

Pinellas County Schools

COUNTRYSIDE HIGH SCHOOL



2026-27 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

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)

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

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

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% student success

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

Whole school operations and management. Responsible for United States History end of course exams and instructional practice.

Leadership Team Member #2

Employee's Name

Robert Murphy

muprhyr@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Mathematics Algebra and Geometry and ESE

Leadership Team Member #3**Employee's Name**

Erin Overall

overall@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Science end of course examinations and instructional practice.

Leadership Team Member #4**Employee's Name**

Cynthia Ramos-Gonzalez

ramos-gonzalez@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

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.

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)).

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

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22: C

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 (2026-27)

Using 2025-26 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	284	319	301	305	1,209
Absent 10% or more school days	65	82	91	89	327
One or more suspensions	35	31	19	12	97
Course failure in English Language Arts (ELA)	5	23	24	28	80
Course failure in Math	5	17	26	32	80
Level 1 on statewide ELA assessment	40	46	32	0	118
Level 1 on statewide Algebra assessment	31	18	33	29	111

Current Year (2026-27)

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	29	42	47	40	158

Prior Year (2025-26) 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					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

Prior Year (2025-26) 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					0

Prior Year (2025-26) 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					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	64	62	61	62	59	53	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	57	59	59	60	58	58	58	57	57
ELA Lowest 25th Percentile	52	55	55	55	54	56	64	55	55
Math Achievement*	48	54	52	35	46	49	40	42	45
Math Learning Gains	46	49	45	47	45	47	45	46	47
Math Lowest 25th Percentile	46	44	44	57	43	49	43	41	49
Science Achievement	83	77	74	69	73	72	55	64	68
Social Studies Achievement*	74	77	76	74	74	75	65	70	71
Graduation Rate	97	95	94	96	94	92	94	92	90
Middle School Acceleration									
College and Career Acceleration	77	73	74	78	69	69	67	69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	52		45	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						65%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						652
Total Components for the FPPI						10
Percent Tested						96%
Graduation Rate						97%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	63%	59%	60%	54%	50%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	47%	No		
English Language Learners	54%	No		
Asian Students	63%	No		
Black/African American Students	56%	No		
Hispanic Students	63%	No		
Multiracial Students	71%	No		
White Students	69%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	66%		57%	52%	54%	46%	46%	83%	74%		97%	77%	
Students With Disabilities	32%		52%	46%	37%	39%	24%	53%	53%		98%	35%	
English Language Learners	36%		45%	40%	37%	45%		77%	42%		99%	69%	
Asian Students	70%				55%								
Black/African American Students	59%		54%	56%	50%	44%	17%	65%	59%		95%	56%	
Hispanic Students	55%		55%	44%	55%	45%	56%	81%	63%		99%	72%	
Multiracial Students	77%		62%		52%	60%			75%		100%	70%	
White Students	72%		59%	58%	54%	46%	49%	85%	82%		96%	84%	
Economically Disadvantaged Students	55%		52%	53%	45%	39%	40%	76%	71%		94%	75%	
10/2026													

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%	

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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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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	67%	63%	4%	60%	7%
ELA	10	65%	62%	3%	61%	4%
Biology	9	90%	82%	8%	87%	3%
Biology	10	56%	49%	7%	60%	-4%
Algebra	9	53%	44%	9%	41%	12%
Algebra	10	40%	29%	11%	31%	9%
Geometry	9	63%	74%	-11%	75%	-12%
Geometry	10	45%	46%	-1%	40%	5%
Geometry	11	20%	24%	-4%	26%	-6%
History	11	75%	72%	3%	75%	0%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

Our math data observed the most improvement in 2025-26 as they increased overall achievement by over 20%. This data reflects that collaboration among math teams (Algebra and Geometry), weekly monitoring of best practices and discussion between common instructors, and alignment with district resources.

Lowest Performance

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

Although mathematics observed great growth in 2025-2026, the component still shows the overall lowest performance. Trend data does indicate that this component greatly increased this year, but it still remains as the lowest performing area of focus.

Greatest Decline

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

Our United States component decreased by 1% in proficiency, which represented the greatest decline in our measured areas. This was attributed to student attendance and performance on the EOC.

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.

Geometry (9th grade) continued to have the greatest gap when compared to the state average. Our overall Algebra proficiency was 46% and the state reported at 52%.

EWS Areas of Concern

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

Absenteeism among all grade levels continues to be a concern. The percentage for each grade level increases as the students increase in grade level.

Highest Priorities

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

1. Increasing mathematics achievement.
2. Increase the percentage of stuents in math and ELA making learning gains.
3. Increasing the percentage of students in our L25 making learning gains in math and ELA.

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 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 a primary area of focus for our school. Math is the lowest performing subject in the school with a 48% proficiency. Our Algebra 1 Proficiency is 47% and Geometry Proficiency is 48%.

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 a 55% proficiency for Algebra and a 60% for Geometry as reported by the 2026-2027. Algebra was at 47% proficiency; Geometry was at 48 for the 25-26 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 identified on common assessments. Data will be reviewed after each assessment to determine strengths and areas for growth and support. This data, in addition to digital platforms such as EDIA, will be utilized to spiral review 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.

Teachers will also attend district provided professional development opportunities to provide better understanding of the district resources and course benchmarks

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.

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

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.

Action Step #2

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:

Bi-Weekly PLCs

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 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.

Area of Focus #2

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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 United States history results from the 2025-2026 FSA US History EOC indicated that only 75% of our students demonstrated proficiency on the assessment of standards.

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 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.

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 will consistently implement instructional practices that promote cognitive engagement, writing to learn, formative assessment, close reading, and academic discourse (5 Essentials of Effective Instruction).

Rationale:

Classroom artifacts will be observed to identify the use of the 5 Essentials of Effective instruction by the observing administrator (Henderson)

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will intentionally spiral previously learned content through structured routines and instructional practices to ensure sustained access, retrieval, and application of critical content over time.

Rationale:

PLCs will identify previously missed or low performing unit/cycle standards to identify areas of content review. Teachers will use systems and activities (Doc-A-Day, Themes Through Time) to target assessment questions.

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

No

Description of Intervention #3:

Teachers will continuously utilize student benchmark data to monitor student progress, provide feedback, and develop review and remediation plans to increase proficiency.

Rationale:

All available data will be used during PLCs to identify students not meeting proficiency and students who regress from Cycle 1 to Cycle 2 in performance data.

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:

Teachers model historical thinking and reasoning skills that students must apply to need-to-know content identified in the course curriculum. The impact of this action step will be seen in artifacts including DBQs, Benchmark Trackers, Protocol for Historical Connections, and academic discourse.

Action Step #2

Utilizing Doc-A Day, Attacking the Question, and Quick Docs Stimuli

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:

Classroom artifacts observed weekly include the Doc-A-Day Protocol, the Attacking the Question Protocol, and the Quick Docs stimuli.

Action Step #3

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

By When/Frequency:

Monthly

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 #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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 Math Learning gains dropped in the 25-26 school year when compared to the 24-25 school year. Math Learning Gains were 47% in the 24-25 and dropped to 46% in the 25-26 SY, a 1% decrease. The L25 Learning Gains were 57% in the 24-25 and dropped to 46% in the 25-26 SY, a decrease of 11%.

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 Math learning gains will increase to 55% in both overall learning gains and L25 learning gains. This would be a 9% increase in both categories.

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 identified on common assessments. Data will be reviewed after each assessment to determine strengths and areas for growth and support. This data, in addition to digital platforms such as EDIA, will be utilized to spiral review 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.

Teachers will also attend district provided professional development opportunities to provide better understanding of the district resources and course benchmarks

Person responsible for monitoring outcome

Robert Murphy

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:

Utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.

Rationale:

By identifying the needs of each student, teachers will be able to provide supports focused on the student's level.

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

Teacher and Student Data Chats

Person Monitoring:

Robert Murphy

By When/Frequency:

Quarterly

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

Math Teachers conduct frequent data chats with students using the benchmark tracking document to offer support for student achievement and individualized goalsetting.

Action Step #2

Identify critical content from the standards/benchmarks in alignment with district resources.

Person Monitoring:

By When/Frequency:

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

Math Teachers & students use a benchmark data tracking document based on progress monitoring assessments, which include module common assessments, cycle assessments, teacher created

formatives, and district created formative assessments.

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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.

Countryside High School's current level of performance is 83% proficient as evidenced by the results of the 2025-2026 Biology EOC. This is two years of significant increase as previously, 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.

We expect our performance to be 90% proficient on the Bio EOC assessment data by May 2027.

Monitoring

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

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

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.

Teachers will lead with the lab to anchor the learning.

Teachers will use a common board configuration in the classroom using school-wide common academic language.

Action Step #3

Administrative and Guidance Counseling Post Cycle Assessments

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:

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.

Area of Focus #5

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.

67% of our 9th grade learners and 65% of our 10th grade learners demonstrated proficiency on the progress monitoring assessment in 25-26. Our overall achievement for our 9th and 10th graders on PM 3 was 66%. This was demonstrated by the final Progress Monitoring 3 assesment 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 72% proficient for both the 9th and 10th grades as reported by the Progress Monitoring 3 assessment in 2026-2027. A measurable outcome we will improve upon are Learning Gains. 57% of 9th and 10th graders earned Learning Gains in English Language Arts for the 25-26 school year. CHS will be at 65% English Language Arts Learning Gains by Progress Monitoring 3 in 26-27.

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 by common assessments, data chats in PLCs, and in-house or district interventions. In additon, we will continue with weekly administrative team walk throughs as well as daily walk throughs by Mrs. Ramos-Gonzalez.

Person responsible for monitoring outcome

Cynthia Ramos-Gonzalez

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:

Effective Use of the Reading Comprehension Protocol Beginning in Quarter 1, teachers will consistently implement the Reading Comprehension Protocol as a routine instructional practice across content areas. Through explicit modeling, guided practice, and ongoing opportunities for application, students will develop familiarity and confidence with the protocol. By Quarter 4, students will demonstrate automaticity in using the Reading Comprehension Protocol independently to analyze complex texts, monitor their understanding, and strengthen comprehension across all academic disciplines.

Rationale:

Students are expected to interact with complex texts they will see on the state assessment. The goal is for students to have an independent internal dialogue between the student and the text.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

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:

Cynthia Ramos-Gonzalez

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 standard, incorporating HOT Qs and collaboration into their lessons. The focus is placing students in the productive struggle to produce student growth. In PLCs teachers will 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. The focus of the reteaching will be intentional to L25 students and what they will see in small group instruction that week.

Action Step #2

Administrators Monitoring the Use of Complex Texts and Sentence Stems

Person Monitoring:

Cynthia Ramos-Gonzalez

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.

Action Step #3

ELA Teachers Professional Development for 2026-2027

Person Monitoring:
Cynthia Ramos-Gonzalez

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 #6

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.

Our Black Student federal percentage performance is currently at 56%. This data reflects an increase of over 15% over the last 5 years.

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.

Our Black student federal percentage performance for 2026-2027 will be 70% which would demonstrate a 15% increase over last year.

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 through our monthly MTSS meetings to discuss cycle performance data, attendance data, and all other performance data that is available.

Person responsible for monitoring outcome

All Assistant Principals, School Counselors, and school social worker.

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:

Individual conferences with our Black students who are demonstrating a performance decline or are not on track in measured areas.

Rationale:

Conversations surrounding performance and attendance will occur with Black students who are demonstrating concerns will occur monthly.

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

Monthly meetings with students who are demonstrating regression or lack of proficiency on cycle assessments.

Person Monitoring:

All Assistant Principals

By When/Frequency:

Monthly

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

Assistant Principals managing each core content area will identify Black students who are below proficiency and personalized success plan to include additional tutoring, support resources, and progress monitoring.

Action Step #2**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

Area of Focus #1

Student Attendance

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.

Student attendance has a great impact on student learning across all content areas. Student attendance data indicates that 334 students in all grade levels missed 10% or more of days in 2025-2026.

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.

Student attendance data will reflect that less than 200 students will miss more than 10% of school days in 2026-2027.

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.

Student attendance data will be monitored for all grade levels bi-weekly at our MTSS and child study team meetings.

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:

Student conferences and communication with families will be expected for all students who are missing more than 10%.

Rationale:

Communication with families is essential to having students that are missing school to return on track for success.

Tier of Evidence-based Intervention:**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

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

Bi-Weekly child study and MTSS meetings.

Person Monitoring:

Robert Murphy, 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:

Each CST meeting and MTSS meeting will focus on student attendance and will identify the person responsible for communicating with students who are demonstrating poor attendance.

Action Step #2

Person Monitoring:

By When/Frequency:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 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)).

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)).

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)).

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)).

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)).

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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