

Pinellas County Schools

# COUNTRYSIDE HIGH SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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

### Provide the school's vision statement

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100% student succes

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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

hendersont@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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

#### Leadership Team Member #2

##### Employee's Name

Brad Bernstein

bernsteinb@pcsb.org

##### Position Title

Assistant Principal

### **Job Duties and Responsibilities**

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Assistant Principal for Curriculum  
English and Language Arts  
iSTEM Technology Program

## **Leadership Team Member #3**

### **Employee's Name**

Robert Murphy

murphyrobe@pcsb.org

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Mathematics, ESE, School Safety and Security, MTSS, and CST.

## **Leadership Team Member #4**

### **Employee's Name**

Erin Overall

overalle@pcsb.org

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Assistant Principal for Facilities, Athletics, and Activities  
Science (Biology)

## **2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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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.

### **3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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All SIP goals will be monitored throughout the 25-26 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.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH PK, 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>68.1%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B</b> <b>2023-24: B</b> <b>2022-23: B</b> <b>2021-22: C</b> <b>2020-21:</b>



## D. 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 (2025-26)

Using 2024-25 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	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

### Current Year (2025-26)

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					0

### Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

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		230
Level 1 on statewide Algebra assessment	59	30	130	109	328

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year				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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	61	62	59	53	55	55	44	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	60	58	58	58	57	57			
ELA Lowest 25th Percentile	55	54	56	64	55	55			
Math Achievement*	35	46	49	40	42	45	27	36	38
Math Learning Gains	47	45	47	45	46	47			
Math Lowest 25th Percentile	57	43	49	43	41	49			
Science Achievement	69	73	72	55	64	68	61	61	64
Social Studies Achievement*	74	74	75	65	70	71	62	63	66
Graduation Rate	96	94	92	94	92	90	96	92	89
Middle School Acceleration									
College and Career Acceleration	78	69	69	67	69	67	73	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	52	62	45	49	43	47	45	

\*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	632
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	59%	60%	54%	50%		58%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	39%	Yes	1	
English Language Learners	45%	No		
Asian Students	80%	No		
Black/African American Students	62%	No		
Hispanic Students	56%	No		
Multiracial Students	72%	No		
White Students	65%	No		
Economically Disadvantaged Students	60%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	61%		60%	55%	35%	47%	57%	69%	74%		96%	78%	
Students With Disabilities	29%		42%	48%	25%	38%	38%	28%	34%		83%	27%	
English Language Learners	33%		49%	41%	19%	39%	53%	38%	29%		98%	53%	
Asian Students	82%		27%						90%		100%	100%	
Black/African American Students	53%		60%	71%	46%	50%		70%	63%		92%	57%	
Hispanic Students	48%		57%	51%	24%	40%	50%	59%	67%		94%	71%	
Multiracial Students	70%		58%		52%	73%		62%	80%		100%	79%	
White Students	66%		63%	57%	36%	48%	53%	74%	77%		96%	81%	
Economically Disadvantaged Students	55%		58%	53%	36%	48%	52%	67%	67%		93%	70%	
12/2025													



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%	62%
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%

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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%

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	60%	59%	1%	58%	2%
ELA	9	60%	59%	1%	56%	4%
Biology		70%	69%	1%	71%	-1%
Algebra		17%	59%	-42%	54%	-37%
Geometry		45%	53%	-8%	54%	-9%
History		76%	72%	4%	71%	5%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		11%	13%	-2%	16%	-5%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		39%	17%	22%	18%	21%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

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#### 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?

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Our US History BEST results demonstrated a significant 17% increase from 2023-2024. This improvement was aided by the addition of a new instructor to the US History team, accompanied by a continued focus on best practices through PLC collaboration.

##### **Lowest Performance**

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

---

The Algebra BEST EOC results were our lowest performing cell for school grade components, reporting at 16% overall proficiency. This data was attributed to a new teacher in Algebra this past year.

##### **Greatest Decline**

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

---

Our Algebra data declined greatest from 26% in 2023-2024, to 16% in 2024-2025. This decline was attributed to a new teacher in Algebra for the 2024-2025 school year.

##### **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.

---

The greatest gap was found in our Algebra students, who were only 15% proficient versus the state at 46%.

##### **EWS Areas of Concern**

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

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No Answer Entered

##### **Highest Priorities**

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

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1. Improve the proficiency of our Algebra and Geometry students (special focus on ESE student

performance)

2. Increase the participation in accelerated courses for all of our students, increasing our school acceleration beyond 80%. (special focus on ESE student performance)
3. Increase the proficiency of the lowest 25% in math and ELA
4. Increase proficiency in Biology (special focus on ESE student performance)
5. Increase proficiency in US History (special focus on ESE student performance)
6. Increased performance of ESE students on the FAA assessments for ELA, math, science, and social studies.

## 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 Social Studies

#### Area of Focus Description and Rationale

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.

---

Our U.S. History results from the 2024-2025 U.S. History EOC assessment indicated that 74% of students demonstrated proficiency, an increase of 9% from the prior year.

2023-24: 65%; 2024-25: 74%

#### Measurable Outcome

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.

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CHS students will perform at 80% proficient for the US History EOC assessment in 2024-2025.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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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

Taylor Henderson, Principal

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Teachers utilize instructional practices that include the 5 Essentials of Effective Instruction Non-Negotiables in Social Studies Cognitive Engagement with Content, Writing to Learn, Formative Assessment & Feedback, Close Reading & Annotation Strategies, and Academic Discourse.

**Rationale:**

These practices including the essentials of effective instruction have proven to get desired results to increase our percentage of proficient students.

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Teachers utilize the five essentials of effective instruction to increase engagement and close achievement gaps.

**Person Monitoring:**

Taylor Henderson

**By When/Frequency:**

Weekly

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

1. Teachers model historical thinking and reasoning skills that students must apply to need-to-know content identified in the course curriculum. 2. Teachers use probing questions to elicit students' prior knowledge, integrating think aloud techniques to address learning gaps and correct misconceptions. 3. Teachers establish a structured system for spiraling content and ask higher order questions, allowing for all students to formulate a response. 4. Teachers use the Historical Talking Protocol, the Historical Thinking Protocol, and the Historical Connections Protocol to support student thinking, speaking, and writing. 5. Teachers implement frequent standards-based knowledge checks and provide feedback to assess student progress toward proficiency.

**Action Step #2**

Teachers engage in bi-monthly professional learning communities that provide a structured and collaborative analysis of student data to inform instruction, improve outcomes, and support professional learning.

**Person Monitoring:**

Taylor Henderson, Principal

**By When/Frequency:**

Bi-Monthly (Every two weeks)

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

PLCs will include: -Data presentation on common assessments, student work samples, or formative assessment data. -The PLC group discusses any clarifying questions about the presented data, focusing on understanding context and avoiding assumptions. -PLC group discusses how the data findings impact teaching and discuss supports. -Group members commit to action steps for next steps including instructional changes, follow up data points, and needed supports.

## Area of Focus #2

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

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.

Math is primary area of focus for our school with an Algebra 1 proficiency of 16%, Geometry 46%, and an overall math proficiency of 35%.

#### Measurable Outcome

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% proficiency for Algebra 1 and 60% proficiency in Geometry as reported by the 2025-2026 Spring EOC Assessments. Algebra 1 was 16% proficiency, and Geometry was at 46% proficiency in the 24-25 SY.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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. This data will be utilized to spiral and remediate standards weekly. Administration will be providing weekly walkthroughs to look for non-negotiable classroom expectations. Administration will be providing feedback to teachers on implementation of these expectations.

#### Person responsible for monitoring outcome

Robert Murphy, Assistant Principal

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

Instructors will use district resources, (ALEKS, Edia, etc) to monitor students and make instructional decisions. Instructors will also utilized district produced assessments and monitoring tools to provide interventions in instruction and student benchmark retention. Teachers will be trained on strategies



that improve student engagement and instructing students to engage in complex tasks. The school will encourage students to participate in ELP on Mondays and Wednesdays after school to provide additional support.

**Rationale:**

Instructors will utilize best instructional practices to continuously monitor and identify student's current mastery level of each benchmark. Instructors, using district resources, will plan around benchmark data measures, targeting the mastery of BEST standards

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Pre-determined schedules for PLC's lead by school leadership, that are aligned with district and state assessment calendars.

**Person Monitoring:**

Robert Murphy

**By When/Frequency:**

Planned prior to school started and monitored during school year.

**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**

Administrative weekly walkthroughs to look for non-negotiable school and district expectations.

**Person Monitoring:**

Robert Murphy

**By When/Frequency:**

Weekly

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

Walkthroughs will be conducted to provide immediate feedback on the implementation of non-negotiable expectations via a form given to teacher.

**Area of Focus #3**

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**

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.

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Countryside High School's current level of performance is 69% proficient as evidenced by the results of the 2024-2025 Biology EOC. This is a significant increase from 2023-2024 as CHS had seen a three-year consecutive decline in proficiency in Biology (2022-2024).

### **Measurable Outcome**

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.

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We expect our performance to be 75% proficient on the Bio EOC assessment data by May 2026.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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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

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Active Engagement with Content - require students to actively engage using multiple content resources (interactive notebook, textbook, online content).

#### **Rationale:**

Active engagement with notetaking (defining terms, explaining concepts) provides a reference resource for future learning activities. Active engagement with textbook reinforces the practice of complex text and promotes endurance when it comes to reading Biology text. Active engagement with online content and district resources supports student reference for future learning activities.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

#### **Description of Intervention #2:**

#### **Rationale:**

#### **Tier of Evidence-based Intervention:**

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

No

**Description of Intervention #3:****Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Teachers generate and utilize interactive notebooks, textbooks, and online resources in the classroom.

**Person Monitoring:**

Erin Overall

**By When/Frequency:**

Weekly

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

Teachers will show evidence of Active Engagement with Content in their lesson plans. Implementation of the plans will be observed in weekly classroom walkthroughs (informal observations). Feedback will be given through iObservation. The impact will be monitored through observation and data collection of formative assessments.

**Action Step #2**

Teachers will plan and implement student-centered instruction at the level of rigor appropriate for the standard.

**Person Monitoring:**

Erin Overall

**By When/Frequency:**

Weekly

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

Teachers use a 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 #3**

Administrative and Guidance Counseling Post-Cycle Assessments

**Person Monitoring:**

Erin Overall

**By When/Frequency:**

Twice Annually (after cycle 1 and 2 assessments)

**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.

#### **Action Step #4**

Teacher-integrated Biology Brain Builders in lesson plans

#### **Person Monitoring:**

Erin Overall

#### **By When/Frequency:**

Twice monthly (at PLC meetings)

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

Teachers will integrate the Biology Brain Builders to structure conversations and build necessary skills for stimulus-heavy and higher order thinking questions. Teachers will use the Scientific Thinking Protocols for deepening thinking. Teachers will use Leading with the Lab to anchor the learning. This will be monitored through lesson plans and classroom walk-throughs.

### **Area of Focus #4**

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**

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.

60% of our 9th grade learners and 60% of our 10th grade learners demonstrated proficiency on the progress monitoring assessment in 24-25. Our overall achievement for our 9th and 10th graders on PM 3 was 61%. This was demonstrated in the final progress monitoring assessment and remains our critical need in 9th and 10th grade.

#### **Measurable Outcome**

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 9th and 10th grades as reported by the Progress Monitoring 3 assessment in 2025-2026.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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. In addition, administrative walkthroughs will occur routinely throughout the entire school year.

#### **Person responsible for monitoring outcome**

Brad Bernstein, Assistant Principal

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

ELA Professional Learning Cadres

**Person Monitoring:**

Brad Bernstein, Assistant Principal

**By When/Frequency:**

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:**

Brad Bernstein, Assistant Principal

**By When/Frequency:**

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 2025-2026

**Person Monitoring:**

Brad Bernstein, Assistant Principal

**By When/Frequency:**

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 #5**

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

**ESSA Subgroups specifically relating to Black/African American Students (BLK)****Area of Focus Description and Rationale**

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.

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We will be utilizing academic discussion in all core content areas to support our Black subgroup. Data driven structures will be used to support Level 2 learners through targeted instruction using achievement level descriptors.

**Measurable Outcome**

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.

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We will have more Black students proficient in 2025-2026 than we had in 2024-2025.

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Each core content measured area will be analyzed on a weekly basis to determine mastery of state standards.

**Person responsible for monitoring outcome**

All Assistant Principals (Bernstein, Murphy, Overall) and Principal Henderson

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1****Person Monitoring:****By When/Frequency:**

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

## IV. Positive Learning Environment

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**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 542 total referrals for the 2023-2024 school year. This is an increase of 2% from 203-2024 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**

Robert Murphy, Assistant Principal

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Discipline Committee Data Analysis

**Person Monitoring:**

Taylor Henderson, Principal

**By When/Frequency:**

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.



## V. Title I Requirements (optional)

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### 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00