

Pinellas County Schools

Clearwater High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	28
Budget to Support Goals	29

Clearwater High School

1951 GULF TO BAY BOULEVARD, Clearwater, FL 33764

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

Demographics

Principal: Eric Krause

Start Date for this Principal: 8/1/2006

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (54%) 2016-17: C (43%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	29

Clearwater High School

1951 GULF TO BAY BOULEVARD, Clearwater, FL 33764

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://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.

The mission of Clearwater High School is to build relationships with our students in a rigorous and relevant educational environment, that allows for college and career experiences, thus preparing them for post-secondary life.

Provide the school's vision statement.

100% Student Success – Clearwater High School students will graduate college and career ready.

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
Mastorides, Keith	Principal	School grade, program development, recruitment/retention of highly qualified staff members, student achievement results, community involvement, and student learning gains.
Denton , Russell	Assistant Principal	Athletics, Math & SHARE Academy

Demographic Information

Principal start date

Tuesday 8/1/2006, Eric Krause

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.*

6

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.*

12

Total number of teacher positions allocated to the school

18

Demographic Data

2020-21 Status (per MSID File)	Active
------------------------------------------	--------

School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (54%) 2016-17: C (43%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
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	408	411	420	377	1616
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	50	95	85	67	297
One or more suspensions	0	0	0	0	0	0	0	0	0	0	33	37	23	24	117
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	64	54	25	3	146
Course failure in Math	0	0	0	0	0	0	0	0	0	0	56	71	34	1	162
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	138	128	107	97	470
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	104	124	133	17	378

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	59	111	68	48	286

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	0	2	9	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	2	3	2	9

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	434	452	409	305	1600
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	8	10	5	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	33	31	13	14	91
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	167	192	173	117	649
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	168	146	117	33	464

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	241	266	228	183	918

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	15	11	18	12	56
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	4	9	7	25

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	434	452	409	305	1600
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	8	10	5	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	33	31	13	14	91
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	167	192	173	117	649
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	168	146	117	33	464

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	241	266	228	183	918

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	15	11	18	12	56
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	4	9	7	25

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	44%	56%	56%	30%	49%	53%
ELA Learning Gains	51%	51%	51%	36%	48%	49%
ELA Lowest 25th Percentile	41%	43%	42%	31%	41%	41%
Math Achievement	37%	45%	51%	31%	46%	49%
Math Learning Gains	39%	44%	48%	31%	44%	44%
Math Lowest 25th Percentile	40%	41%	45%	26%	38%	39%
Science Achievement	57%	64%	68%	44%	63%	65%
Social Studies Achievement	54%	71%	73%	61%	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	43%	54%	-11%	55%	-12%
	2018	46%	53%	-7%	53%	-7%
Same Grade Comparison		-3%				
Cohort Comparison						
10	2019	42%	53%	-11%	53%	-11%
	2018	37%	54%	-17%	53%	-16%
Same Grade Comparison		5%				
Cohort Comparison		-4%				

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	55%	62%	-7%	67%	-12%
2018	54%	63%	-9%	65%	-11%
Compare		1%			

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	53%	70%	-17%	70%	-17%
2018	61%	70%	-9%	68%	-7%
Compare		-8%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	55%	-31%	61%	-37%
2018	27%	57%	-30%	62%	-35%
Compare		-3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	56%	-9%	57%	-10%
2018	44%	56%	-12%	56%	-12%
Compare		3%			

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	9	31	32	14	25	19	16	31		88	55
ELL	15	39	41	15	32	47	32	23		82	63
ASN	73	73		36	50			62		100	82
BLK	19	42	33	21	29	24	26	29		94	82
HSP	35	48	44	27	35	45	49	47		92	78
MUL	42	49		47	41		82	65		92	64
WHT	62	56	46	53	47	53	74	66		98	90
FRL	35	48	39	31	36	33	51	43		94	80

