Clearwater High School

2021-22 Schoolwide Improvement Plan

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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: 7/1/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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Purpose and Outline of the SIP

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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 that allow us to provide a rigorous and relevant educational experience that allows for college and career experiences, that truly prepares 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	Position Title	Job Duties and Responsibilities
Krause, Eric	Principal	School grade, program development, recruitment/retention of highly qualified staff members, student achievement results, community involvement, and student learning gains.
Chenier, Jennifer	Assistant Principal	
Denton , Russell	Assistant Principal	
Hopkins, Leslie	Assistant Principal	
Smith, Eric	Assistant Principal	

Demographic Information

Principal start date
Thursday 7/1/2021, 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.*
12

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.*
18

Total number of teacher positions allocated to the school
70

Total number of students enrolled at the school
1,671

Identify the number of instructional staff who left the school during the 2020-21 school year.
12

Identify the number of instructional staff who joined the school during the 2021-22 school year.
12

Demographic Data

Early Warning Systems

2021-22

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	445	449	397	380	1671
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	125	153	177	164	619
One or more suspensions	0	0	0	0	0	0	0	0	0	13	12	4	3	32
Course failure in ELA	0	0	0	0	0	0	0	0	0	96	69	66	4	235
Course failure in Math	0	0	0	0	0	0	0	0	0	82	62	93	12	249
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	151	163	106	113	533
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	104	124	133	361
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	19	0	0	0	19

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	9	5	5	0	19

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	10	12	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	1	1	8

Date this data was collected or last updated
Thursday 7/15/2021

2020-21 - 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	408	411	420	377	1616
Attendance below 90 percent	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	33	37	23	24	117
Course failure in ELA	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	56	71	34	1	162
Level 1 on 2019 statewide ELA assessment	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	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	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	2	9	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	3	2	9

2020-21 - 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	408	411	420	377	1616
Attendance below 90 percent	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	33	37	23	24	117
Course failure in ELA	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	56	71	34	1	162
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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	2	9	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	3	2	9

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	56%	56%	43%	56%	56%
ELA Learning Gains				51%	51%	51%	54%	53%	53%
ELA Lowest 25th Percentile				41%	43%	42%	44%	44%	44%
Math Achievement				37%	45%	51%	39%	46%	51%
Math Learning Gains				39%	44%	48%	42%	48%	48%
Math Lowest 25th Percentile				40%	41%	45%	39%	42%	45%
Science Achievement				57%	64%	68%	58%	66%	67%
Social Studies Achievement				54%	71%	73%	62%	72%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	43%	54%	-11%	55%	-12%
Cohort Comparison						
10	2021					
	2019	42%	53%	-11%	53%	-11%
Cohort Comparison		-43%				

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
2021					
2019	55%	62%	-7%	67%	-12%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	70%	-17%	70%	-17%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	24%	55%	-31%	61%	-37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	56%	-9%	57%	-10%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used to compile the data below are quarterly district developed cycle assessments and Write Score. When compiling the data, we looked at all students that were in both the green and yellow bands of each assessment.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77	67	0
	Economically Disadvantaged	71	64	0
	Students With Disabilities	40	50	0
	English Language Learners	46	60	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	70	0
	Economically Disadvantaged	76	69	0
	Students With Disabilities	45	90	0
	English Language Learners	77	67	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	94	98	93
	Economically Disadvantaged	89	85	91
	Students With Disabilities	100	100	100
	English Language Learners	58	100	75
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	57	0
	Economically Disadvantaged	47	51	0
	Students With Disabilities	34	16	0
	English Language Learners	33	39	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	33	0
	Economically Disadvantaged	36	32	0
	Students With Disabilities	24	22	0
	English Language Learners	29	23	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	60	54
	Economically Disadvantaged	47	48	50
	Students With Disabilities	32	36	37
	English Language Learners	46	55	49
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	49	0
	Economically Disadvantaged	48	48	0
	Students With Disabilities	37	40	0
	English Language Learners	23	40	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	29	40
	Economically Disadvantaged	60	33	46
	Students With Disabilities	50	0	50
	English Language Learners	58	29	50
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	66	66	72
	Economically Disadvantaged	60	61	70
	Students With Disabilities	46	41	57
	English Language Learners	59	55	66

Grade 12					
	Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
	Number/% Proficiency		Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
	Number/% Proficiency		Fall	Winter	Spring
Biology	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
	Number/% Proficiency		Fall	Winter	Spring
US History	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	11	32	38	11	32	36	16	19		91	65
ELL	7	21	18	18	31	42	27	11		99	76
ASN	75	73								100	93
BLK	18	36	32	13	27	30	28	28		94	75
HSP	28	30	20	29	35	47	45	36		99	80

2021 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 2019-20	C & C Accel 2019-20
MUL	37	33		15	24		56	43		100	84
WHT	49	47	34	41	37	46	66	72		99	90
FRL	26	32	23	23	31	35	44	34		97	82
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
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	45
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	11
Percent Tested	90%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across all tested core content areas, the data shows CHS is performing below the Federal Index of 41% with regards to students with disabilities, English language learners, and black/ African American students. Additionally, CHS is not performing at high standards in Algebra, Geometry, and Social Studies.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some contributing factors include a need for increased intensity in PLC's concerning data analysis with greater emphasis on differentiated instruction and remediation for students identified as needing improvement in the various data components.
Professional growth in Universal Design for Learning will be focused on monitoring for learning and rigor through Culturally Relevant Teaching and Equitable Grading practices with the goal of decreasing deficits while meeting the diverse needs of all students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our 10th grade ELA results indicated that most improvement on the FSA Reading as compared to other data components.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our school focused on analyzing student writing and reading performance data and emphasizing specific writing and reading strategies (CECE, RAPP).

What strategies will need to be implemented in order to accelerate learning?

Clearwater High School will implement prescriptive professional development focused student engagement and achievement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PLC's will include intensive data analysis which will be utilized in faculty data chats with students. PD will emphasize Equitable Grading and Cultrually Relevant Teaching to address student improvement needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will reimplementing our Leadership Walks (in house ISM visit) to develop and increase instructional best practices on campus.

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 39% to 49%; increase 10th grade overall achievement from 33% to 43% by May 2021 as measured by the FSA ELA assessment.
Monitoring:	This area of focus will be monitored through PLC engagement, cycle assessment data analysis, and observational walkthrough data.
Person responsible for monitoring outcome:	Jennifer Chenier (chenierje@pcsb.org)
Evidence-based Strategy:	Utilizing common planning in ELA our staff will engage in site-based professional development with district staff developers to focus on elaboration where students can identify appropriate evidence to support clams made in text or a claim a student is making in writing. We will work to strengthen the entire staff's ability to engage students in complex tasks by providing critical thinking stems which engage students in higher order thinking ways.
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 will 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 and on-site PD). Administrators will monitor for implementation of exemplar lessons and best practices (Equitable Grading, ELL Strategies, CR Teaching). Observed students deficits in writing will be addressed.

Person Responsible [no one identified]

2. Leadership walks with ELA staff and district support will occur every 6 weeks to identify, monitor, and support best practices.

Person Responsible [no one identified]

3. Teachers will monitor data from common grade level assessments built in Performance Matters to measure and gauge progress with the Reading/ ELA standards between cycle assessments. Administrators will monitor for use and provide feedback. Additionally, teachers will have more frequent on-demand formative checks for progress beyond the cycle assessments.

Person Responsible [no one identified]

4. Teachers will plan in PLC groups for students to engage in complex tasks that are aligned to the content standards.

Person Responsible [no one identified]

5. Utilizing quarterly data chats, students will track their progress with regards to reading/ writing standards from cycle assessments, SAT/ ACT results and Write Score. Administrators will monitor for fidelity and provide feedback.

Person Responsible   Jennifer Chenier (chenierje@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 32% to 42% by May 2022 as measured by the Algebra and Geometry assessment.
Monitoring:	This area of focus will be monitored through PLC engagement, cycle assessment data analysis, and observational walkthrough data.
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. AVID training and PD will be encouraged for all math teachers.

Person Responsible [no one identified]

2. 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. Algebra 1 and Geometry teachers will also have scheduled common planning during the school day.

Person Responsible [no one identified]

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.

Person Responsible [no one identified]

4. The administration will conduct leadership walks with the math staff to provide constructive feedback.

Person Responsible [no one identified]

5. Learning strategies classrooms will utilize SIM strategies to assist ESE students in attaining proficiency in Algebra and Geometry.

Person Responsible	Russell Denton (dentonr@pcsb.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Our Geometry EOC performance results indicate that we only have 25% of our students earning an achievement level of 3 or higher.
Measurable Outcome:	Increase the percentage of students earning a 3 or higher on the Geometry EOC to 35% by May 2022 as measured by the Geometry EOC assessment.
Monitoring:	This area of focus will be monitored through PLC engagement, cycle assessment data analysis, and observational walkthrough data.
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. Utilizing quarterly data chats, students will track their progress with regards to deficient standards from cycle assessments and SAT/ ACT results. Administrators will monitor for fidelity and provide feedback.

Person Responsible	[no one identified]

2. 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.

Person Responsible	[no one identified]

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.

Person Responsible	[no one identified]

4. Learning Strategies classrooms will utilize SIM strategies to assist ESE students in making learning gains in Algebra and Geometry.

Person Responsible	Russell Denton (dentonr@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 48% 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 58% by May 2022 as measured by the US History EOC.
Monitoring:	This area of focus will be monitored through PLC engagement, cycle assessment data analysis, and observational walkthrough data.
Person responsible for monitoring outcome:	Leslie Hopkins (hopkinsle@pcsb.org)
Evidence-based Strategy:	Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions stems and paired passages 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.

Person Responsible	[no one identified]

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)

Person Responsible	[no one identified]

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.

Person Responsible	[no one identified]

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	Leslie Hopkins (hopkinsle@pcsb.org)

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our Biology EOC data indicates that only 49% of our test takers achieved proficiency on the Biology EOC.
Measurable Outcome:	We will increase our Biology EOC test results to reflect that 59% of our students will achieve proficiency on the 2020-2021 Biology EOC.
Monitoring:	This area of focus will be monitored through PLC engagement, cycle assessment data analysis, and observational walkthrough data.
Person responsible for monitoring outcome:	Eric Smith (smithericc@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. Utilizing common assessment data, teachers will plan in 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.

Person Responsible	[no one identified]

2. Teachers use district resources (standards-based rotations/HSSC) to reteach lowest five standards indicated in cycle assessment data.

Person Responsible	[no one identified]

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.

Person Responsible	[no one identified]

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.

Person Responsible	Eric Smith (smithericc@pcsb.org)

#6. ESSA Subgroup specifically relating to English Language Learners
Area of Focus Description and Rationale:	Our 18/19 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 2022, as measured by the ELA FSA, and 20% meeting high standards in Mathematics by May 2022, as measured by the Alg. 1/Geo EOC's.
Monitoring:	This area of focus will be monitored through PLC engagement, cycle assessment data analysis, and observational walkthrough data.
Person responsible for monitoring outcome:	Jennifer Chenier (chenierje@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.

Person Responsible	[no one identified]

2. Plan for meaningful engagement in and track enrichment interventions/opportunities for ELLs.

Person Responsible	[no one identified]

3. Create a schedule for the ESOL Bilingual Assistants that directly supports standards-based instruction for ELLs.

Person Responsible	[no one identified]

4. Offer/suggest AVID CRT or equity-based school-based and district-based training for teachers

Person Responsible	[no one identified]

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.

Person Responsible	[no one identified]

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.

Person Responsible	[no one identified]

7. Implement the ELL grading policy school wide.

Person Responsible   Jennifer Chenier (chenierje@pcsb.org)

#7. Other specifically relating to Bridging the GAP	
Area of Focus Description and Rationale:	1. Our level of performance regarding ELA achievement is 19%, as evidenced by the 2018-2019 FSA ELA proficiency of black students. 2. We expect our performance level to be 29% by the end of the 2021-2022 school year. 3. The problem/gap is occurring because of the high percentage of black students who are scoring below the proficiency level on the FSA ELA when entering high school. 4. If increased support through AVID, rigorous instruction, and culturally relevant instruction would occur, the problem/GAP would be reduced by 10%.
Measurable Outcome:	The percentage of grade 9 and grade 10 black students ELA achievement level will increase from 19% in 18-19 to 29% in the 21-22 school year as measured by the FSA ELA assessment.
Monitoring:	This area of focus will be monitored through PLC engagement, cycle assessment data analysis, WICOR walks, and observational walkthrough data.
Person responsible for monitoring outcome:	Eric Krause (krausee@pcsb.org)
Evidence-based Strategy:	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff practice through AVID strategies and CRT professional development to help students process and elaborate on content. Implementation of personalized monitoring plans for black students who have not yet demonstrated proficiency on the FSA ELA assessment (or ACT/SAT concordance for 11th/ 12th graders) and ensure equity by providing easy access for black students to on-site, college readiness testing in every high school assessment opportunity (ACT, SAT, PERT).
Rationale for Evidence-based Strategy:	These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our FSA ELA results, cycle data, SAT/ACT results, and input from our literacy department.

Action Steps to Implement

1. Increase fidelity and routine use of all phases of the Focused Note-taking process in all classes through professional development in new teacher mentoring, academy meetings, PLCs and district professional development opportunities, in order to help identify gaps in background knowledge to ensure all students can connect new content to prior understanding.

Person Responsible	[no one identified]

2. Continue staff professional development and use of culturally relevant teaching and equitable/restorative grading considerations.

Person Responsible	[no one identified]

3. Continue to implement Personalized Monitoring Plans for academically at-risk African American students.

Person Responsible	[no one identified]

4. Provide professional development focused on culturally relevant teaching and equitable grading practice.

Person Responsible   Eric Krause (krausee@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.
Monitoring:	This area of focused will be monitored by administration, ESE team, and School Counselor team.
Person responsible for monitoring outcome:	Jennifer Chenier (chenierje@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.

Person Responsible	[no one identified]

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.

Person Responsible	[no one identified]

3. Offer/suggest AVID CRT or equity-based school-based and district-based training for teachers

Person Responsible	[no one identified]

4. Collect data and monitor progress towards IEP goals and objectives on a regular basis and make data-driven adjustments to accommodations.

Person Responsible	[no one identified]

5. Support facilitation teachers will collaborate with content teachers on supporting ESE students with standards based instruction.

Person Responsible	Keith Mastorides (mastoridesk@pcsb.org)

5. Teachers will attend monthly SDI trainings facilitated in Academy PLC's in collaboration with ESE district staff.

Person Responsible   Jennifer Chenier (chenierje@pcsb.org)

#9. Other specifically relating to 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 95%, and our accelerated curriculum rate was 92% for all graduates.
Measurable Outcome:	Increase the accelerated curriculum rate for graduates to 95%.
Monitoring:	This area of focus will be monitored weekly in School Counselor and SBLT meetings.
Person responsible for monitoring outcome:	Russell Denton (dentonr@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.

Person Responsible	[no one identified]

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 or ERAU course in the fall of their senior year.

Person Responsible	[no one identified]

3. Connect with Pinellas Technical College staff about additional opportunities for students at Clearwater High School

Person Responsible	[no one identified]

4. Communicate career/dual-enrollment opportunities with all freshmen and sophomore students during grade level meetings and counselor conferences.

Person Responsible	Eric Krause (krausee@pcsb.org)

Increase recruitment and retention in our AVID program and utilize professional development opportunities to support staff in introducing AVID strategies to the entire student body. Support and monitor implementation through WICOR walks.

Person Responsible	Russell Denton (dentonr@pcsb.org)

#10. 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 2021-22 school year.
Monitoring:	We will utilize the Advanced Ed survey tool to measure the needed percentages and feedback from key stakeholders in order to gauge areas of improvement to meet the desired outcome.
Person responsible for monitoring outcome:	Eric Krause (krausee@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.

Person Responsible	[no one identified]

2. Link key information/resources (webinars/trainings) for parents and community members to our website.

Person Responsible	[no one identified]

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.

Person Responsible	[no one identified]

4. Continue to meet quarterly with school advisory boards for each academy to increase community engagement and volunteer support

Person Responsible	Eric Krause (krausee@pcsb.org)

#11. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Through the Root Cause Analysis Study the discipline data determined a high area of concern to be students skipping class and leaving campus.
Measurable Outcome:	If behavior expectations are clearly defined, communicated, and implemented among staff and explicitly taught to students utilizing the PBIS action plan, incidents of skipping class and leaving campus will be reduced because students will better understand what is expected of them.
Monitoring:	This area of focus will be monitored by instructional staff and school leadership utilizing discipline referral data and classroom attendance data.
Person responsible for monitoring outcome:	Eric Smith (smithericc@pcsb.org)
Evidence-based Strategy:	To clealy define, communicate, and implement behavior expectations to all students concerning remaining on campus and not skipping class.
Rationale for Evidence-based Strategy:	Componets of the Root Cause Analysis Study of discipline data determined the criteria used for selecting this strategy.

Action Steps to Implement

PBIS extension lesson plans are scheduled to be taught by all teachers throughout the year.

Person Responsible	[no one identified]

Increase communication to parents including translations into Spanish to improve accessibility of all families both to inform of expectations and to ask for support for students not meeting those expectations.

Person Responsible	[no one identified]

Student Ambassador and TV Production classes will emphasize student attendance, remaining on campus, and being in class while reinforcing academic behaviors and focusing on life skills during a schoolwide media campaign.

Person Responsible	Eric Smith (smithericc@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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 achievement/ discipline 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.

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 OSO's, 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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 OSO's, and other community organizations and partners.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
7	III.A.	Areas of Focus: Other: Bridging the GAP	$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
9	III.A.	Areas of Focus: Other: College and Career Readiness	$0.00
10	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
11	III.A.	Areas of Focus: Culture & Environment: Discipline	$0.00
		Total:	$0.00