of Goal</p>	<p>Evidence to Measure Success</p>

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students. *

<p>Early Warning Indicator (Number of students by grade level)</p>	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	Grade Select	Grade Select	School Totals	
	#		%*						
Students scoring at FSA Level 1 (ELA or Math)	278	190	145	58				671	45.3
Students with excessive absences / below 90 %	72	65	87	12				236	15.9
Students with excessive behavior / discipline**	25	32	14	2				73	4.9
Students with excessive course failures**	268	254	306	20				848	57.2
Students exhibiting two or more Early Warning indicators	105	77	65	12				163	11

*Required per Section 1001.42(18) (a)2., F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the

general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning Tab. 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.
Decrease the number of students absent from school 10% or more by 5%		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
<ul style="list-style-type: none"> Continue to create a learning environment where students want to attend school daily 		Improved wellness survey feedback
<ul style="list-style-type: none"> Bi-monthly CST meetings, including input from all required members, which address students who have missed 10% or more of school Utilize 2016-2017 PSW/CST and attendance code data to identify barriers and trends of why students are not attending school Quarterly monitoring of the PSW for attendance to assist with identifying current trends student miss school as measured by attendance codes. Utilize restorative circles, and surveys to identify reasons and barriers for Tier II and III student absences Utilize the new attendance letters that include graphs comparing the absences of peers Ensure families are aware of the importance of attendance and engage them in attendance related activities like Teen Court Develop Tiered attendance incentive programs and grade level competitions 		Decrease in non-excused absence codes List of interventions to remove barriers from attending school Increased parental participation in Teen Court (if required) Increased monthly attendance by grade level (measured & celebrated monthly on UPC announcements & a school bulletin board)

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Decrease the percentage of students in grades 9-12 who earn 10 or more referrals from 5% in 2016-2017 to less than 3% in 2017-2018.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
<ul style="list-style-type: none"> Tier 2 interventions will be initiated and maintained by the respective assistant principal Establish and communicate schoolwide expectations, and use restorative practices in the classroom so students learn to make good choices; avoiding negative consequences 		Reduction of behaviorally at-risk students on MTSS agenda data (by grading period)

<ul style="list-style-type: none"> Continue to develop the PBIS which encourages students to make good choices Provide professional development and classroom management trainings during PLCs on culturally responsive behaviors 	<p>Discipline data Student & Parent feedback</p>
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Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
<p>Countryside will decrease the number of discipline referrals for defiance from 312 by 10% to 281 by the end of the school year.</p>		
Actions / Activities in Support of Goal	Evidence to Measure Success	
<ul style="list-style-type: none"> Communication of expectations via multiple media forms Bi-monthly MTSS meetings to monitor achievement Monthly Restorative Team meeting to determine needs Countryside will implement a schoolwide Restorative Practice System 	<p>Decrease in the number of defiance referrals</p>	

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.

<p>Countryside has an established process for early interventions. Administrators and guidance counselors identify students who display early warning signs and provide needed supports and guidance toward improved learning outcomes. Countryside also offers support programs like CougarU, and On-track for seniors. Opportunities for extended learning are available to as needed in CORE subject areas. Data sources: attendance, grades, discipline and cohort data.</p>
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Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
<ol style="list-style-type: none"> Increase the average daily attendance from 92.51% to 95% to justify measurable accomplishment by year end. Decrease the number of 9th and 10th grade students needing to make-up credits by the end of 2nd semester 2018 as compared to 2017 end of year data. 	

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Provide teachers with academic supports to differentiate instruction so students are successful in the course the first time.</p> <p>Communicate academic resources to parents using multiple media sources, to include parent meetings.</p>	<p>Semester grades</p>

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	97	% with advanced degrees	30.4%
% receiving effective rating or higher		% first-year teachers	1
% highly qualified (HQT)*	100%	% with 1-5 years of experience	13
% certified in-field**	100%	% with 6-14 years of experience	40
% ESOL endorsed	17.6%	% with 15 or more years of experience	43

*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, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

The principal is ultimately responsible for recruitment and retention of highly qualified teachers. The strategies for this include:

- Proactively determining units, needs and potential vacancies
- Using HR resources to identify potential candidates
- Creating a climate that is positive and encourages employees to remain at Countryside High School using professional learning to promote a work environment that promotes retention.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Gerald	Schlereth	White	Principal
Michael	Pate	White	Business/Community
Christie	Vroman	White	Support Employee
Ellen	Lasher	White	Parent
Valentina	Blanco	Hispanic	Student
Jack	Yongue	White	Teacher
Laney	Godinez	Hispanic	Student
Patrice	Stanton	Black	Teacher
Dave	Sobush	White	Business/Community
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
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SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
<ul style="list-style-type: none"> • Speaking at Freshman Orientation, • Back to School Night, • on school web site, • marquee, • school newsletter. 	

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:
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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: Gerald M. Schlereth/Kristen Clausen
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<p>Please state the days / intervals that your team meets below.</p> <p>SBLT: Bi-monthly, 1:50pm Child Study Team: Every Wednesday, 8:00am Content PLC's: Bi-monthly- 1:50-2:20pm AVID/Literacy Site Teams: One Tuesday of the month, 1:50pm Administrative Leadership Team: weekly, Mondays at 1:50 pm</p>



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. Attached budget if preferred.

ACT and SAT vouchers (\$1,000)
Teacher training, TDE'S, Professional Development (\$5, 000)
Teacher Supplies for instruction (\$2,000)
School Technology Needs for Instruction (\$1,750)