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	11	29	27	12	32	34	27	39		86	43
ELL	10	40	36	14	34	32	19	15		72	55
ASN	55	50		93	64		89	85			
BLK	19	47	47	17	35	42	30	48		88	60
HSP	37	51	36	32	37	27	47	47		86	69
MUL	39	51	27	52	50		65	74		86	67
WHT	57	60	55	50	47	52	72	74		92	76
FRL	34	48	40	33	38	38	49	54		85	65

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	3	30	35	8	26	33	25	30		89	25
ELL	4	22	25	16	24	29	20	10		62	43
ASN	38	47		50	41			92		93	69
BLK	5	28	34	8	24	25	12	27		79	27
HSP	23	29	27	29	32	30	35	50		85	39
MUL	30	38	27	30	31		57			91	50
WHT	45	44	36	39	31	19	63	75		92	59
FRL	21	34	32	25	30	27	33	46		83	38

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners 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

Asian Students	
Federal Index - Asian Students	68
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
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	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	64
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	49
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.

Our Algebra results showed the lowest performance at 33% on the EOC. Our Black, our Hispanic and ELL subgroups did not achieve as well as the white sub group. Strategies will be improved to assist our struggling subgroups.

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

Our US History results indicated that we had a (8%) decrease in performance from the previous year. Our Black, our Hispanic and ELL subgroups did not achieve as well as the white sub group. Strategies will be improved to assist all struggling subgroups. We will continue to focus on individual student accountability with more frequency than in previous years.

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

Our US History results had a 17% gap, and our Algebra results had a 15% gap when compared to the state. Our Black, our Hispanic and ELL subgroups did not achieve as well as the white sub group. Strategies need to be improved to assist our struggling subgroups.

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

Our 10th grade ELA results indicated that most improvement on the FSA Reading as compared to other data components. Our school focused on analyzing student writing and reading performance data and emphasizing specific writing and reading strategies (CECE, RAPP).

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

1. ELA - 9th and 10th grade
2. US History
3. Algebra

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

1. Increase student performance on the US History EOC.
2. Increase the percentage of students performing at high standards on the Algebra and Geometry EOC.
3. Increase the percentage of students performing at high standards on the ELA FSA(9th/10th)
4. Increase the percentage of students performing at high standards in all ESSA subgroups.
5. Continue to increase our graduation and accelerated curricula rate with our senior cohort

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The ELA component for school improvement indicates that our school has not demonstrated adequate yearly progress with all of our students. The ELA goal will be focused on increasing overall achievement in reading, writing, and critical thinking practice for our students.

Measurable Outcome: Increase 9th grade overall achievement from 43% to 53%; increase 10th grade overall achievement from 42% to 52% by May 2021 as measured by the FSA ELA assessment.

Person responsible for monitoring outcome: Russell Denton (dentonr@pcsb.org)

Evidence-based Strategy: We will utilize common planning in ELA and district staff developers will attend these meetings. Our staff will engage in site-based professional development with a focus on elaboration on content and in-text citations. We will also work to strengthen the entire staff's ability to engage students in complex tasks with a focus on incorporating ELA standards in content areas where data shows a gap between our school and the district.

Rationale for Evidence-based Strategy: Common planning and supportive professional development related to elaboration on content and AVID CRT strategies will provide support to help staff identify critical content from the state standards and better utilize district resources. Students to work on standards where cycle assessments show gaps between our school data and district data for all students.

Action Steps to Implement

1. Teachers will attend Core Connections training, and Building Assessments in Performance Matters (offered through DWT). Administrators will monitor for implementation of exemplar lessons and best practices. Observed students deficits in writing will be addressed.
2. Leadership walks with ELA staff and district support will occur monthly to identify and implement best practices.
3. Teachers will monitor data from common grade level assessments built in Performance Matters, to monitor for progress with the reading standards between cycle assessments. Administrators will monitor for use and provide feedback. Students will track their progress with reading standards routinely. Teachers will have more frequent on-demand formative checks for progress beyond the cycle assessments.
6. Teachers will plan in PLC groups for students to engage in complex tasks that are aligned to the content standards.
7. Teachers will conduct quarterly SAT practices, ACT/SAT week-long modules, and utilize SATpractice.org. Administrators will monitor and provide feedback.

Person Responsible: Russell Denton (dentonr@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The Algebra and Geometry component for school improvement indicates that our school has not demonstrated adequate yearly progress with all of our students. The Algebra and Geometry goal will be focused on making improvements in proficiency for all first time test takers.

Measurable Outcome: Increase the percentage of students meeting high standards on the Algebra and Geometry EOCs from 37% to 40% by May 2021 as measured by the Algebra and Geometry assessment.

Person responsible for monitoring outcome: Russell Denton (dentonr@pcsb.org)

Evidence-based Strategy: Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks. 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.

Rationale for Evidence-based Strategy: We will utilize these evidence-based strategies to align with state standards, challenge our students with complex tasks, and utilize data to modify instruction to meet the needs of all students.

Action Steps to Implement

1. Teachers engage in professional learning around instructional shifts, course standards, state assessments and tracking student data based on the instructional needs identified through progress monitoring assessments.
2. Along with Algebra and Geometry teachers, all math teachers will intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards and regularly incorporate AVID's WICOR strategies and implement SAT/ACT practice problems and learning support strategies.
3. Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content.
4. The administration will conduct leadership walks with the math staff to provide constructive feedback.
5. Learning strategies classrooms will utilize SIM strategies to assist ESE students in attaining proficiency in Algebra and Geometry.

Person Responsible Keith Mastorides (mastoridesk@pcsb.org)

#3. Instructional Practice specifically relating to Math**Area of****Focus****Description and****Rationale:**

Our Algebra and Geometry EOC performance results indicate that we only have 39% of our students making learning gains.

Measurable Outcome:

Increase the percentage of students making learning gains on the Algebra and Geometry EOC to 42% by May 2021 as measured by the Algebra and Geometry EOC assessment.

Person responsible for monitoring outcome:

Russell Denton (dentonr@pcsb.org)

Evidence-based Strategy:

Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks. 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.

Rationale for Evidence-based Strategy:

Our staff will identify critical content from the Geometry state standards and will align them with provided district resources to engage our students in highly complex tasks. Our staff will also engage in professional development and PLCs that focus on student data to identify specific needs for each student.

Action Steps to Implement

1. Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content.
2. Along with Algebra and Geometry teachers, all math teachers will intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards and regularly incorporate AVID's WICOR strategies and implement SAT/ACT practice problems and learning support strategies.
3. Teachers engage in professional learning around instructional shifts, course standards, state assessments and tracking student data based on the instructional needs identified through progress monitoring assessments.
4. Learning strategies classrooms will utilize SIM strategies to assist ESE students in making learning gains in Algebra and Geometry.

Person Responsible

Keith Mastorides (mastoridesk@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale:**

Our US History EOC results indicate that we only had 53% of our students meeting high standards on the US History EOC.

Measurable Outcome: Increase the percentage of students meeting high standards in US History to 70% by May 31, 2021 as measured by the US History EOC

Person responsible for monitoring outcome:

Russell Denton (dentonr@pcsb.org)

Evidence-based Strategy:

Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions to help students elaborate on content. 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.

Rationale for Evidence-based Strategy:

Our US History results indicate that we are currently performing below our school district and state. We will utilize complex assignments and projects to assist our students in better elaborating on content. We will also engage our teachers in strategic conversations with students and parents regarding performance data throughout the year. We will strive to meet the needs of each student through the strategic use of student performance data on cycle assessments.

Action Steps to Implement

1. Social studies teachers will continue to utilize Document Based Question (DBQ) Project materials, deep-dive documents, and SHEG lessons to focus on primary and secondary source material and their ability to elaborate on content.
2. Teachers include AVID strategies into daily lesson plans that support students at all levels. (See AVID in Social Studies instructional strategies matrix for specific recommendations on strategies to implement)
3. Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting with remediation recommended and offered in class or through ELP for each student in their area(s) of need.
4. US History teachers will meet regularly in PLCs and with the district staff developer to focus on the elaboration of content and ability to analyze source documents.

Person Responsible

Russell Denton (dentonr@pcsb.org)

#5. Instructional Practice specifically relating to Science**Area of****Focus****Description
and****Rationale:**

Our Biology EOC data indicates that only 57% of our test takers achieved proficiency on the Biology EOC.

**Measurable
Outcome:**

We will increase our Biology EOC test results to reflect that 65% of our students will achieve proficiency on the 2020-2021 Biology EOC.

**Person
responsible
for
monitoring
outcome:**

Keith Mastorides (mastoridesk@pcsb.org)

**Evidence-
based
Strategy:**

Strengthen staff ability to engage students in cognitively complex tasks related to rigorous standards based content. Strengthen staff practice of gradually releasing the responsibility of learning. 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.

**Rationale
for
Evidence-
based
Strategy:**

Our staff will engage their students in complex tasks that will enable them to elaborate on course content providing evidence of level 3/4 DOK. Data will be utilized using both informal and formal (cycle assessments) to identify deficiencies to meet the needs of each student.

Action Steps to Implement

1. Teachers intentionally plan in Professional PLC groups for students to engage in complex tasks that are aligned to appropriate rigorous science standards and incorporate AVID's focused note-taking strategy.
2. Teachers use district resources (standards-based rotations/HSSC) to reteach lowest five standards indicated in cycle assessment data.
3. Teachers conduct quarterly data chats with students to offer support for student achievement and individualized goal-setting based on cycle assessment data. Data chats will be used to give feedback and set goals with students and connect them to ELP or HSSC resources.
4. The administration will engage the staff in leadership walks to allow instructors to view and reflect on the level of rigor and the effective implementation of complex tasks related to standards.
5. Teachers regularly utilize common assessment questions to gauge student progress toward mastery of the course content. Data from common assessment questions will be discussed at PLCs (weekly).

**Person
Responsible**

Keith Mastorides (mastoridesk@pcsb.org)

#6. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Data indicates that our ELL students performed at 15% meeting high standards in ELA and 15% meeting high standards in Mathematics.

Measurable Outcome: Our ELL students will demonstrate 20% meeting high standards in ELA by May 2021, as measured by the ELA FSA, and 20% meeting high standards in Mathematics by May 2021, as measured by the Alg. 1/Geo EOC's.

Person responsible for monitoring outcome: Russell Denton (dentonr@pcsb.org)

Evidence-based Strategy: Strengthen school processes for engaging ELL students and families through meaningful communication regarding student performance data. Teachers will attend equity-based or AVID CRT training with a focus on equitable teaching and grading practices.

Rationale for Evidence-based Strategy: Engaging our families in meaningful discussions with the school will assist each ELL student in making progress on the ELA FSA, and Math EOCs.

Action Steps to Implement

1. Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.
2. Plan for meaningful engagement in and track enrichment interventions/opportunities for ELLs.
3. Create a schedule for the ESOL Bilingual Assistants that directly supports standards-based instruction for ELLs.
4. Offer/suggest AVID CRT or equity-based school-based and district-based training for teachers
5. Monitor fidelity of implementation of the EL Grading Policy school-wide by utilizing the grading reports and follow up with individual teachers for each course failure for LY students.
6. Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency school-wide.
7. Implement the ELL grading policy school wide.

Person Responsible Russell Denton (dentonr@pcsb.org)

#7. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: Our current level of performance is 93.5% (up from 91% in 2018-19), as measured by the FLDOE end-of-year graduation file. We expect our performance level to be 97.5% by May of 2021. The problem/gap is occurring because 6.5% of the graduating classes missed one or more requirements (credits, GPA, state assessments) for needed for graduation. If we develop a learner profile and personalized learning plan for all African-American students who are not-on-track to graduate, the gap would close by 4% or more.

Measurable Outcome: The percent of black students graduating from high school with their cohort will increase from 93.5% to 97.5%, as measured by FLDOE end of year graduation file.

Person responsible for monitoring outcome: Keith Mastorides (mastoridesk@pcsb.org)

Evidence-based Strategy: Develop learner profile and personalized learning plan for all African-American students who are not on-track to graduate. Set up parent conferences with all African-American students who are not-on-track to graduate to review personalized learning plans. Ensure equitable representation of black learners in school awards/recognition ceremonies. Teachers will attend equity-based or AVID CRT training with a focus on equitable teaching and grading practices.

Rationale for Evidence-based Strategy: Personalized learning pathways are able to tailor specific goals and strategies to students based on their needs and allow for the highest level of achievement. Training would allow teachers the opportunity to develop lessons and assessments that meet the individualized needs of all students.

Action Steps to Implement

1. Identify at-risk African-American students
2. Develop a personalized plan for each student to ensure they have greatest opportunity to graduate on time
3. Offer/suggest AVID CRT or equity-based school-based and district-based training for teachers
4. Review awards/recognitions to ensure equitable representation

Person Responsible Keith Mastorides (mastoridesk@pcsb.org)

#8. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE).
Measurable Outcome:	Each annual cohort of ESE students would have decreased their percentage of students in self-contained ELA and Math classes from the previous year.
Person responsible for monitoring outcome:	Russell Denton (dentonr@pcsb.org)
Evidence-based Strategy:	The ESE team and support facilitators will monitor and review progress on a regular schedule and make adjustments necessary and appropriate to student needs. Teachers will attend equity-based or AVID CRT training with a focus on equitable teaching and grading practices.
Rationale for Evidence-based Strategy:	Input from parents, ESE leadership, the case manager, and teachers, should allow for proper placement and ensure each student is receiving all of the support necessary in the least restrictive environment possible.

Action Steps to Implement

1. Utilize students' IEP teams and related service providers to collaborate with general education staff across settings to ensure students receive appropriate data-driven accommodations.
2. Provide students with opportunities to work diligently to promote their independence by gradually reducing supports so that students no longer rely on them, or become self-sufficient in replicating them.
3. Offer/suggest AVID CRT or equity-based school-based and district-based training for teachers
4. Collect data and monitor progress towards IEP goals and objectives on a regular basis and make data-driven adjustments to accommodations.
5. Support facilitation teachers will collaborate with content teachers on supporting ESE students with standards based instruction.

Person Responsible Russell Denton (dentonr@pcsb.org)

#9. Other specifically relating to Graduation, College and Career Readiness

Area of Focus Description and Rationale: Ensure school has systems of support for meeting state graduation standards for all students and that each student has an opportunity to earn an industry certification or college credit. Last year our graduation rate was 96%, and our accelerated curriculum rate was 85% for all graduates.

Measurable Outcome: Increase the accelerated curriculum rate for graduates to 90%.

Person responsible for monitoring outcome: Keith Mastorides (mastoridesk@pcsb.org)

Evidence-based Strategy: The wall-to-wall academy model allows for all students to have voice and choice, and presents each students with personalized opportunities to take rigorous coursework tailored to their passions, or achieve industry certifications in any area where they show an interest.

Rationale for Evidence-based Strategy: Students achieve at higher levels when their coursework is not only appropriate in its level of rigor, but also is relevant to them. By utilizing the academy model, students will engage in rigorous tasks that suit their interests providing for personalized learning opportunities and student success.

Action Steps to Implement

1. Continue the established expectation that all students are presented an opportunity to earn at least one industry certification or have access to an appropriate college-level course.
2. Target rising eligible juniors not otherwise engaged in college level courses to take SLS 1101 The College Experience and to ensure seniors with a GPA of at least 2.0 who have not completed an acceleration option take the SLS 1101 course in the fall of their senior year.
3. Connect with Pinellas Technical College staff about additional opportunities for students
4. Communicate career/dual-enrollment opportunities with all freshmen and sophomore students during grade level meetings and counselor conferences.

Person Responsible Keith Mastorides (mastoridesk@pcsb.org)

#10. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our student attendance rate last year was 94.4%. Students in attending class regularly have a greater opportunity to perform higher on summative assessments like the FSA and EOCs. An increase in attendance should provide an increase in student achievement and strengthen the culture and climate of the school.

Measurable Outcome: We hope to have an attendance rate of 96.4% during the 2020-21 school year.

Person responsible for monitoring outcome: Russell Denton (dentonr@pcsb.org)

Evidence-based Strategy: We will engage our students and families in informational nights, orientations, and meetings (all virtually if need be) to stress the importance of daily attendance. CST will continue to monitor and adjust based on data and feedback from key stakeholders.

Rationale for Evidence-based Strategy: Student attendance is critical to student success.

Action Steps to Implement

1. CST will plan and implement strategies to best connect with families and monitor any needs that become apparent in various subgroups or on individual levels and respond appropriately.
2. New student orientation information on attendance and the importance of student attendance will be stressed.
3. We will implement the Check and Connect training with all of our new teachers to assist our struggling students.

Person Responsible: Russell Denton (dentonr@pcsb.org)

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

Area of Focus Description and Rationale: Address student and family engagement for the adoption of equitable practices (equitable voice)

Measurable Outcome: Over 50% of CHS teachers will attend and complete either AVID CRT specific or more general equity-based PD. The number of student ambassadors will increase beyond 27 (# from 2019-20 school year).

Person responsible for monitoring outcome: Keith Mastorides (mastoridesk@pcsb.org)

Evidence-based Strategy: Professional development around equity. Engaging student/family stakeholders to increase their voice and choice.

Rationale for Evidence-based Strategy: These strategies were selected utilizing the REAP protocol and in conjunction with the Professional Development Specialist in Equity.

Action Steps to Implement

1. Utilize PLP to bridge gaps with African-American students on an individualized basis
2. Continue our CHS Freedom Ambassador program to educate and empower students with regards to equity, diversity and unity and grow the program to include a greater number of students than last year
3. Continue our Summer Athletic Leadership Seminar to increase student leadership on campus and grow the program to include a greater number of students than last year
4. Focused PD - all teachers will be requested to take either an AVID CRT or Equity based training in conjunction with their DPP - PLN information will be sent for various courses in pre-school and administrators will monitor throughout the year.

Person Responsible Keith Mastorides (mastoridesk@pcsb.org)

#12. Other specifically relating to School Climate/Conditions for Learning

Area of Focus
Description and Rationale: Increased consistency between classroom and school wide systems to create equitable student outcomes, specifically related to reducing the risk-ratio of African-American students receiving discipline referrals.

Measurable Outcome: CHS will reduce the ODR risk-ratio for African-American students below 2.0 and attempt to move from a Bronze level school to a Silver level FLPBIS Model School during the 2020-21 school year.

Person responsible for monitoring outcome: Keith Mastorides (mastoridesk@pcsb.org)

Evidence-based Strategy: Classroom Procedures are implemented within classrooms and are consistent with school-wide systems to demonstrate equitable student outcomes. FLPBIS based professional development during faculty meetings, PLC's, and in-service training days. CAT and the PBIS walk-through tool will be utilized to monitor implementation of consistent systems and protocols.

Rationale for Evidence-based Strategy: If implementation of award criteria is combined with focused professional development and monitored frequently model school status should be achieved. Having classroom systems aligned to school wide systems eliminates the subjectivity in the application of discipline and consequences.

Action Steps to Implement

1. Master Discipline plan reviewed and modified by SBLT to ensure equity and consistency
2. PBIS classroom and common area signage is posted across campus and has similar and consistent language
3. All teachers will be asked (across a common period) to create and offer a mini-lesson in CHS specific PBIS and Restorative Practices during the first two weeks of school which highlights a hierarchy of consequences/interventions.
4. School-wide expectations will be presented via a student-led, project-based learning initiative.
5. CAT will be utilized to monitor increase in immediate and specific praise and the distribution of Tornado Tickets to acknowledge students demonstrating adherence to classroom rules and routines.

Person Responsible Keith Mastorides (mastoridesk@pcsb.org)

#13. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Approach family engagement efforts as a key strategy use to improve student achievement and student learning.

Measurable Outcome: We desire to achieve the 5 Star School Award for our work with parents, families, and the community and increase our involvement in PTA and SAC for the 2020-21 school year.

Person responsible for monitoring outcome: Russell Denton (dentonr@pcsb.org)

Evidence-based Strategy: Increase SAC/PTA membership, create a digital engagement portal for parents, and pursue 5 Star School Award.

Rationale for Evidence-based Strategy: Family and community participation is likely to increase if those stakeholders feel they have a voice in school processes.

Action Steps to Implement

1. Continue to utilize Peachjar, Facebook, and school messenger system to communicate critical information related to learning and student achievement.
2. Link key information/resources (webinars/trainings) for parents and community members to our website.
3. Suggest/provide data-driven professional development to staff related to family/community engagement based on feedback from back to school night, and accreditation surveys.
4. Continue to meet quarterly with school advisory boards for each academy to increase community engagement and volunteer support.

Person Responsible Keith Mastorides (mastoridesk@pcsb.org)

Additional Schoolwide Improvement Priorities

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

The CHS SBLT along with PTA, SAC, the Clearwater Achievement Council, community partners, and district leaders will continue to meet regularly and discuss gaps in data or areas of need and collaborate on research-based and data-driven solutions.

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.

The school based leadership team (SBLT) will continue to meet regularly to consider, workshop, and implement feedback received from a variety of stakeholders. Specific stakeholder groups which meet regularly and may provide input regarding the mission, vision, values, goals, and strategies to move CHS forward include: SAC, PTA, Clearwater Achievement Council, Academy Advisory Boards, various OSOs, and other community organizations and partners. The goal being to maintain our 5-Star Community Award Status and develop even stronger ties to our stakeholders and the community in support of student achievement for all students.

All of the organizations listed above will meet (at a minimum) monthly. They will keep meeting minutes which they will refer to the SBLT for consideration and reflection. Feedback, action, and any changes implemented will occur as needed in any areas in a timely fashion appropriate to the area in question. Communication via the website, marquee, phone calls, social media (Facebook), and Peachjar will continue to engage and inform our community and various stakeholders.

Additionally, CHS will continue to develop their Civil Rights Ambassadors program, and implement their annual athletic leadership seminar with the goal of giving students more of a voice and more ownership over their learning and the school environment/culture. Students will continue to lead and teach one another in school-wide expectations, community building, and creating a positive climate on campus.

Any and all feedback and improvements will be implemented in alignment with best practices in education, and adherence to our core values and long-established culture. The motto of Tradition, Honor, and Pride in conjunction with the Rigor/Relevance framework along with community involvement continues to grow a strong and positive school culture and we will continue to develop community partnerships and grow new and lasting effective relationships.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		\$3,000.00
<i>Notes: Funds will be used for school wide literacy program incentives.</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		\$500.00
<i>Notes: Funds will be used for SAT/ACT prep problem incentives.</i>						
3	III.A.	Areas of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		\$500.00
<i>Notes: Funds will be used for Math EOC incentives.</i>						
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		\$1,000.00
<i>Notes: Funds will be used for US History EOC prep incentives.</i>						
5	III.A.	Areas of Focus: Instructional Practice: Science				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		\$1,000.00
<i>Notes: Funds will be used for Biology EOC prep incentives.</i>						
6	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		\$1,000.00
<i>Notes: Funds will be used for FSA and EOC prep incentives.</i>						
7	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
9	III.A.	Areas of Focus: Other: Graduation, College and Career Readiness				\$0.00
10	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		\$1,000.00
			<i>Notes: Funds will be used for incentives for our school wide attendance program initiatives.</i>			
11	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
12	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning				\$0.00
13	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
					Total:	\$8,000.00