# COUNTRYSIDE HIGH SCHOOL



# 2024-25 Schoolwide Improvement Plan

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# School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

# SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

| ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI) |
| --- |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |

| TARGETED SUPPORT AND IMPROVEMENT (TSI) |
| --- |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

| COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) |
| --- |

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and

2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP SECTIONS | TITLE I SCHOOLWIDE PROGRAM | CHARTER SCHOOLS |
|---|---|---|
| I.A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b) | |
| I.E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II.A-E: Data Review | | 6A-1.099827(4)(a)(2) |
| III.A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III.B, IV: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| V: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

# Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

# A. School Mission and Vision

**Provide the school's mission statement**

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

**Provide the school's vision statement**

100% student succes.

# B. School Leadership Team

**School Leadership Team**

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

## Leadership Team Member #1

**Employee's Name**

Taylor Henderson

**Position Title**

Principal

**Job Duties and Responsibilities**

Whole school management, instructional leadership, and school mission and vision.

## Leadership Team Member #2

**Employee's Name**

Lonnette Frazier

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

Social Science, School Safety Procedures, and ESE Services

## Leadership Team Member #3

**Employee's Name**

Brad Bernstein

**Position Title**
Assistant Principal for Curriculum

**Job Duties and Responsibilities**

ELA, World Languages, and iSTEM Magnet Program

## Leadership Team Member #4

**Employee's Name**
Robert Murphy

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

Mathematics and MTSS

## Leadership Team Member #5

**Employee's Name**
Erin Overall

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

Science, Athletics, and Facilities

# C. Stakeholder Involvement and Monitoring

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

Our school leadership team has met in various professional learning communities to discuss school improvement initiatives, core content area processes, timelines for reflection, and steps for revision as necessary for all of our students to meet the State's academic standards.  Each core academic area is represented along with the department leaders from each department on campus.  Student performance data is discussed monthly and shared with respective departments each month.

Each department holds bi-weekly department meetings to discuss instructional practices, standards data reflection, previewing of instructional practices or events for the coming weeks, and are all led by the assistant principal who supervises the department.  Each assistant principal works with the content supervisor from Pinellas County Schools to ensure each course is on pace with the recommended pacing guide and that classroom instruction is at the rigor needed for our students to meet rigorous standards.

Our annual school survey provided feedback from all stakeholders including students, parents, and staff.  School staff has engaged in reflective exercises and trainings that center on student-centered school environments and culture building.  Student survey data was used in planning learning activities for various learning styles and content area goals were established based upon the most recent student performance data.

Our School Advisory Council is attended by students, alumni, parents, and staff each month.  The administration and respective departments report out progress relative to improvement goals each month.  Monthly reported data includes but is not limited to attendance, discipline, cycle assessments from progress monitoring sessions, student retention and graduation rate, accelerated curriculum rate for each grade level, and current student academic progress.  Feedback is also provided regarding instructional focuses for each content area to inform all stakeholders of any new instructional strategies and/or focuses for a content area.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

All SIP goals will be monitored throughout the 24-25 school year to ensure effective implementation and impact on increasing student achievement in meeting the State's academic standards. Professional learning communities will be centered around student performance data.

Algebra 1A, Algebra 1, & Geometry teachers will use the BEST benchmark-based formative assessments that are new for 2024-2025, for effective on-going progress monitoring. All 9th and 10th grade ELA classrooms will adopt/craft/develop a BEST benchmark tracking system where the progress of each student on each BEST benchmark will be noted, tracked, monitored and acted upon consistently throughout the year.

Biology students will use the benchmark-based formative assessments provided three times to ensure progress monitoring. Students in need of additional supports are provided mini-lessons based upon the standards that are deficient on the benchmark assessments.

Each content area will focus on professional learning opportunities that develop action plans, aligning pertinent resources, and closely monitoring data. Planning for content areas will focus on being intentional and providing deliver of standards based instruction. The responsibility of learning should be released to students, providing feedback about the learning, and monitoring learning in multiple ways. Teacher growth will be empowered through professional learning communities, collaboration, and distributed leadership.

# D. Demographic Data

| | |
|---|---|
| **2024-25 STATUS** (PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED** (PER MSID FILE) | **SENIOR HIGH** **PK, 9-12** |
| **PRIMARY SERVICE TYPE** (PER MSID FILE) | **K-12 GENERAL EDUCATION** |
| **2023-24 TITLE I SCHOOL STATUS** | **NO** |
| **2023-24 MINORITY RATE** | **45.6%** |
| **2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE** | **64.7%** |
| **CHARTER SCHOOL** | **NO** |
| **RAISE SCHOOL** | **NO** |
| **2023-24 ESSA IDENTIFICATION** *UPDATED AS OF 7/25/2024 | **N/A** |
| **ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)** | |
| **2023-24 ESSA SUBGROUPS REPRESENTED** (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | **STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)** |
| **SCHOOL GRADES HISTORY** *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.* | **2023-24: B** **2022-23: B*** **2021-22: C** **2020-21:** **2019-20: B** |

# E. Early Warning Systems

## 1. Grades K-8

> This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

**Current Year (2024-25)**

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Absent 10% or more school days | 85 | 104 | 118 | 126 | 433 |
| One or more suspensions | 38 | 19 | 19 | 11 | 87 |
| Course failure in English Language Arts (ELA) | 27 | 36 | 17 | 6 | 86 |
| Course failure in Math | 56 | 44 | 31 | 7 | 138 |
| Level 1 on statewide ELA assessment | 77 | 73 | 80 | 0 | 230 |
| Level 1 on statewide Algebra assessment | 59 | 30 | 130 | 109 | 328 |

**Current Year (2024-25)**

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 69 | 80 | 98 | 88 | 335 |

**Current Year (2024-25)**

Using the table above, complete the table below with the number of students retained:

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Retained students: current year | 0 | 0 | 0 | 14 | 14 |
| Students retained two or more times | 3 | 3 | 2 | 19 | 27 |

## II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

# A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

| ACCOUNTABILITY COMPONENT | 2024 | | | 2023 | | | 2022** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement * | 53 | | | 44 | 47 | 50 | 43 | 51 | 51 |
| ELA Grade 3 Achievement ** | | | | | | | | | |
| ELA Learning Gains | 58 | | | | | 45 | | | |
| ELA Learning Gains Lowest 25% | 64 | | | | | 39 | | | |
| Math Achievement * | 40 | | | 27 | 36 | 38 | 29 | 38 | 38 |
| Math Learning Gains | 45 | | | | | 34 | | | |
| Math Learning Gains Lowest 25% | 43 | | | | | 38 | | | |
| Science Achievement * | 55 | | | 61 | 61 | 64 | 56 | 42 | 40 |
| Social Studies Achievement * | 65 | | | 62 | 63 | 66 | 70 | 47 | 48 |
| Graduation Rate | 94 | | | 96 | 92 | 89 | 96 | 61 | 61 |
| Middle School Acceleration | | | | | | | | 45 | 44 |
| College and Career Readiness | 67 | | | 73 | 69 | 65 | 65 | 70 | 67 |
| ELP Progress | 45 | | | 43 | 47 | 45 | 45 | 45 | 80 |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

# B. ESSA School-Level Data Review (pre-populated)

| 2023-24 ESSA FPPI | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL FPPI – All Students | 59% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 646 |
| Total Components for the FPPI | 11 |
| Percent Tested | 96% |
| Graduation Rate | 94% |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 59% | 60% | 54% | 50% | | 58% | 56% |

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

# C. ESSA Subgroup Data Review (pre-populated)

| | 2023-24 ESSA SUBGROUP DATA SUMMARY | | | |
|---|---|---|---|---|
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities | 46% | No | | |
| English Language Learners | 45% | No | | |
| Asian Students | 82% | No | | |
| Black/African American Students | 50% | No | | |
| Hispanic Students | 53% | No | | |
| Multiracial Students | 57% | No | | |
| White Students | 64% | No | | |
| Economically Disadvantaged Students | 53% | No | | |

| | 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|---|
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities | 42% | No | | |
| English Language Learners | 43% | No | | |
| Asian Students | 86% | No | | |
| Black/African American Students | 46% | No | | |
| Hispanic Students | 53% | No | | |
| Multiracial Students | 68% | No | | |
| White Students | 63% | No | | |
| Economically Disadvantaged Students | 53% | No | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities | 37% | Yes | 1 | |
| English Language Learners | 45% | No | | |
| Native American Students | | | | |
| Asian Students | 83% | No | | |
| Black/African American Students | 43% | No | | |
| Hispanic Students | 49% | No | | |
| Multiracial Students | 52% | No | | |
| Pacific Islander Students | | | | |
| White Students | 58% | No | | |
| Economically Disadvantaged Students | 48% | No | | |

