
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	14
Positive Culture & Environment	35
Budget to Support Goals	35

Countryside High School

3000 STATE ROAD 580, Clearwater, FL 33761

<http://www.countryside-hs.pinellas.k12.fl.us/>

Demographics

Principal: Taylor Henderson

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (56%) 2017-18: B (54%) 2016-17: C (53%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Countryside High School, success is our goal. We will provide the tools and instruction needed for the success of our students.

Provide the school's vision statement.

The vision of Countryside High School is that teachers will provide the opportunity for all students to be successful learners and to become active participants in our society by creating a safe learning environment and building positive relationships.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Overall, Erin	Assistant Principal	
Alexander, Lonnette	Assistant Principal	MTSS, Transportation, Instructional materials, Math department
Bernstein, Brad	Assistant Principal	Istem program, master schedule, English department
Henderson, Taylor	Principal	

Demographic Information

Principal start date

Wednesday 7/1/2020, Taylor Henderson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

92

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (56%) 2017-18: B (54%) 2016-17: C (53%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	444	453	414	411	1722
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	37	61	55	58	211
One or more suspensions	0	0	0	0	0	0	0	0	0	0	27	32	13	18	90
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	17	10	8	1	36
Course failure in Math	0	0	0	0	0	0	0	0	0	0	19	22	22	2	65
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	82	106	70	82	340
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	72	96	106	21	295

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	31	51	48	30	160

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	1	2	7	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	7	6	15	29

Date this data was collected or last updated

Wednesday 7/15/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	90	102	77	120	389
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	218	241	181	160	800
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	31	29	10	18	88

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	75	56	43	12	186
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	90	102	77	120	389	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	218	241	181	160	800	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	31	29	10	18	88	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	75	56	43	12	186
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	56%	56%	46%	49%	53%
ELA Learning Gains	48%	51%	51%	47%	48%	49%
ELA Lowest 25th Percentile	40%	43%	42%	34%	41%	41%
Math Achievement	48%	45%	51%	44%	46%	49%
Math Learning Gains	45%	44%	48%	39%	44%	44%
Math Lowest 25th Percentile	40%	41%	45%	33%	38%	39%
Science Achievement	65%	64%	68%	69%	63%	65%
Social Studies Achievement	71%	71%	73%	74%	67%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	54%	54%	0%	55%	-1%
	2018	50%	53%	-3%	53%	-3%
Same Grade Comparison		4%				
Cohort Comparison						
10	2019	47%	53%	-6%	53%	-6%
	2018	56%	54%	2%	53%	3%
Same Grade Comparison		-9%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	62%	2%	67%	-3%
2018	60%	63%	-3%	65%	-5%
Compare		4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	70%	1%	70%	1%
2018	72%	70%	2%	68%	4%
Compare		-1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	55%	-30%	61%	-36%
2018	30%	57%	-27%	62%	-32%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	56%	3%	57%	2%
2018	52%	56%	-4%	56%	-4%
Compare		7%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	38	36	31	36	25	33	55		92	17
ELL	23	32	26	32	33	14	34	29		72	35
ASN	50	59		52	39		86	69		100	65
BLK	36	43	38	30	41	17	44	63		95	30
HSP	39	45	39	43	41	31	55	54		85	44
MUL	56	52		38	32		65			93	64
WHT	59	50	38	55	50	53	71	79		92	67
FRL	39	44	36	40	42	32	54	62		86	50
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	39	29	33	51	39	44	57		67	18
ELL	17	39	38	22	29	22	19	52		66	30
ASN	59	54		70	61		81	100		80	67
BLK	40	47	48	22	38	23	42	49		65	23
HSP	42	44	42	41	46	36	51	64		78	28
MUL	33	41		27	31		53	64		89	44
WHT	61	54	37	51	51	51	67	80		87	57
FRL	40	47	39	35	42	29	50	63		75	37

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	41	37	14	20	12	37	48		56	27
ELL	10	31	29	23	26	41	8	31		55	33
ASN	55	44		45	39			67		78	61
BLK	19	36	27	17	29	43	38	60		71	38
HSP	36	43	42	33	27	30	57	62		78	42
MUL	35	54	60	33	29			69		74	47
WHT	56	49	32	53	45	33	77	81		93	61
FRL	33	41	36	35	31	30	59	64		78	45

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	633
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance was the percent of students scoring at proficiency on the Algebra EOC. Countryside High School students scored 25% proficiency in 2019 down from just 30% in 2018. We believe a contributing factor to the level of performance was Alg 1A and 1B being blocked two years ago.

Additionally, the staffing for our Algebra 1 courses must be more purposeful, in that we have looked at student growth trends in our math teachers and placing the right teacher in our Algebra 1 classes to ensure they are the right fit. Instructional planning, strategies and interventions utilized did not consistently create conditions for learning, especially for our L25 and L35 students.

