# FLORIDA DEPARTMENT OF EDUCATION
# 2013-2014 SCHOOL IMPROVEMENT PLAN

**School:** 0711 - Clearwater High School

**District:** 52 - Pinellas

**Principal:** Keith Mastorides M

**SAC Chair:** Sandra Hopkins

**Superintendent:** Dr. Michael A Grego

**School Board Approval Date:** 09/24/2013

**Last Modified on:** 10/28/2013

**Pam Stewart, Commissioner**
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

| Address: | **Physical** | **Mailing** |
|---|---|---|
| | 540 S HERCULES AVE Clearwater, FL 33764 | 540 S HERCULES AVE Clearwater, FL 33764 |
| **Phone Number:** | 727-298-1620 | |
| **Web Address:** | http://www.clearwater-hs.pinellas.k12.fl.us | |
| **Email Address:** | 0711.principal@pcsb.org | |

| | | | | |
|---|---|---|---|---|
| **School Type:** | High School | | | |
| **Alternative:** | No | | | |
| **Charter:** | No | | | |
| **Title I:** | No | | | |
| **Free/Reduced Lunch:** | 55% | | | |
| **Minority:** | 48% | | | |
| **School Grade History:** | **2012-13** | **2011-12** | **2010-11** | **2009-10** |
| | PENDING | B | B | B |

| Current School Status | | |
|---|---|---|
| **School Information** | | |
| | **School-Level Information** | |
| | | **School** Clearwater High School |
| | | **Principal's name** Keith Mastorides M |
| | | **School Advisory Council chair's name** Sandra Hopkins |
| | | **Names and position titles of the School-Based Leadership Team (SBLT)** |

| Name | Title |
|---|---|
| Jennifer Gil | Assistant Principal |
| Taylor Henderson | Assistant Principal |
| Alec Liem, Jr. | Administrative Intern |
| Nancy Clawson | Behavior Specialist |
| Craig Holm | Science Department Chair |
| Suzanne Breen | Math Department Chair |
| Evie Mitisides | English Department Chair |
| Joel Melvin | Social Studies Chair |
| Susan Neff | SHARE Academy Lead Teacher |
| Joy Roche | FAME Academy Lead Teacher |
| Pam Dimaggio | BLIS Academy Lead Teacher |
| Clyde Runnels | STEAM Academy Lead Teacher |
| Leslie Hopkins | Assistant Principal |

| | **District-Level Information** | |
|---|---|---|
| | | **District** Pinellas |
| | | **Superintendent's name** Dr. Michael A Grego |
| | | **Date of school board approval of SIP** 09/24/2013 |

| **School Advisory Council (SAC)** |
|---|
| <span style="color:red">This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</span> |

**Describe the membership of the SAC including position titles**
Keith Mastorides, Principal
Sandra Hopkins, Chairperson
Janet Carnevali, Community Member

**Describe the involvement of the SAC in the development of this school improvement plan**
The School Advisory Council shall meet monthly to discuss school initiatives that support the school improvement plan.

**Describe the activities of the SAC for the upcoming school year**
SAC members will analyze student data, discuss the implementation of the school improvement plan, and plan activities to support student achievement. Each meeting will discuss data progression and curriculum for each goal on the school improvement plan. The Student Advisory Council will use its funding to support the goals of the SIP. The budget will be reviewed and allocated by the group of stakeholders.

**Describe the projected use of school improvement funds and include the amount allocated to each project**
$7,000.00

**Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below**
In Compliance

**If no, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# Administrators** 4

**# Receiving Effective rating or higher** (not entered because basis is < 10)

**Administrator Information:**

**Keith Mastorides M**

| | | |
|---|---|---|
| Principal | Years as Administrator: 8 | Years at Current School: 16 |
| **Credentials** | Degrees: Bachelor's – Special Education Master's – Educational Leadership,Certifications: VE (K-12), Administrator,, School Principal | |
| **Performance Record** | Clearwater High 2012- 2013 TBA, 2011-2012 B, 2010-2011 B, 2009-2010 B | |

**Jennifer Gil**

| | | |
|---|---|---|
| Asst Principal | Years as Administrator: 2 | Years at Current School: 2 |
| **Credentials** | Bachelor's - Spanish Master's - Educational Leadership, Certifications: Spanish(6-12), Administrator | |
| **Performance Record** | Clearwater HS 2012-2013 TBA, 2011-2012 B, Osceola HS 2011-2012 B | |

**Taylor Henderson**

| | | |
|---|---|---|
| Asst Principal | Years as Administrator: 8 | Years at Current School: 8 |
| **Credentials** | Bachelor's - English Education, Master's - Educational Leadership, Certifications: English6-12, Administrator | |
| **Performance Record** | Clearwater HS 2012-2013 TBA, 2011-2012 B, 2010-2011 B | |

**Leslie Hopkins**

| | | |
|---|---|---|
| Asst Principal | Years as Administrator: 15 | Years at Current School: 5 |
| **Credentials** | Assistant Principal Leslie Hopkins Bachelor's - Computer Information Systems Master's - Educational Leadership C ertifications: Mathematics 6-12, Administrator | |
| **Performance Record** | Clearwater HS 2012-2013 Pending, 2011-2012 B, 2009-2010 B | |

| **Alec Liem** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 1 | Years at Current School: 3 |
| **Credentials** | Bachelors- Elementary Education<br>Masters-Educational Leadership (pending)<br>ESOL Endorsement | |
| **Performance Record** | Clearwater HS 2012-2013 TBA, 2011-2012 B, 2010-2011 B | |

### Instructional Coaches

**# Instructional Coaches** 1

**# Receiving Effective rating or higher** (not entered because basis is < 10)

**Instructional Coach Information:**

| **Pam Faraji** | | |
|---|---|---|
| Part-time / District-based | Years as Coach: 5 | Years at Current School: 4 |
| **Areas** | Reading/Literacy | |
| **Credentials** | Reading 6-12; English 6- 12; Media Specialist; Journalism | |
| **Performance Record** | Clearwater High School – 2012-2013 B, 2011/2012 – B; 2010/2011 – N/A Dunedin Highland Middle School – 2009/2010 – 2008/2009 – B,AYP: No | |

### Classroom Teachers

**# of classroom teachers** 118

**# receiving effective rating or higher** 112, 95%

**# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23)** 41%

**# certified in-field, pursuant to Section 1012.2315(2), F.S.** 114, 97%

**# ESOL endorsed** 10, 8%

**# reading endorsed** 11, 9%

**# with advanced degrees** 55, 47%

**# National Board Certified** 2, 2%

**# first-year teachers** 12, 10%

**# with 1-5 years of experience** 21, 18%

**# with 6-14 years of experience** 35, 30%

**# with 15 or more years of experience** 50, 42%

### Education Paraprofessionals

**# of paraprofessionals** 8

**# Highly Qualified, as defined in 20 U.S.C. § 6319(c)** 7, 88%

### Other Instructional Personnel

| | |
|---|---|
| **# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals** | |
| **# receiving effective rating or higher** | |

**Teacher Recruitment and Retention Strategies**
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.**
Clearwater High School implements a Teacher Mentor program that pairs new teachers with a mentor. The mentor will assist the new teacher in learning site based processes as well as a someone to bring concerns to. Observations with feedback will occur, supporting best practices.

**Teacher Mentoring Program/Plan**
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities**
Clearwater High School implements a Teacher Mentor program that pairs new teachers with a mentor. The mentor will assist the new teacher in learning site based processes as well as a someone to bring concerns to. Observations with feedback will occur, supporting best practices.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**
Academic and Behavioral data is reviewed regularly at these meetings. This capture of information is presented to the team allowing for input and identification of trends. Resources such as school counselors, social workers, psychologists, administrators, and teachers are involved in the analyzation and decision making process. The SBLT continues to monitor the core instructional process as well as teacher support systems. This data is generated from FCAT, EOC's, Florida Achieves, ect. The CHS Literacy Leadership team focuses on the implementation of literacy across all content areas. The Child Study Team focuses on identifying student needs.

**What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?**
• Facilitator- Alec Liem – generates agenda and leads team discussions • Data Manager(s)/Data Coach(es) Assistant Principals by academy – assist team in accessing and interpreting (aggregating/ disaggregation) the data • Technology Specialist- Andy Shaw– brokers technology necessary to manage and display data • Recorder/Note Taker- Keir Borresen – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access • Time Keeper Keir Borresen –helps team begin on time and ensures adherence to agreed upon agenda Meeting time:Bi-monthly/Period 3 – Principal's Conference Room

**Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**
The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

DecisionEd data dashboard will be be utilized in parallel with Focus to gather and disaggregated both academic and discipline data. This collected data will be reviewed and monitored throughout the school year to ensure the effectiveness of the curriculum. The data will be generated from various assessment tools such as (FCAT, EOC, Florida Achieves, Common Assessments)

**Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Ongoing professional development will be conducted to build capacity within the staff on campus. Data will be shared at PTA meetings, SAC meetings as well as other parent nights.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Before or After School Program**

**Minutes added to school year:** 25,920

**Strategy Purpose(s)**

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

**Strategy Description**

Students have the opportunity to utilize the CHS extended learning program throughout the year. Students may use this time for credit recovery in all core subjects. Academic tutoring is available in all subject areas as well as ACT/SAT tutoring.

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is reviewed regularly with the ELP staff and shared with the entire faculty. The data presented will include the number of students involved as well as their individual progress.

**Who is responsible for monitoring implementation of this strategy?**

Administrative team, Department Chairs

## Literacy Leadership Team (LLT)

**Names and position titles of the members of the school-based LLT**

| Name | Title |
| --- | --- |
| Keith Mastorides | Principal |
| Taylor Henderson | AP |
| Alec Liem | Adminstrator |
| Evie Mitsides | English Dept. Head |
| Dawn Hartley | Math/Science |
| Angela Strothers | ESE |
| Judy Hansen | Science |
| Pam Faraji | Reading Coach |
| Holly Bachman | Social Worker |
| Kelly Salvo | English/Reading |

| | |
|---|---|
| MaryBeth McElroy | Art/PD |
| Mary Boynton | Guidance |
| Joel Melvin | Social Studies |

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**
• Facilitator – generates agenda and leads team discussions • Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data • Technology Specialist – brokers technology necessary to manage and display data • Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access • Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

**What will be the major initiatives of the LLT this year?**
-Continue the implementation of the Kindle e-Reader devices to all students. Utilize Kindle device for student recognition through the Tornado Way positive incentive program. -- -All students will learn and routinely use reading and writing support strategies to enhance literacy and learning across all content areas. -All classroom teachers will utilize graphic organizers, Cornell notes, and higher-level questioning in their lessons. -Support for instructional skills to improve reading comprehension
-Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

**Every Teacher Contributes to Reading Instruction**

**Describe how the school ensures every teacher contributes to the reading improvement of every student**
Administrative team will conduct walk-throughs ensuring the fidelity of reading strategies being implemented throughout all content areas. Teacher lesson plans will be reviewed regularly. Ongoing professional development will be offered for new teachers as well as returning teachers.

**College and Career Readiness**
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?**
Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training. · Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year. · Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives.

**How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?**
-Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year. -Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school.
-Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C**

The School Based Leadership Team analyzes the High School Feedback Report each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation andincreaseduseoftheAVID program;increasedparticipationinadvancedcoursework;establishmentandexpansionofCentersofExcellence; increasedparticipationin ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.

**Expected Improvements**
This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 54% | 45% | No | 59% |
| American Indian | | 50% | | 1% |
| Asian | 63% | 6% | No | 67% |
| Black/African American | 31% | 17% | No | 38% |
| Hispanic | 45% | 31% | No | 51% |
| White | 65% | 64% | No | 69% |
| English language learners | 23% | 6% | No | 31% |
| Students with disabilities | 30% | 19% | No | 37% |
| Economically disadvantaged | 44% | 30% | No | 50% |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 104 | 22% | 26% |
| Students scoring at or above Achievement Level 4 | 109 | 23% | 26% |

#### Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 37% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 77% |

#### Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 258 | 54% | 60% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 213 | 63% | 68% |

#### Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 114 | 58% | 63% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 114 | 25% | 30% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 114 | 28% | 33% |

### Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 57 | 63% | 68% |

## Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 44 | 63% | 68% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | 28 | 25% | 30% |

## Area 3: Mathematics

### High School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 46% | 27% | No | 51% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 35% | 31% | No | 42% |
| Hispanic | 38% | 34% | No | 45% |
| White | 54% | 44% | No | 59% |
| English language learners | 34% | 22% | No | 41% |
| Students with disabilities | 35% | 50% | No | 1% |
| Economically disadvantaged | 40% | 44% | No | 1% |

### Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 0% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 100% |

### Learning Gains

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (EOC and FAA) | 232 | 62% | 67% |
| Students in lowest 25% making learning gains (EOC) | 231 | 62% | 67% |

### Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 16 | 47% | 53% |

### Algebra I End-of-Course (EOC) Assessment

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 98 | 24% | 30% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 7% |

### Geometry End-of-Course (EOC) Assessment

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 106 | 30% | 35% |
| Students scoring at or above Achievement Level 4 | 96 | 27% | 32% |

## Area 4: Science

### High School Science

#### Florida Alternate Assessment (FAA)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 100% |
| Students scoring at or above Level 7 | 14 | 78% | 83% |

### Biology I End-of-Course (EOC) Assessment

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 107 | 28% | 33% |
| Students scoring at or above Achievement Level 4 | 118 | 31% | 36% |

## Area 5: Science, Technology, Engineering, and Mathematics (STEM)

### All Levels

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 3 | | 8 |
| Participation in STEM-related experiences provided for students | 120 | 90% | 150% |

### High Schools

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more *accelerated* STEM-related courses | 143 | 8% | 15% |
| Completion rate (%) for students enrolled in *accelerated* STEM-related courses | | | |
| Students taking one or more advanced placement exams for STEM-related courses | 81 | 57% | 62% |
| CTE-STEM program concentrators | | | |
| Students taking CTE-STEM industry certification exams | 820 | 41% | 46% |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | | |

### Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | 735 | 39% | 75% |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | 453 | 24% | 50% |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | 100% | |
| Students taking CTE industry certification exams | 243 | 13% | 40% |
| Passing rate (%) for students who take CTE industry certification exams | | 75% | |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | 6 | 11% | 20% |

### Area 8: Early Warning Systems

#### High School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | | | |
| Students in ninth grade with one or more absences within the first 20 days | | | |
| Students in ninth grade who fail two or more courses in any subject | | | |
| Students with grade point average less than 2.0 | 357 | 19% | 14% |
| Students who fail to progress on-time to tenth grade | | | |
| Students who receive two or more behavior referrals | 424 | 22% | 17% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 98 | 5% | 2% |

#### Graduation

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | 61 | 13% | 8% |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | 353 | 77% | 83% |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | 57 | 61% | 66% |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | 8 | 50% | 100% |

### Area 9: Parent Involvement
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Describe parental involvement targets for your school
We will increase the capacity of our parental involvement this year by sharing more relevant information that pertains to their children. (Available Clubs and Athletic opportunities, FCAT, EOCs, Graduation Requirements, Credits). We will provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress.

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Increased Parental Involvement in PTA | 207 | 10% | 15% |

## Area 10: Additional Targets

**Description of additional targets**

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

**Goals Summary**

**Goal #1:**
Increase the percentage of students making learning gains on Reading FCAT 2.0 from 62% to 72%.

**Goal #2:**
Increase the percentage of students in the lowest 25% making learning gains from 63% to 68% on the Reading FCAT 2.0.

**Goal #3:**
Increase the number of students scoring a level 3 or above the Algebra EOC from 26% to 31%.

**Goal #4:**
Increase the percentage of students meeting high standards in Writing from

**Goal #5:**
Increase number of students in attendance each school day. Reduce absenteeism and tardiness by 10%

**Goal #6:**
Decrease the number of students suspended in school 1+ days from 832 to 749

**Goal #7:**
Decrease the number of students suspended in school 5+ days from 262 to 236

**Goal #8:**
Clearwater High School will increase the number of student scoring proficient of the US History EOC.

**Goal #9:**
Decrease the number of students suspended out of school 1+ days from 168 to 151

**Goal #10:**
Decrease the number of students suspended out of school 5+ days from 86 to 77

**Goal #11:**
decrease the number of students with ten or more in school or out of school suspension days from 159 to 143

**Goal #12:**
Remain having 0 students referred for alternative school placement

**Goals Detail**

| **Goal #1:** | **Increase the percentage of students making learning gains on Reading FCAT 2.0 from 62% to 72%.** |
|---|---|
| **Targets Supported** | • Reading<br>• Reading - AMO's<br>• Reading - FCAT2.0<br>• Reading - FAA<br>• Reading - Learning Gains<br>• Reading - CELLA<br>• Reading - Postsecondary Readiness<br>• Social Studies<br>• U.S. History EOC<br>• Civics EOC |

| **Resources Available to Support the Goal** | • Florida Focus Achieves website with linkages to FCAT and SSS will be used in all Reading and English classes for progress monitoring relative to benchmarks. |
|---|---|
| **Targeted Barriers to Achieving the Goal** | • School-wide attendance and motivation to participate in the online module are barriers for student progression. |

### Plan to Monitor Progress Toward the Goal

**Action:**
Will discuss department or PLC data to look for data trends and progression among all students.

**Person or Persons Responsible:**
All stakeholders

**Target Dates or Schedule:**
Professional Learning Communities

**Evidence of Completion:**
Students will continue to improve on benchmark assessments throughout school year to reach goal of 72% making learning gains on Reading FCAT 2.0.

| **Goal #2:** | **Increase the percentage of students in the lowest 25% making learning gains from 63% to 68% on the Reading FCAT 2.0.** |
|---|---|
| **Targets Supported** | • Reading<br>• Reading - AMO's<br>• Reading - FCAT2.0<br>• Reading - FAA<br>• Reading - Learning Gains<br>• Reading - CELLA<br>• Reading - Postsecondary Readiness<br>• Social Studies<br>• U.S. History EOC<br>• Civics EOC |
| **Resources Available to Support the Goal** | • Florida Focus Achieves website with linkages to FCAT and SSS will be used in all Reading and English classes for progress monitoring relative to benchmarks. |
| **Targeted Barriers to Achieving the Goal** | • Average daily attendance and student motivation are barriers to meeting the goal of increasing the % of L25 students making learning gains. |

**Plan to Monitor Progress Toward the Goal**

**Action:**
Will monitor all students in the L25 for progression on benchmark assessments.

**Person or Persons Responsible:**
All stakeholders

**Target Dates or Schedule:**
Continuous throughout year

**Evidence of Completion:**
72% of students in the L25 will make learning gains on Reading FCAT 2.0.

| | |
|---|---|
| **Goal #3:** | **Increase the number of students scoring a level 3 or above the Algebra EOC from 26% to 31%.** |

| | |
|---|---|
| **Targets Supported** | • Math |
| | • Math - Middle School Acceleration |
| | • Math - High School |
| | • Math - High School AMO's |
| | • |
| | • Math - High School Postsecondary Readiness |
| | • Algebra 1 EOC |
| | • Geometry EOC |
| **Resources Available to Support the Goal** | • Florida Focus Achieves website with linkages to FCAT and Common Core will be used in all Mathematics classes for progress monitoring relative to benchmarks. |
| **Targeted Barriers to Achieving the Goal** | • Average daily attendance and student motivation are barriers to meeting the goal of increasing the number of students scoring at or above Level 3 as determined by the Algebra EOC. |

**Plan to Monitor Progress Toward the Goal**

**Action:**


**Person or Persons Responsible:**


**Target Dates or Schedule:**


**Evidence of Completion:**


| | |
|---|---|
| **Goal #4:** | **Increase the percentage of students meeting high standards in Writing from** |

**Targets Supported**
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**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| | |
|---|---|
| **Goal #5:** | **Increase number of students in attendance each school day. Reduce absenteeism and tardiness by 10%** |

| | |
|---|---|
| **Targets Supported** | • |
| | • Reading |
| | • Reading - AMO's |
| | • Reading - FCAT2.0 |
| | • Reading - FAA |
| | • Reading - Learning Gains |
| | • Reading - CELLA |
| | • Reading - Postsecondary Readiness |
| | • Writing |
| | • Math |
| | • Math - Middle School Acceleration |
| | • Math - High School |
| | • Math - High School AMO's |
| | • |
| | • Math - High School Postsecondary Readiness |
| | • Algebra 1 EOC |
| | • Geometry EOC |
| | • Social Studies |
| | • U.S. History EOC |
| | • Civics EOC |
| | • Science |
| | • Science - Elementary School |
| | • Science - Middle School |
| | • Science - High School |
| | • Science - Biology 1 EOC |
| | • STEM |
| | • STEM - High School |
| | • CTE |
| | • Parental Involvement |
| | • EWS |
| | • EWS - High School |
| | • EWS - Graduation |
| | • Additional Targets |
| **Resources Available to Support the Goal** | • PBS implementation across campus<br>• Academy themed projects |
| **Targeted Barriers to Achieving the Goal** | |

**Plan to Monitor Progress Toward the Goal**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| Goal #6: | Decrease the number of students suspended in school 1+ days from 832 to 749 |
|---|---|

**Targets Supported**
- 
  - Reading
  - Reading - AMO's
  - Reading - FCAT2.0
  - Reading - FAA
  - Reading - Learning Gains
  - Reading - CELLA
  - Reading - Postsecondary Readiness
  - Writing
  - Math
  - Math - High School
  - Math - High School AMO's
  - 
  - Math - High School Postsecondary Readiness
  - Algebra 1 EOC
  - Geometry EOC
  - Social Studies
  - U.S. History EOC
  - Civics EOC
  - Science
  - Science - High School
  - Science - Biology 1 EOC
  - STEM
  - STEM - High School
  - CTE
  - Parental Involvement
  - EWS
  - EWS - High School
  - EWS - Graduation
  - Additional Targets

| | |
|---|---|
| **Resources Available to Support the Goal** | • PBS and Academy Themed projects<br>• MTSS team support<br>• Schoolwide Expectations Video |
| **Targeted Barriers to Achieving the Goal** | |

### Plan to Monitor Progress Toward the Goal

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| | |
|---|---|
| **Goal #7:** | **Decrease the number of students suspended in school 5+ days from 262 to 236** |

| **Targets Supported** | • |
|---|---|
| | • Reading |
| | • Reading - AMO's |
| | • Reading - FCAT2.0 |
| | • Reading - FAA |
| | • Reading - Learning Gains |
| | • Reading - CELLA |
| | • Reading - Postsecondary Readiness |
| | • Writing |
| | • Math |
| | • Math - High School |
| | • Math - High School AMO's |
| | • |
| | • Math - High School Postsecondary Readiness |
| | • Algebra 1 EOC |
| | • Geometry EOC |
| | • Social Studies |
| | • U.S. History EOC |
| | • Civics EOC |
| | • Science |
| | • Science - Elementary School |
| | • Science - Middle School |
| | • Science - High School |
| | • Science - Biology 1 EOC |
| | • STEM |
| | • STEM - High School |
| | • CTE |
| | • Parental Involvement |
| | • EWS |
| | • EWS - High School |
| | • EWS - Graduation |
| | • Additional Targets |
| **Resources Available to Support the Goal** | • PBS and Academy Themed Projects |
| | • MTSS Team Support |
| | • Schoolwide Expectations Video |
| | • PBS and Academy Themed Projects |
| | • MTSS Team Support |
| | • Schoolwide Expectations Video |
| **Targeted Barriers to Achieving the Goal** | |

**Plan to Monitor Progress Toward the Goal**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| Goal #8: | **Clearwater High School will increase the number of student scoring proficient of the US History EOC.** |
|---|---|
| **Targets Supported** | • U.S. History EOC |
| **Resources Available to Support the Goal** | • AVID Strategies and Cornell Notes will be utilized and reinforced in class. Teachers will implement Data Based Questions (DBQs) in their lessons that support the Common Core strategies and focus. |
| **Targeted Barriers to Achieving the Goal** | • Student Attendance/Motivation |

**Plan to Monitor Progress Toward the Goal**

**Action:**
Monitoring student achievement progress

**Person or Persons Responsible:**
Leadership Team/Department Chairs/Teacher

**Target Dates or Schedule:**
Ongoing

**Evidence of Completion:**
Student performance on EOC, Observations

| Goal #9: | **Decrease the number of students suspended out of school 1+ days from 168 to 151** |
|---|---|

| | |
|---|---|
| **Targets Supported** | • |
| | • Reading |
| | • Reading - AMO's |
| | • Reading - FCAT2.0 |
| | • Reading - FAA |
| | • Reading - Learning Gains |
| | • Reading - CELLA |
| | • Reading - Postsecondary Readiness |
| | • Writing |
| | • Math |
| | • Math - High School |
| | • Math - High School AMO's |
| | • |
| | • Math - High School Postsecondary Readiness |
| | • Algebra 1 EOC |
| | • Geometry EOC |
| | • Social Studies |
| | • U.S. History EOC |
| | • Civics EOC |
| | • Science |
| | • Science - High School |
| | • Science - Biology 1 EOC |
| | • STEM |
| | • STEM - High School |
| | • CTE |
| | • Parental Involvement |
| | • EWS |
| | • EWS - High School |
| | • EWS - Graduation |
| | • Additional Targets |
| **Resources Available to Support the Goal** | • PBS and Academy Themed Projects |
| | • MTSS Team Support |
| **Targeted Barriers to Achieving the Goal** | |

| **Plan to Monitor Progress Toward the Goal** |
|---|

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| **Goal #10:** | **Decrease the number of students suspended out of school 5+ days from 86 to 77** |
|---|---|
| **Targets Supported** | • |
| | • Reading |
| | • Reading - AMO's |
| | • Reading - FCAT2.0 |
| | • Reading - FAA |
| | • Reading - Learning Gains |
| | • Reading - CELLA |
| | • Reading - Postsecondary Readiness |
| | • Writing |
| | • Math |
| | • Math - Middle School Acceleration |
| | • Math - High School |
| | • Math - High School AMO's |
| | • |
| | • Math - High School Postsecondary Readiness |
| | • Algebra 1 EOC |
| | • Geometry EOC |
| | • Social Studies |
| | • U.S. History EOC |
| | • Civics EOC |
| | • Science |
| | • Science - High School |
| | • Science - Biology 1 EOC |
| | • STEM |
| | • STEM - High School |
| | • CTE |
| | • Parental Involvement |
| | • EWS |
| | • EWS - High School |
| | • EWS - Graduation |
| | • Additional Targets |

| Resources Available to Support the Goal | • PBS and Academy themed projects<br>• MTSS Team Support<br>• Schoolwide Expectations Video |
|---|---|
| **Targeted Barriers to Achieving the Goal** | |

### Plan to Monitor Progress Toward the Goal

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| **Goal #11:** | **decrease the number of students with ten or more in school or out of school suspension days from 159 to 143** |
|---|---|

| | |
|---|---|
| **Targets Supported** | • |
| | • Reading |
| | • Reading - AMO's |
| | • Reading - FCAT2.0 |
| | • Reading - FAA |
| | • Reading - Learning Gains |
| | • Reading - CELLA |
| | • Reading - Postsecondary Readiness |
| | • Writing |
| | • