Clearwater High School

leadership
analysis
Florida
college and career
students
mission
family and community involvement
school improvement
ambitious
striving
achievement
teaching
relationships
success
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2021-22 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	2021-22: C (53%) 2020-21: (48%) 2018-19: B (54%) 2017-18: B (54%)
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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Krause, Eric	Principal	
Denton , Russell	Assistant Principal	
Chenier, Jennifer	Assistant Principal	
Smith, Eric	Assistant Principal	
Hopkins, Leslie	Assistant Principal	

Demographic Information

Principal start date
Thursday 7/1/2021, Eric Krause

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school
70

Total number of students enrolled at the school
1,629

Identify the number of instructional staff who left the school during the 2021-22 school year.
11

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	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	427	420	422	360	1629
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	131	111	114	115	471
One or more suspensions	0	0	0	0	0	0	0	0	0	34	37	27	6	104
Course failure in ELA	0	0	0	0	0	0	0	0	0	93	100	60	5	258
Course failure in Math	0	0	0	0	0	0	0	0	0	92	87	53	5	237
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	215	163	0	0	378
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	180	0	0	0	180
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	50	81	86	70	287

Using current year data, complete the table below with the number of students identified as being "retained.":

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	19	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	0	1	0	5

Date this data was collected or last updated

Thursday 7/28/2022

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	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

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	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

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	2022			2021			2019		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement	35%			36%			44%	56%	56%
ELA Learning Gains	40%			38%			51%	51%	51%
ELA Lowest 25th Percentile	37%			27%			41%	43%	42%
Math Achievement	34%			29%			37%	45%	51%
Math Learning Gains	45%			34%			39%	44%	48%
Math Lowest 25th Percentile	35%			39%			40%	41%	45%
Science Achievement	54%			50%			57%	64%	68%
Social Studies Achievement	59%			48%			54%	71%	73%

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**

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
2022					
2019	55%	62%	-7%	67%	-12%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	70%	-17%	70%	-17%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	24%	55%	-31%	61%	-37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	56%	-9%	57%	-10%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	7	25	27	18			24	35		88	83
ELL	7	33	35	15	27	18	13	44		96	96
ASN	57	36								100	100
BLK	25	43	50	24	40	30	37	40		96	84
HSP	29	37	31	31	41	42	44	57		95	92
MUL	33	29	30	24	27		42	78		92	92
WHT	46	44	32	46	53	38	76	68		97	95
FRL	31	40	38	28	37	28	48	58		95	90
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

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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	73
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	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	60
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

Part III: Planning for Improvement

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, ELA, Biology, and US History.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

1. Increase the percentage of students performing at high standards on the Algebra and Geometry EOC.
2. Increase the percentage of students performing at high standards on the ELA assessment/ APM (9th/ 10th).
3. 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 2022 state assessments, showed the most improvement?

1. Our Geometry EOC (+23%) and US History EOC (+11%) showed the most improvement.
2. 10 point increase in mathematic learning gains
3. 10 point increase in ELL L25 learning gains

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

Contributing factors to this improvement were a combination of high leverage teaching strategies combined with strategic academic student incentives. Additionally, PLC's were highly engaged and revolved around student data analysis and shared best practices.

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

CHS will continue to implement collaborative structures with accountable talk within lessons to leverage student engagement and understanding. This combined with common planning and PLC discussions that analyze student work, common assessments, and routine student data analysis.

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 Standards Based Grading and personalized learning pathways 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 be reimplementing our Leadership Walks (in house ISM visit) with multiple content teachers to develop and increase instructional best practices on campus.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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 focus on increasing overall achievement in reading, writing, and critical thinking practice for our students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase 9th grade overall achievement from 37% to 47%, increase 10th grade overall achievement from 31% to 41% by May 2023 as measured by the APM assessment cycles.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored through PLC engagement, observational walkthrough data and FAST data assessment.
Person responsible for monitoring outcome:	Jennifer Chenier (chenierje@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The ELA staff will engage in a common PLC protocol, site-based and district professional development and will utilize WICOR strategies to identify and teach critical content from BEST standards in alignment with district resources.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Common PLC protocol, site-based and distrcit-wide PD and utilizing WICOR strategies will provide support for scaffolding and differentiated instruction to bridge the achievement gap.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELA teachers will utilize PLC protocol along with site-based and district-wide PD designed to support FAST assessment.

Person Responsible	Jennifer Chenier (chenierje@pcsb.org)

Leadership walks with ELA staff to identify, monitor, and support best practices.

Person Responsible	Jennifer Chenier (chenierje@pcsb.org)

Teachers will monitor data from grade level Progress Monitoring assessments (FAST) to measure and gauge progress in the Reading/ELA standards along with more frequent formative checks utilizing ThinkCerca, AppleRouth, Lexia PowerUp, and Albert IO.
Administrators will monitor progress and provide feedback.

Person Responsible	Jennifer Chenier (chenierje@pcsb.org)

In order to meet the needs of the diverse learners in each classroom, teachers will utilize Think Cerca and Avid Activate/Engage/Extend writing strategies, Collaborative Structures, and Digital Focused Note-taking Tools.

Person Responsible	Jennifer Chenier (chenierje@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The geometry competent for school improvement indicates that our school was below the state average for proficiency on the Geometry EOC by 3%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase the percentage of students showing proficiency in Geometry from 51% to 56% as measured by the Geometry EOC.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored through common planning, PLCs, cycle assessment data, professional development (DPP) and observational coaching and walkthroughs.
Person responsible for monitoring outcome:	Russell Denton (dentonr@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Common planning and PLCs will be utilized to create and implement common assessments, collaboratively plan, and align lessons to the BEST standards. District provided resources like IXL and ALEKS will be used to supplement instruction, monitor academic proficiency, and remediate struggling standards. Professional Development, walkthroughs and data chats will provide instructional coaching and one-on-one support for students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Evidence-based research supports the use of PLCs and common planning, common/cycle assessments, professional development (schoolwide AVID strategies), and IXL and ALEKS resources to align teaching and learning to the standards and modify and/or differentiate instruction.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All Geometry teachers will engage in DWT, facilitated planning sessions, and PLCs to create complex tasks for students and align their planning and lessons to the BEST standards, and create common assessments to track student progress formatively and assist with remediation of struggling standards.

Person Responsible   Russell Denton (dentonr@pcsb.org)

All math teachers will attend AVID professional development opportunities in-school and/or in-district to utilize focused note-taking and marking the text strategies to increase rigor and engagement in lessons and complex tasks.

Person Responsible   Russell Denton (dentonr@pcsb.org)

All Geometry teachers will PLC bi-weekly to review critical data from common/cycle assessments, plan for the use of IXL and/or Aleks to scaffold/remediate instruction around struggling standards.

Person Responsible   Russell Denton (dentonr@pcsb.org)

Learning strategies classrooms will utilize SIM strategies to assist ESE students in attaining proficiency in Geometry courses.

Person Responsible   Russell Denton (dentonr@pcsb.org)

All math teachers will PLC and plan to incorporate AVID WICOR strategies, MTR standards, and SAT/ACT practice problems in their courses.

Person Responsible   Russell Denton (dentonr@pcsb.org)

Teachers will conduct data chats with students after each cycle assessment to celebrate success, identify struggling standards, and create an individualized plan for students to remediate and increase proficiency in areas where opportunities for growth have been identified.

Person Responsible   Russell Denton (dentonr@pcsb.org)

All teachers will be encouraged to attend professional development training in implementing equitable grading practices in their classrooms. On-site PD related to equity will also be included in PLCs and/or academy meetings throughout the year.

Person Responsible   Russell Denton (dentonr@pcsb.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The algebra component for the school improvement indicates that our school was below the state average for proficiency on the Algebra EOC by 33%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase the percentage of students showing proficiency in Algebra 1 from 21% to 31% as measured by the Algebra 1 EOC.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored through common planning, PLCs, cycle assessment data, professional development (DPP) and observational coaching and walkthroughs.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Common planning and PLCs will be utilized to create and implement common assessments, collaboratively plan, and align lessons to the BEST standards. District provided resources like IXL and ALEKS will be used to supplement instruction, monitor academic proficiency, and remediate struggling standards. Professional Development, walkthroughs and data chats will provide instructional coaching and one-on-one support for students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Evidence-based research supports the use of PLCs and common planning, common/cycle assessments, professional development (schoolwide AVID strategies), and Imagine Math, IXL and ALEKS resources to align teaching and learning to the standards, and modify and/or differentiate instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All Algebra 1 and 1A teachers will engage in DWT, facilitated planning sessions, and PLCs to create complex tasks for students and align their planning and lessons to the BEST standards, and create common assessments to track student progress formatively and assist with remediation of struggling standards.

Person Responsible   Russell Denton (dentonr@pcsb.org)

All math teachers will attend AVID professional development opportunities in-school and/or in-district to utilize focused note-taking and marking the text strategies to increase rigor and engagement in lessons and complex tasks.

Person Responsible   Russell Denton (dentonr@pcsb.org)

All Algebra 1 and 1A teachers will PLC bi-weekly to review critical data from common/cycle assessments, plan for the use of IXL, Imagine Math, and/or Aleks to scaffold/remediate instruction around struggling standards.

Person Responsible   [no one identified]

Learning strategies classrooms will utilize SIM strategies to assist ESE students in attaining proficiency in Algebra 1A and Algebra 1 courses.

Person Responsible   Russell Denton (dentonr@pcsb.org)

All math teachers will PLC and plan to incorporate AVID WICOR strategies, MTR standards, and SAT/ACT practice problems in their courses.

Person Responsible   Russell Denton (dentonr@pcsb.org)

Teachers will conduct data chats with students after each cycle assessment to celebrate success, identify struggling standards, and create an individualized plan for students to remediate and increase proficiency in areas where opportunities for growth have been identified.

Person Responsible   Russell Denton (dentonr@pcsb.org)

All teachers will be encouraged to attend professional development training in implementing equitable grading practices in their classrooms. On-site PD related to equity will also be included in PLCs and/or academy meetings throughout the year.

Person Responsible   Russell Denton (dentonr@pcsb.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our Biology EOC data indicates that only 53% of our test takers achieved proficiency on the Biology EOC.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase our Biology EOC test results to reflect that 59% of our students will achieve proficiency on the 2022-2023 Biology EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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	Eric Smith (smithericc@pcsb.org)

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

Person Responsible	Eric Smith (smithericc@pcsb.org)

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	Eric Smith (smithericc@pcsb.org)

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)

#5. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our US History EOC results indicate that we had 58% of our students meeting high standards on the US History EOC.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase the percentage of students meeting high standards in US History to 65% by May 2023 as measured by the US History EOC.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Our US History results indicate that we are currently performing below our school district (67%) and state (65%). 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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	Leslie Hopkins (hopkinsle@pcsb.org)

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	Leslie Hopkins (hopkinsle@pcsb.org)

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   Leslie Hopkins (hopkinsle@pcsb.org)

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)

#6. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	1. Our level of performance regarding ELA achievement is 19%, as evidenced by the 2018-2019. ******** awaiting data update 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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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. **** awaiting data update
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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 APM 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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	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.

**used for selecting
this strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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]

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

**Person
Responsible**   [no one identified]

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

**Person
Responsible**   [no one identified]

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

**Person
Responsible**   [no one identified]

#7. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our 21/22 data indicates that our ELL students performed at 15% meeting high standards in ELA and 15% meeting high standards in Mathematics.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our ELL students will demonstrate 20% meeting high standards in ELA by May 2023, as measured by APM for ELA, and 20% meeting high standards in Mathematics by May 2023, as measured by the Alg. 1/Geo EOC's.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored through PLC engagement, cycle assessment data analysis, and observational walkthrough data.
Person responsible for monitoring outcome:	Eric Krause (krausee@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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]

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

Person Responsible	[no one identified]

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

Person Responsible	[no one identified]

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

Person Responsible	[no one identified]

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]

#8. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The current level of performance indicates the Grad rate for ESE students is 88%. Teachers will Increase collaboration between support facilitators and regular education teachers and increase support within core classes to increase Grad rate to 100%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ESE teachers will work as collaborative members of a general education team that shares and implements instructional decisions to improve the Grad Rate from 88% to 100%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by administration, ESE team, and School Counselor team utilizing Progress Monitoring (FAST) and EOC assessments, common classroom assessments, and teacher/student conferences.
Person responsible for monitoring outcome:	Jennifer Chenier (chenierje@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The ESE team and general education teachers will use assessment data from Progress Monitoring (FAST) and EOC to identify effective instructional practices to implement and support in general education classes to make progress toward meeting IEP and learning goals in the least restrictive environment possible.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Input from parents, ESE leadership, support facilitators 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize the students' IEP team, support facilitator model,
and related service providers to collaborate with general education staff across settings to ensure students receive appropriate data-driven accommodations.

Person Responsible	Jennifer Chenier (chenierje@pcsb.org)

ESE and general education teachers will utilize PLC and collaborative planning time to plan for standards-based instruction.

Person Responsible	Jennifer Chenier (chenierje@pcsb.org)

Teachers will attend District collaboration training for ESE and General Education teachers.

Person Responsible	Jennifer Chenier (chenierje@pcsb.org)

Collect data from Progress Monitoring (FAST) to monitor progress towards IEP goals and objectives and make data-driven adjustments to accommodations.

Person Responsible	Jennifer Chenier (chenierje@pcsb.org)

ESE teachers will assist students with digital notebook (focused note-taking), literacy skills, organizational skills, and math skills during learning strategy courses.

Person Responsible   Jennifer Chenier (chenierje@pcsb.org)

ESE teachers will integrate specially designed instruction into core content classes while monitoring mastery of standards and IEP goals.

Person Responsible   Jennifer Chenier (chenierje@pcsb.org)

#9. Positive Culture and Environment specifically relating to Increased Parental Involvement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Approach family engagement efforts as a key strategy use to improve student achievement and student learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2022-23 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Increase SAC/PTA membership, create a digital engagement portal for parents, and pursue 5 Star School Award.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Family and community participation is likely to increase if those stakeholders feel they have a voice in school processes.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continue to utilize Peachjar, Facebook, and school messenger system to communicate critical information related to learning and student achievement.

Person Responsible	Eric Krause (krausee@pcsb.org)

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

Person Responsible	Eric Krause (krausee@pcsb.org)

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	Eric Krause (krausee@pcsb.org)

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)

#10. Positive Culture and Environment specifically relating to Discipline	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	To clearly define, communicate, and implement behavior expectations to all students concerning remaining on campus and not skipping class.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Components of the Root Cause Analysis Study of discipline data determined the criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

#11. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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 89% for all graduates.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase the accelerated curriculum rate for graduates to 94%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored weekly in School Counselor and SBLT meetings.
Person responsible for monitoring outcome:	Eric Krause (krausee@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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	Russell Denton (dentonr@pcsb.org)

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	Russell Denton (dentonr@pcsb.org)

No description entered

Person Responsible	[no one identified]

#12. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	1. Our current level of performance is 95%, as evidenced in 2021-2022 FLDOE graduation rate. 2. We expect our performance level to be 97% by the end of the 2022-2023 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of 12th grade students meeting on-time graduation requirements will increase from 95% to 97%, as measured by the FLDOE graduation rate.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored weekly in SBLT and School Counselor meetings.
Person responsible for monitoring outcome:	Eric Krause (krausee@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Strengthen staff ability to engage students for on-track promotion throughout high school. 2. Ensure reading remediation support and credit recovery are embedded into the school day for students as needed. 3. Routinely reach out to students/families who were previously withdrawn for non- attendance to re-engage or update withdrawal codes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	These strategies are needed to assist students by ensuring they complete all graduation requirements for on-time graduation.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. School Counselors will conduct senior seminars for all seniors and offer additional support for students who are at risk of meeting graduation requirements.
2. Ensure all students receive remediation if needed and provide with additional opportunities during the school day as well as after school.
3. Provide multiple graduation required assessment opportunities during the summer and school year.

Person Responsible	Russell Denton (dentonr@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.