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

The data component that showed the greatest decline from 2018 was students scoring at proficiency in grade 10 ELA. In 2018, we scored 56% proficiency which was up from 41% in 2017, however we dropped to 47% in 2019.

A contributing factor to the decline could be related to one of our 10th grade ELA teachers leaving during the first semester. This lack of consistency with a large group of our 10th grade population contributed to the decline from the previous year.

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 data component that showed the greatest decline from 2018 was students scoring at proficiency in grade 10 ELA. In 2018 we scored 56% proficiency which was up from 41% in 2017. Countryside High School experienced a decline in 2019 to 48%.

A contributing factor to the decline could be related to one of our 10th grade ELA teachers leaving during the first semester, during which we had a substitute in place for a month before our new teacher was in place. It should also be noted that in addition to our one 10th grade ELA teacher leaving first semester, two of our other 10th grade ELA teachers will not be returning for the 2019-20 school year.

In looking at the 2018 9th graders 50% achieve proficiency on the 9th grade ELA as 10th graders that cohort scored a 47%, this reflects a level of focus on data driven data chats with the students, and a focus on standards based, data driven, rigorous instruction.

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

The data component that showed the most improvement was our science scores. Science proficiency increased from 60% in 2018 to 65% in 2019. One area of focus for instruction and planning this year that may have led to the increase was a focus on teachers evaluating cycle assessment results and determining areas in which differentiation and alternative instruction need to take place to increase each student's proficiency levels on the cycle assessments.

Differentiation focused on including culturally responsive AVID strategies with regular AVID support provided to the teachers. The cycle assessment data was purposefully shared with students during the data chats after each cycle assessment with standards-based goal setting developed. A school-wide focus on standards-based, rigorous instruction planned from data with an emphasis on ELL strategies likely had an impact on the improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

10th grade ELA L1 - 11th grade Math L1 The two greatest areas of concern based upon the EWS data center around the performance of the 2017 cohort (11th grade) math proficiency. There are an extensive amount of Level 1 students in this cohort, as we enter their graduation year.

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

1. L25 - L35 : graduation rate / accelerated curricula rate / attendance rate / failure rate
2. ELL: 2017 cohort proficiency (ELA/Math); attendance rate increase; school-wide WIDA strategy implementation and monitoring
3. Increasing black student achievement in learning gains, graduation rate and acceleration
4. Increase the Algebra I proficiency rate by 10%
5. Increase the ELA proficiency rate (whole school) by 10%

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: In 2018 we saw Countryside High School's ELA proficiency levels and learning gains increase dramatically. In 2017, 41% of 10th graders achieved level 3 or higher and in 2018 56% scored level 3 or higher. In 2019 we saw our percent making proficiency decrease to 47%. There were personnel issues, that could have been a contributing factor to this decline, however with continued focus on best instructional practices, rigorous course work, standards based data driven instruction, and a renewed focus on effective ELA-driven writing and reading strategies across all contents our ELA numbers will rise. The addition of Saturday FSA/ACT practice will also provide ELA assistance to struggling learners.

Measureable Outcome: To increase ELA proficiency to 60% in 2020 for all subgroup categories.

Person responsible for monitoring outcome: Taylor Henderson (henderson@pcsb.org)

Evidence-based Strategy: Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student through the use of the equitable and culturally-relevant strategies. These strategies will include the presentation of culturally relevant content material, as well as building a strong relational capacity with students; focused note-taking, goal setting, growth mindset, team building, collaborative structures, increase student voice, highlighting student background information, and celebrating the individual strengths of students and their success.(presented monthly at PLC - C. Ramos-Gonzalez/K. Spang/N. Hill/Henderson)

Enhance staff capacity to identify critical content from standards in alignment with district resources (curriculum pacing guide) / (monthly - C. Ramos Gonzalez)

Su

Rationale for Evidence-based Strategy: Teachers must know their students proficiency data and how to utilize the data to meet the individual needs of their students. In order to fully meet the needs of students the teachers must know what the data means, they must know how to effectively utilize that data in collaboration with the student learning needs to continue to modify/differentiate instruction for each of the learners specific needs.

Personalized learning cannot take place without a teacher first knowing the data, understanding what the data means and how that data will drive their instructions for sole purpose of increasing our student achievement results.

Action Steps to Implement

Cynthia Ramos-Gonzalez, Assistant Principal, and Taylor Henderson, Principal, will monitor the ELA goals for 2020-2021. ELA teachers at Countryside HS will engage in bi-weekly PLCs both in grade level and content level topics to analyze student writing artifacts, and student reading artifacts.using the ELA Monthly PLC Topic lists. These topics will drive the discussion and will also include the following actionable items:

All students should have data chats within the first month of the school, and a minimum of once per quarter, reading teachers may choose to meet more frequently regarding progress and current/past performance on ELA assessments and in class progress.

WriteScore will be used to monitor student data and track student proficiency.

Person Responsible Taylor Henderson (hendersont@pcsb.org)

2. The teacher and students will work together in developing student success goals. Goals should be both long and short term and accessible by administration. These goals should be referenced by the student and teacher on a regular basis and updated to show progress monthly. These goals can incorporate into teacher's current methods of recording and tracking student progress. The form utilized for data chats will be modified to ensure students are aware of their progression, goals, and actionable items.

Teachers will devise success goals for each student that account for the following: Write Score analysis, SAT/ACT practice data, extended learning opportunities, and online resources through Canvas/SATPractice.org/Vocabulary.com. These success plans will be reviewed by Cynthia Ramos-Gonzalez and will be conducted quarterly.

Person Responsible [no one identified]

3. Teachers engage in close reading of complex text along with text dependent questions, higher order responses and performance tasks aligned to Language Arts Florida Standards (LAFS).and utilize district resources located in the HS ELA Curriculum Pacing Guide. Teachers will also used the HMH Collections, Common Lit, and Vocabulary.com sites for alignment to standards and pacing guidelines.

Person Responsible [no one identified]

4. Teachers will develop and employ standards based learning scales as provided in the ELA Curriculum Pacing Guide and will utilize Scal-E-Tons as rubrics (PLC / C. Ramos Gonzalez to review)

Person Responsible [no one identified]

5. Teachers engage in instruction that meets the necessary DOK level of rigor for students to obtain proficiency on the FSA ELA. Including the development of creating and interpreting academic inquiry through Socratic discussion, and academic language acquisition skills. (C. Ramos-Gonzalez to monitor; share feedback at PLC weekly)

Person Responsible [no one identified]

6. Teachers in each subject area will have common planning to better collaborate the use of best practices and meet individualized learner needs. Common planning agendas will include data analysis, best practice discussion, Just In Time trainings, Performance Matters test Items, and exemplar student work.

Person Responsible [no one identified]

7. Ensure school wide equitable grading practices are being implemented by providing equitable grading professional development to all teachers. ELA teachers will use the "Equitable Grading Practices" survey at the beginning of the year. (August)

Person Responsible [no one identified]

8. All ELA teachers will complete the equitable grading practices course in PLN by January 2021.

Person Responsible Taylor Henderson (hendersont@pcsb.org)

#2. Instructional Practice specifically relating to Math

The Areas of Focus are Standards Based Instruction & Assessment and Student Engagement.

Area of Focus Description and Rationale:

Algebra and Geometry EOC scores were utilized to determine the areas of foci. The overall 2019 mathematics proficiency score was 48%, +4% from 2018. However, the overall learning gains went from 48% (2018) to 45% (2019) and the proficiency scores for our Lowest 25th percentile went from 41% (2018) to 40% (2018). It was determined during PLCs that having an intentional focus on data and a deep understanding of course-specific standards (clarifications and assessment limits) would allow teachers to strategically plan equitable and culturally relevant lessons to meet the needs of all students.

Measureable Outcome:

The measure outcomes used to determine progress are math proficiency from 48% to 51%, learning gains from 45% to 49%, and L25 proficiency from 40% to 43%. As measured by the Algebra and Geometry EOCs.

Person responsible for monitoring outcome:

Lonnette Alexander (alexanderlo@pcsb.org)

Evidence-based Strategy:

Bolster student engagement in complex tasks through systemic planning and delivery of standards-based explicit and culturally relevant instruction. Empower teachers to utilize data, implement formative assessment, provide quality feedback and incorporate differentiation principles of Universal Design for Learning (UDL) and AVID to supplement/ extend equitable and culturally relevant learning opportunities (face-to-face and/or using a digital platform). CRT strategies to include: building a strong relational capacity with students; focused note-taking, goal setting, growth mindset, team building, collaborative structures, increase student voice, and celebrating the individual strengths of students and their success.

Rationale for Evidence-based Strategy:

The analysis of student assessment data is significant in teacher decision making when planning for instruction to meet the diverse needs of students. An intentional focus on standards and evidence-based strategies will promote instructional growth; thereby, improving learning outcomes for all students.

Action Steps to Implement

Action 1: Teachers and administrators will engage in professional learning around course standards, state assessments, tracking student data through progress monitoring of assessments (site-based and district developed), and the incorporation of UDL Guideline II.6.4 - Enhance capacity for monitoring progress (ask questions to guide self-monitoring and reflection; use exemplars that guide self-reflection on understanding, quality and completeness; provide differentiated models of self-assessment strategies [e.g., role-playing, video reviews, peer feedback]) and AVID's WICOR and Writing-to-Learn support strategies (GIST, Focused Note-taking & One-Pagers) to create complex tasks aligned with the rigor of the lesson. Strategies to also include including the development of creating and interpreting academic inquiry through Socratic discussion, and academic language acquisition skills.

Person Responsible

Lonnette Alexander (alexanderlo@pcsb.org)

Action 2: The administrator and teachers of Algebra and Geometry will participate in district facilitated planning and quarterly training

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

Action 3: Administrator will monitor and provide timely feedback regarding the implementation of curricular materials, instructional practices and student engagement to increase effective instructional practices and promote equitable and culturally responsive learning opportunities.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

Action 4: Teachers and Administrators will engage in data chats after each cycle assessment during PLCs. Collectively, the team will determine areas of foci and means to differentiate/scaffold instruction to support learners.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

Action 5: To elicit meta-cognition, teachers will regularly and intentionally utilize formative assessments to check for understanding, provide feedback and celebrate success. Teachers will utilize data chats with students to encourage them to have ownership of their learning toward meeting mastery of course content.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

Action 6: To support equity-centered learning environments, teachers will be supported in the implementation of restorative and culturally responsive practices: build a community of learners for academic and behavioral support (5 to 1 positive to negative ratio), ensure the classroom environment empowers student voice (uses random response methods of student engagement), hold high expectations and equitable outcomes (provide multiple opportunities for constructive feedback to revise/resubmit work for evaluation against the standard and utilize restorative grading practices).

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

Action 7: Teachers will incorporate PSAT, SAT and ACT math practice skills into their courses. This will help prepare students for success on college readiness and state assessments. Students will be encouraged to attend Saturday Academic Bootcamps.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

#3. Instructional Practice specifically relating to Social Studies**Area of**

Focus Description and Rationale: Social studies pass rate has been hovering in the low 70's the past few years, we had good, productive professional development with our US History teachers however, fidelity of implementation of the instructional strategies discussed was lacking.

Measureable Outcome: Increase US History EOC proficiency to 75% in 2021, with a focus on the lowest subgroups of our black students and ELL students scored 49% and 52% proficiency.

Person responsible for monitoring outcome:

Taylor Henderson (henderson@pcsb.org)

Evidence-based Strategy:

The use of AVID CRT strategies. These strategies will include the presentation of culturally relevant content material, as well as building a strong relational capacity with students; focused note-taking, goal setting, growth mindset, team building, collaborative structures, increase student voice, highlighting student background information, and celebrating the individual strengths of students and their success.

Rationale for Evidence-based Strategy:

We believe that if we utilize AVID CRT strategies, along with utilizing cycle assessment data to create student success plans, and differentiate instruction intently based on that data, that we will be able to reach our full potential as a school.

Action Steps to Implement

1. All teachers will attend AVID CRT as provided throughout the year; each teacher will attend AVID CRT.

Person

Responsible Taylor Henderson (henderson@pcsb.org)

2. Teacher & student Data Chats (district and/or school PLC) conducted with Unify reports to target benchmarks in need of remediation after each cycle assessment. After each Cycle assessment the AP in charge of US History will meet with all US History teachers as a group to conduct data chats and collaboratively come up with an instructional plan that focuses on the yellow and red benchmarks.

Person

Responsible Brad Bernstein (bernsteinb@pcsb.org)

3. Teachers incorporate AVID strategies that support student success with the LAFS within the Social Studies curriculum, via Document Based Question (DBQ & Sheg) Project materials. Teachers meet in monthly PLC's Teachers will evaluate cycle assessment results and determine areas in which differentiation and to increase each student's proficiency levels on the cycle assessments. The cycle assessment data will be shared with students during the data chats after each cycle assessment.

- Content clarification report released after each US cycle assessment. (Highlighting for schools, individual areas/benchmarks with the most potential for growth)
- Loading US mini assessments into Unify (open all year) for teachers to receive data on EOC aligned questions during each unit
- Doc-a-day resource for benchmark content (US History)
- Build and develop a strong inquiry based lessons academic inquiry through Socratic discussion, and academic language acquisition skills.

Person Responsible Brad Bernstein (bernsteinb@pcsb.org)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: The Area of Focus is Standards Based Assessment and Standards Based Instruction. The data reviewed is from Biology EOC scores. Countryside scored 65% at proficiency in science (Biology EOC) in 2019, 3% below the state average. This Area of Focus was determined from observing that students at Countryside are more proficient in some Biology standards than others. By creating a focus on Standards Based Assessment, Standards Based Instruction, and Pacing Guides, we can assure that all standards are thoroughly taught.

Measureable Outcome: To increase the percent of students scoring at proficiency in science Biology EOC from 65% in 2019 to 70% in 2021.

Person responsible for monitoring outcome: Erin Overall (overalle@pcsb.org)

Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

Evidence-based Strategy:

Enhance staff capacity to support students through purposeful Standards Based Instructional strategies to include the use of culturally relevant teaching strategies.

Enhance staff capacity to support students through purposeful Standards Based Instructional strategies to include the use of Universal Designs for Learning (UDL).

Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student through Standards Based Instruction and UDL.

Rationale for Evidence-based Strategy:

Countryside increased science Biology EOC proficiency in 2019 to 65% up 5% from 2018 with an emphasis on standards alignment of content and effective use of data for planning alternative instructional needs.

With the emphasis on culturally relevant teaching, intentional/purposeful differentiation based on student individual needs, Standards Based Instruction and Assessment, we look forward to seeing our science Biology EOC proficiency scores continue to rise.

Action Steps to Implement

Science teachers will meet twice monthly in PLCs and utilize common planning to review student data collected from multiple sources including but not limited to, Teacher Generated Common Assessments, District Monitoring Assessments (Cycle Assessments and Exams), and EOCs, in order to ensure student achievement.

Data will be analyzed to identify areas of strength and/or areas in need of improvement, and to ensure lesson plans are at the appropriate level of rigor. To increase rigor, lessons will need to include the creating and interpreting of academic inquiry through Socratic discussion and academic language acquisition skills to increase student ownership of learning.

Person Responsible: Erin Overall (overalle@pcsb.org)

All new teachers will be AVID CRT trained. (Teachers and Administration were CRT trained in 2019). Teachers who were trained in 2019 and new teachers to the department will implement Focused Note Taking, Cultural Relevance, and Rigor in instruction. These strategies will include the presentation of

culturally relevant content material, as well as building a strong relational capacity with students; focused note-taking, goal setting, growth mindset, team building, collaborative structures, increase student voice, highlighting student background information, and celebrating the individual strengths of students and their success. Administrators will monitor and provide feedback.

Person Responsible Erin Overall (overalle@pcsb.org)

Teachers will evaluate Cycle Assessment results and determine areas in which alternative instruction and/or PLPs need to take place to increase each student's proficiency levels on Cycle Assessments.

Person Responsible Erin Overall (overalle@pcsb.org)

Teachers will engage with students and parents through data chats and/or progress reporting after each Cycle Assessment. Teachers will provide students will additional learning opportunities.

Person Responsible Erin Overall (overalle@pcsb.org)

Teachers will engage in Equitable Grading through Common Assessments and Standards Based Instruction. Professional Development Training for Equitable Grading will be offered.

Person Responsible Erin Overall (overalle@pcsb.org)

In 2019, teachers received UDL professional development over the course of 3 months. Teachers can attend additional UDL professional development and begin implementing team-wide strategies of differentiated instruction and differentiated assessment in the classroom. Administrators will monitor and provide feedback.

Person Responsible [no one identified]

#5. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: English language learners (ELL) was the only subgroup that Countryside High School fell below the ESSA federal index for improvement. English language learners were at 37%. In the 2019-20 school year English language learners will be without the traditional ESOL course thus meaning it is imperative to provide the support structure and resources to teachers, students and parents to ensure our ELL students maximize their achievement.

Measureable Outcome: To increase ELL overall proficiency from 37% to 42% based on the ESSA federal index for improvement.

Person responsible for monitoring outcome: Taylor Henderson (hendersont@pcsb.org)

Evidence-based Strategy: Administration will provide the necessary resources to help support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student as well as enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners. Strategies to include the development of creating and interpreting academic inquiry through Socratic discussion, writing to learn strategies for reflection, and academic language acquisition skills.

Rationale for Evidence-based Strategy: With the ESOL course being removed, all teachers have the expectation more so than previous years to be able to provide more meaningful, impact-full ELL differentiation to their ELL students. Teachers must know their ELL students proficiency data and wida data and how to utilize the data to meet the individual needs of their students. In order to fully meet the needs of ELL students the teachers must not just know the students English capabilities by looking at their wida results and past assessments, but they must know what the data means, in collaboration with the student learning needs to continue to modify/differentiate instruction for each of the learners specific needs. Personalized learning cannot take place without a teacher first knowing the data, understanding what the data means and how that data will drive their instructions for sole purpose of increasing our ELL achievement results.

Action Steps to Implement

1. ESOL staff will utilize Ellevation to obtain students' length of time in US schools
2. Provide learning opportunities for teachers on the use of WIDA Ellevation reports and Can Do Approach (quarterly - Ramos-Gonzalez / Henderson to monitor PLC)
3. Utilize and monitor the implementation of Can Do Descriptors and Model Performance Indicators(quarterly - Ramos-Gonzalez to monitor)
4. Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation schoolwide. (quarterly - Ramos-Gonzalez to monitor)
5. Monitor fidelity of implementation of the EL Grading Policy schoolwide with equitable grading measures. (quarterly - Ramos-Gonzalez to monitor)
6. Bilingual assistants' schedule optimized each semester to ensure alignment with specific student needs and standards-based instruction. C. Ramos-Gonzalez to provide ongoing PD for this task.
7. C. Ramos-Gonzalez to create communication with families via the website, newsletter, parent letters,

phone calls, etc. ; utilize LionBridge interpretation phone services (ongoing)

Person Responsible Taylor Henderson (hendersont@pcsb.org)

#6. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Ensure there is a clear and explicit alignment with the decision making, strategies, interventions and conditions for learning related to climate and culture, academic and behavioral competencies, and staff behavior to support and encourage academic excellence and equity for all.

Measureable Outcome:
 1. Increased score on the PCS Classroom PBIS & Restorative Practices Assessment
 2. Increased scores on the AVID CRT Classroom and Schoolwide Survey
 3. Improved systems, data usage and practices as determined by survey results (Climate Survey & School-based survey)

Person responsible for monitoring outcome: Lonnette Alexander (alexanderlo@pcsb.org)

Evidence-based Strategy:
 1. AVID: CRT and Instructional Practices
 2. Equitable Practices & Interventions
 3. Culturally Responsive Positive Behavioral Interventions and Supports

Rationale for Evidence-based Strategy: Evidenced-based strategies and interventions are proven to be transferable to other school settings when the conditions for learning are effective and efficient.

Action Steps to Implement

1. All instructional personnel to be trained in AVID CRT (all staff trained/new hires completed prior to Jan. 2021)
2. Ongoing school wide training in cultural responsive and equitable practices with monitoring
3. Implement a school wide PBIS system that reinforces equitable and relevant practices
4. SBLT/MTSS will monitor and modify as needed all selected evidence-based strategies and interventions
5. Create a school wide survey to assess the culture and climate of the school from all stakeholder levels
6. Leadership walks will include evidence of CRT on the form/rubric.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

#7. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: Our goal is to ensure every student graduates on time with a standard HS diploma.

Measureable Outcome: Increase graduation rate to 98% in 2021.

Person responsible for monitoring outcome: Taylor Henderson (henderson@pcsb.org)

Evidence-based Strategy: Focus areas will be grade point average, credits accumulated, and assessments passed for the calculation of our graduation rate.

Rationale for Evidence-based Strategy: We will focus on many fronts to attack this goal and ensure that all of our students are on track throughout the year.

Action Steps to Implement

Develop and maintain relationships with all off track seniors via mentoring and CRT classroom strategies.

Person Responsible Taylor Henderson (henderson@pcsb.org)

1. Identify students in need of assistance (credit/GPA/tests)
2. Identify mentors for particular subgroups and ensure transparency of graduation expectations to all stakeholders (parent connect, student assemblies) first semester (September)
3. Mr. Bernstein and Mrs. Canfield, Sr. DMT, will ensure all students are accounted for the precise accounting of graduation rate.
4. Conduct one graduation check first semester with all students. Conduct one parent informational night first semester to review graduation status of our seniors.
5. Align mentors to each off-track senior. Use the district protocol in

Person Responsible [no one identified]

Utilize the Early Warning Monitoring indicators to monitor student performance, identify those at risk of failing classes, and share successful intervention strategies. (MTSS)

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

School counselors and DMT will review transcripts early, conduct graduation chats with students, and enroll any off-track senior in courses needed to meet graduation requirement.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

Frequent monitoring the 2017 Cohort report to identify needs and implement early interventions. (Administration, School Counselors, DMT, MTSS)

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

Ensure all students withdrawn are accounted for while assigning correct and good withdraw codes to these

students to ensure accuracy of our denominator to precisely track our graduation rate.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

Align a mentor to off-track seniors.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

Continue the on-track recognition program: senior t-shirt, senior activity raffle, drama presentation (list not exclusive).

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

#8. Other specifically relating to College and Career Readiness

Area of Focus Description and Rationale:	All Countryside High School graduating seniors need to be prepared for life in either a job, post-secondary institution, or any other contributing position to society.
Measureable Outcome:	All Countryside High School seniors in the 2017 cohort will have one industry certification upon graduation or one college or post secondary course completed by June 2021.
Person responsible for monitoring outcome:	Brad Bernstein (bernsteinb@pcsb.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Continued monitoring (weekly) of the cohort report 2. Consistent feedback from instructors, students, and parents regarding progression for each student. 3. Intentional scheduling second semester to ensure all seniors are on track.
Rationale for Evidence-based Strategy:	All students need to be prepared in the post-secondary setting. This includes experiencing one facet of adult life (college / certification) to make themselves more marketable.

Action Steps to Implement

1. Continued monitoring (weekly) of the cohort report by the counseling team and leadership team.
2. Consistent feedback from instructors, students, and parents regarding progression for each student.
3. Intentional scheduling second semester to ensure all seniors are on track to graduate.
4. Ensure each senior has completed a college or secondary credit prior to graduation.

Person Responsible [no one identified]

#9. Other specifically relating to Bridging the Achievement Gap for Black Learners

Area of Focus Description and Rationale: Increasing black student achievement in learning gains, graduation rate and acceleration is a key component of our district strategic plan and Countryside High School's success plan.

Measureable Outcome: To increase the graduation rate of black students to 98%; increase the accelerated curricula rate of black students to 100%; to ensure all black students have increased learning gains in 2021.

Person responsible for monitoring outcome: Taylor Henderson (hendersont@pcsb.org)

Evidence-based Strategy: Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.

Rationale for Evidence-based Strategy: The most important part of increasing any students achievement is to create relationships with the students. Positive and impact-full relationships must be forged with our students for the student to have a level of trust with the staff. Teachers must be able to understand the culture of their students and some of the many outside influences that can have an impact on the students educational day. The teachers and staff must be culturally aware and utilize strategies in the classroom that will better meet the needs of our learners. These strategies however must be utilized in conjunction with the teacher/staff building that positive relationship with the students. The teacher will be able to learn much more about the student and their needs in order to better accommodate their learning and social needs.

Action Steps to Implement

1. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students.
2. Implement culturally relevant instructional practices in classrooms such as cooperative
3. Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate.
4. Identify and provide additional culturally relevant books, resources and technology
5. Implement effective intervention strategies based on the close monitoring of students with personalized learning plans
6. Identify the root cause for academic inadequacies and provide the appropriate intervention; this may include mentoring.
7. Ensure equity by providing on-site, college readiness testing in every high school.
8. Ensure that all black students who show potential to succeed in an AP or Dual Enrollment course -

AVID.

9. Ensure school wide equitable grading practices are being implemented by providing equitable grading

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

#10. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus
Description and Rationale: Our Cougar ROAR (responsible, organized, accepting, and respectful) program will continue to provide meaningful character education lessons and positive incentives to our students and staff.

Measureable Outcome: Disciplinary infractions will decrease in 2021 from 2021 as a result of our ROAR program.

Person responsible for monitoring outcome: Lonnette Alexander (alexanderlo@pcsb.org)

Evidence-based Strategy: Positive behavior supports include various areas of focus including attendance, turnaround student, Cougar of the Month recognition, C-side Bucks, and academic celebrations.

Rationale for Evidence-based Strategy: Positive behavior supports and school-wide reminders, resources, and incentives can drastically change the culture of a campus. Countryside High School will implement a variety of practices to support student positive behavior including television announcements and ads featuring the character trait of the month, highlighting staff members who have exemplified the character trait. Incentives for weekly perfect attendance will be distributed at the end of the day lunch. Pre-game carnivals and events will be invitation only based upon faculty and staff feedback to a select group of candidates. Our PBIS committee will meet each month to monitor discipline data and the effectiveness of the PBIS plan.

Action Steps to Implement

1. Establish a weekly attendance incentive for good attendance.
2. Continue to promote the ROAR program school-wide through signage and announcements, website, Facebook
3. Establish a rebirth of the C-side Bucks program first semester.
4. Utilize the PBIS Benchmarks Of Quality and Tiered Fidelity Inventory-Restorative Practices (TFI-RP) data to further develop a plan of action to improve in this goal area.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

#11. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Ensure there is a clear and explicit alignment with the decision making, strategies, interventions and conditions for learning related to climate and culture, academic and behavioral competencies, and staff behavior to support and encourage academic excellence and equity for all.

Measureable Outcome:

1. Increased score on the PCS Classroom PBIS & Restorative Practices Assessment
2. Increased scores on the AVID CRT Assessment
3. Improved systems, data usage and practices as determined by survey results (Climate Survey & School-based survey)

Person responsible for monitoring outcome: Lonnette Alexander (alexanderlo@pcsb.org)

Evidence-based Strategy:

1. AVID strategies implemented quarterly (1) at faculty meeting; administration observation walk feedback.
2. Equitable practices & interventions discussed at monthly PLCs and administrative observation walk feedback provided to staff regarding student progression.
3. Culturally responsive behavior and supports will be evident in all classrooms. Administrative feedback to instructors regarding implementation.

Rationale for Evidence-based Strategy: Evidenced-based strategies and interventions are proven to be transferable to other school settings when the conditions for learning are effective and efficient.

Action Steps to Implement

1. School wide training in cultural responsive and equitable practices (monthly)
2. Continue to implement a modified ROAR program (August 2020)
3. SBLT will monitor and modify as needed selected evidence-based strategies and interventions (weekly)
4. Create a school wide survey to assess the culture of the school for all stakeholders (January 2021)

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

#12. Culture & Environment specifically relating to Student Attendance**Area of Focus**

Description and Rationale: Student attendance has a direct link to student overall success.

Measureable Outcome: Our schools' ADA will be over 95%.

Person responsible for monitoring outcome: Taylor Henderson (henderson@pcsb.org)

Evidence-based Strategy: Positive behavior supports, equitable grading practices, personalized learning, creative schedule programming, and positive relationships will all assist in keeping our student attendance rate high.

Rationale for Evidence-based Strategy: All students deserve an educational environment that is inviting and that they are yearning to attend. We will strive at Countryside High School to monitor our student attendance using student data. This data will allow our SBLT and MTSS to identify and support students and families who are struggling with attendance.

Action Steps to Implement

1. Utilize Focus and attendance reports to identify student attendance deficiencies.
2. MTSS and SBLT will provide incentives for perfect attendance; incentives for improved attendance; and for attendance weekly to students. (August 2020)
3. MTSS will Tier 2 and Tier 3 interventions as to assist all students in maintaining good attendance.

Person Responsible: Lonnette Alexander (alexanderlo@pcsb.org)

#13. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Students whose parents are involved in the school tend to succeed at a higher rate than those without parental support.

Measureable Outcome: The attendance at PTSA and our SAC meetings will increase in 2020-2021 over the previous year. PTSA membership will increase.

Person responsible for monitoring outcome: Taylor Henderson (henderson@pcsb.org)

Evidence-based Strategy: Increased parental support and parent coaching programs can be a great asset to any school.

Rationale for Evidence-based Strategy: Mr. Pate, SAC Chair, and Mr. Henderson will actively recruit for SAC membership. Cynthia Ramos-Gonzalez will be responsible for increasing the number of students, staff members, and parents involved in PTSA.

Action Steps to Implement

No action steps were entered for this area of focus

#14. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	The overall health of a school involves the well-being of all stakeholders and is a critical element to the overall success of a school. Sick days for both staff and students are indicating factors in creating a health plan.
Measureable Outcome:	Student "sick day" absences will decrease in 2020-2021. Teacher "sick day" absences will decrease in 2020-2021.
Person responsible for monitoring outcome:	Lonnette Alexander (alexanderlo@pcsb.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. The wellness plan and monthly staff fitness competitions will be monitored by L. Alexander and A. Steers. 2. Wellness challenges will be provided monthly to ensure all staff members are provided a "competition" for a healthy lifestyle. 3. Nutritional information will be shared by the wellness coordinator weekly. 4. Food service will be consulted regarding healthy options for serving both staff and students "grab and go"-style cuisine.
Rationale for Evidence-based Strategy:	The COVID crisis will require us all to be as healthy as we can so that we can better work as a unit.

Action Steps to Implement

1. Establish a weekly health-related correspondence to all staff members.
2. Have health competitions first semester and three second semester.
3. Have two guest speakers to present to staff regarding healthy lifestyle choices.

Person Responsible Lonnette Alexander (alexanderlo@pcsb.org)

#15. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Family engagement is essential for supporting the success of all students. When the focus is on building trusting relationships and connecting family engagement to student learning, and when it builds the capacity of educators and families to work together, family engagement can lead to a school-family partnership that can positively impact student outcomes and close achievement gaps.

1) Linked to learning events by specific content area will increase student achievement by 10%.

2) The family/student satisfaction evaluation increases from the beginning of the year to the end of the year by 10%

3) Attendance at schoolwide linked to learning events will increase by 10%

Measureable Outcome: 4) Attendance by sub-group at schoolwide linked to learning events will increase by 10% (ESSA)

5) Per the Bridge the Gap plan, the number of family engagement events that are relational, interactive and collaborative will increase by 10%.

6) Results on the AdvancED survey show the number of students matched with a mentor/ caring adult increase by 10%.

7) Community participation in schoolwide decision making (SAC, PTA, SBLT) will increase by 10%

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: See sample strategies below.

Rationale for Evidence-based Strategy: Families will feel confident talking with teachers and administrators and will advocate for all students; teachers will reach out to every family and will be comfortable working as partners; administrators will provide leadership and support for family engagement and will assure families are partners in supporting student achievement; students will know their families are welcome and will feel their heritage and their families respected at school; staff will know they are valued by school administration for their role in engaging families and will take initiative to welcome families; and the greater community will feel they are an integral part of the school family/community.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Mr. Henderson, Principal, will hold at least ten community forums throughout the 2020-2021 school year.

The SAC and PTSA will be active with a minimum of five events during the year that are centered around community building on campus (virtual or otherwise).

The administration will facilitate two surveys annually to all stakeholders regarding the implementation of processes.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
7	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
8	III.A.	Areas of Focus: Other: College and Career Readiness	\$0.00
9	III.A.	Areas of Focus: Other: Bridging the Achievement Gap for Black Learners	\$0.00
10	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00

11	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
12	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
13	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
14	III.A.	Areas of Focus: Other: Healthy Schools	\$0.00
15	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
Total:			\$0.00