# D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 53% | | 58% | 64% | 40% | 45% | 43% | 55% | 65% | | 94% | 67% | 45% |
| Students With Disabilities | 27% | | 59% | 57% | 25% | 36% | 44% | 22% | 43% | | 94% | 25% | 69% |
| English Language Learners | 28% | | 65% | 65% | 18% | 28% | 29% | 23% | 30% | | 85% | 57% | 62% |
| Asian Students | 80% | | 61% | | | | | 80% | | | 100% | 89% | |
| Black/African American Students | 35% | | 49% | 55% | 33% | 45% | 54% | 32% | 44% | | 93% | 56% | |
| Hispanic Students | 46% | | 63% | 68% | 30% | 34% | 25% | 45% | 57% | | 92% | 67% | 61% |
| Multiracial Students | 44% | | 50% | | 8% | 33% | | 56% | 79% | | 100% | 83% | |
| White Students | 59% | | 58% | 67% | 49% | 53% | 56% | 64% | 73% | | 95% | 65% | 61% |
| Economically Disadvantaged Students | 44% | | 52% | 58% | 31% | 40% | 40% | 46% | 57% | | 92% | 59% | 61% |

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 44% | | | | 27% | | | 61% | 62% | | 96% | 73% | 43% |
| Students With Disabilities | 23% | | | | 25% | | | 46% | 32% | | 92% | 48% | 30% |
| English Language Learners | 17% | | | | 19% | | | 29% | 23% | | 91% | 70% | 55% |
| Asian Students | 55% | | | | | | | 100% | 85% | | 100% | 92% | |
| Black/African American Students | 26% | | | | 13% | | | 41% | 50% | | 92% | 54% | |
| Hispanic Students | 34% | | | | 21% | | | 53% | 47% | | 93% | 70% | 53% |
| Multiracial Students | 53% | | | | 33% | | | 61% | 68% | | 100% | 91% | |
| White Students | 51% | | | | 32% | | | 66% | 67% | | 97% | 75% | 55% |
| Economically Disadvantaged Students | 34% | | | | 21% | | | 51% | 55% | | 93% | 64% | 52% |

## 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2020-21 | C&C ACCEL 2020-21 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 43% | | 45% | 39% | 29% | 34% | 38% | 56% | 70% | | 96% | 65% | 80% |
| Students With Disabilities | 18% | | 25% | 24% | 25% | 40% | 50% | 21% | 43% | | 94% | 33% | |
| English Language Learners | 16% | | 42% | 41% | 15% | 36% | 45% | 37% | 32% | | 89% | 63% | 80% |
| Native American Students | | | | | | | | | | | | | |
| Asian Students | 68% | | 87% | | | | | 83% | 83% | | 100% | 75% | |
| Black/African American Students | 15% | | 34% | 35% | 27% | 33% | 26% | 33% | 64% | | 100% | 59% | |
| Hispanic Students | 29% | | 38% | 34% | 20% | 38% | 44% | 49% | 58% | | 93% | 63% | 75% |
| Multiracial Students | 48% | | 51% | 42% | 25% | 35% | 58% | 58% | | | 94% | 65% | |
| Pacific Islander Students | | | | | | | | | | | | | |
| White Students | 53% | | 48% | 41% | 34% | 32% | 45% | 64% | 76% | | 96% | 65% | 86% |
| Economically Disadvantaged Students | 31% | | 36% | 32% | 26% | 33% | 33% | 46% | 63% | | 93% | 58% | 75% |

# E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

# III. Planning for Improvement

# A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

**Most Improvement**

Which data component showed the most improvement? What new actions did your school take in this area?

Overall, our school math data demonstrated the greatest increase from 22-23 to 23-24.  The percentage of proficient students in Algebra and Geometry increased from 27% to 40% for this school year.

An increased focus in our math content area PLCs resulted in streamlining the strategies that were utilitized to impact standards.  The similiarity of strategies and classroom objectives in this department was fueled by the work of the PLC in math.  Students were engaged in an increased level of collaboration and were provided more time to work in pairs or groups on activities to support standards mastery.

Students who were not demonstrating proficiency in math were provided interventions that included tutoring during lunch and after school times.  These sessions were well-attended and provided increased contact time on standards that were trending below proficiency.

**Lowest Performance**

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Mathematics demonstrated the lowest performance among our measured areas for school grade purposes in 2023-2024.  Our math performance increased this year, but overall mathematics remained our lowest-performing area.

The trend of mathematics being our lowest performing area has continued for over 7 years.  Contributing factors to this trend include a change of the teaching roster for the Algebra and Geometry and poor student attendance.  These factors have been eliminated for 2024-2025, as we have our highest performing Algebra teachers teaching the subject next year.  We have our two Geometry teachers that are experienced working also in Geometry.

**Greatest Decline**

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Biology demonstrated the greatest lowest performance as we decreased our percentage of proficient students as our numbers decreased from 61% in 22-23 to 56% in 23-24.  These numbers demonstrated the greatest decrease in performance among our measured areas.  Our schedule involved six instructors in teaching BIology in 23-24 and this attributed to a decrease in performance.

**Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our math data demonstrated the greatest gap when compared to the state average.  Our percentage of students proficient in math was 27% and the state average was 38%.

Factors that contributed to this gap were high levels of low proficiency as compared to the state average in Algebra and Geometry.  Our Geometry students were hindered by high absence rates of students in their classes.
Our Algebra students also experienced high absence rates that led to the low proficiency rate.

**EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Excessive absences were areas of concern as well as students who had more than one indicator (335).  This data indicates the correlation between high absences and low student proficiency patterns.  Students who missed fewer than 10 or more absences were significantly more successful in their core academic classes.

Correlations between these two areas of concern are being address through tighter systems in our MTSS efforts.  Each bi-weekly meeting will dive deeper into the students with excessive absences to better assist them in remaining on track.

**Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priority area for school improvement for the upcoming school year is for our students to exceed proficiency in each of the core content areas.  Currently, each of our content areas has significant room for growth in 2023-2024, as each area has underperformed as compared to the state.

# B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

## Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Only 52% of our 9th grade learners and 45% of our 10th grade learners demonstrated proficiency on the progress monitoring assessment in 22-24.  This was demonstrated in the final progress monitoring assessment and remains our critical need in 9th and 10th grade.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

CHS students will perform at 60% proficient for both the 9th and 10th grades as reported by the Progress Monitoring 3 assessment in 2023-2024.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored throughout the year during our common assessments offered throughout the year.  These common assessments will provide data feedback to instructors and administrators for intervention planning purposes and additional supports.

### Person responsible for monitoring outcome

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
ELA Professional Learning Cadres

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Brad Bernstein, Assistant Principal | Bi-Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers meet in PLCs at least twice per month to share ways they are teaching to the full complexity of the (insert your schools focused Benchmarks here), incorporating HOT Qs and collaboration into their lessons, and the effect placing students in the productive struggle is having on student growth. In PLCs teachers also share ways to support students who continue to struggle with engagement in collaboration around complex tasks like HOT Qs. Teachers use PLC time to analyze student artifacts to plan reteaching and next steps as applicable.

**Action Step #2**
Administrators Monitoring the Use of Complex Texts and Sentence Stems

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Brad Bernstein, Assistant Principal | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Administrators monitor and support the implementation of the use of grade- appropriate complex texts accompanied by the use of standard connected sentence stems which are higher order thinking question's (HOT Qs ) in ELA classrooms through walkthrough classroom observations in iObservation.

**Action Step #3**
ELA Teachers Professional Development for 2024-2025

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Brad Bernstein, Assistant Principal | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
ELA and reading teachers receive professional development around FAST Assessment, district resources, HOT Qs, and collaborative structures to support ELA student proficiency and learning gains. The professional development that is delivered at these sessions will be implemented to fidelity using walkthrough classroom observations.

# Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Social Studies

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our United States history results from the 2023-2024 FSA US History EOC indicated that only 64% of our students demonstrated proficiency on the assessment of standards.

## Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

CHS students will perform at 70% proficient for both the US History EOC assessment in 2023-2024.

## Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area will be monitored using common assessments in each classroom including the use of cycle assessments throughout the year to monitor student progress towards meeting standards.

## Person responsible for monitoring outcome

Lonnette Frazier, Assistant Principal

## Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

## Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
WICOR Used in All US History Classes

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Lonnette Frazier, Assistant Principal | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers utilize instructional practices that support writing, inquiry, collaboration, organization, and

reading to raise achievement in US History.

**Action Step #2**
Teachers will Integrate Literacy Standards into the Social Studies Content via Document Based Question (DBQ) Project

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Lonnette Frazier, Assistant Principal | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student progress toward mastery of the course content.

**Action Step #3**
Teachers will use Professional Learning to Ensure Critical Content is Taught

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Lonnette Frazier, Assistant Principal | Bi-Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers meet in bi-weekly PLC's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to reviewing, remediating, and reteaching critical content related to the rigor of course standards/benchmarks.

# Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Math

### Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The current level of performance on the Math assessments in Algebra and Geometry indicates that over 60% of our students are not meeting proficiency.  Data reviewed was the EOC results from 2024 and progress monitoring reporting periods.

### Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

CHS students will perform at 50% proficient in both Algebra and Geometry as reported on the 2024-2025 Spring EOC assessments.

### Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress monitoring will be provided bi-weekly in Algebra and Geometry PLCs to gauge student proficiency on core standards.  Data will be reviewed after each assessment to determine strengths and areas for growth and support.

**Person responsible for monitoring outcome**
Robert Murphy, Assistant Principal

**Evidence-based Intervention:**
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**
List the action steps that will be taken to address this Area of Focus or implement this intervention.
Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Professional Learning Communities and Identifying Instructional Needs

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Robert Murphy, Assistant Principal | Bi-Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers intentionally plan in PLCs and engage in collaborative study groups to increase student engagement in standards based complex tasks, foster an environment of academic perseverance, and use data to gauge student progress toward mastery of critical content.

**Action Step #2**
Teacher Use of Restorative Practices and Progress Monitoring

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Robert Murphy, Assistant Principal | Bi-Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers will use restorative and common grading scales, conduct frequent data chats with students to offer support for student achievement and individualized goal setting.

**Action Step #3**
Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.

**Person Monitoring:**                          **By When/Frequency:**
Robert Murphy, Assistant Principal          Bi-Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers utilize formative and summative assessments data to determine areas of low proficiency and remediation needs for students so that they are able to be reassessed. (Create spiraling review plans from Day 1 so that this occurs to support benchmark proficiency) (District created common assessments).

# Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Science

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Countryside High School's current level of performance is 54% proficient as evidenced by the results of the 2023-2024 Biology EOC.  This is a significant decrease from 2022-2023 as CHS has seen three consecutive years of decline in proficiency in Biology.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We expect our performance to be 60% proficient on the Bio EOC assessment data by May 2024.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data will be collected from Cycle 1-3 assessments created by the district, teacher-created common assessments, district created common assessments, and PLC collaborative planning documents. This data will be reviewed twice monthly at PLC meetings and then disseminated to the Administrative team meetings monthly.

### Person responsible for monitoring outcome
Erin Overall, Assistant Principal

### Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Science teachers will plan and implement student-centered instruction at the level of rigor appropriate for the standard.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Erin Overall, Assistant Principal | Bi-Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers use a 10-2-2 or gradual release model to ensure the frequent release of learning to students. Intentional and effective opportunities to pause, process and practice the learning will be included in daily lessons. Teachers will write into lesson plans and ask Higher Order Thinking Questions in such a way to engage ALL students in thinking, discussing and/or writing responses. Administrators will frequently visit science classes to observe rigor of student tasks, provide constructive feedback and collaborate to determine next steps.

**Action Step #2**
Administrative and Guidance Counseling Post-Cycle Assessments

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Erin Overall, Assistant Principal | Bi-Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Administrative/guidance counseling with students who are Level 1 and Level 2 after Cycle 1 and Cycle 2 assessments. Administrative and staff encourage student participation in Level Up programs and district holiday competitions. Teachers utilize instructional practices that support writing, inquiry, collaboration, organization, and reading (WICOR) to raise achievement levels and close the achievement gap in science.

# IV. Positive Culture and Environment

## Area of Focus #1

Multiple Early Warning Signs

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

CHS observed 533 total referrals for the 2023-2024 school year. This is an increase of 20% from 2022-2023 and should be an area of needed improvement for our school.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

CHS will decrease the total number of discipline referrals by 20% to 400 total referrals for the school year.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administration and the school discipline committee will monitor the referral data on a monthly basis. ISS data and OSS data will be discussed at the monthly discipline committee meeting, and students will be identified for support and mentoring as needed.

**Person responsible for monitoring outcome**
Taylor Henderson, Principal and Robert Murphy, Assistant Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

**Action Step #1**
Discipline Committee Data Analysis

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Taylor Henderson | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**
A report of the number and percentage of students receiving a disciplinary referral will be analyzed monthly to identify interventions for students who are receiving referrals at a disproportionate rate.

**Action Step #2**
Professional Development on Classroom Management

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Taylor Henderson, Principal | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Administrators will conference with teachers and staff members regarding high numbers of referrals reported. Professional learning will be provided monthly at staff meetings for all staff to practice, and in targeted sessions with staff members who report high numbers of referrals. Cultural competence training will be offered monthly to all staff members in small sessions at staff meetings.

# V. Title I Requirements (optional)

# A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

**Dissemination Methods**

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

**Positive Relationships With Parents, Families and other Community Stakeholders**

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

**Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

**How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

# B. Component(s) of the Schoolwide Program Plan

## Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

# VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

**Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

**Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

# VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.                **No**

| BUDGET | ACTIVITY | FUNCTION/ OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|---|---|---|---|---|---|
| Plan Budget Total | | | | | 0.00 |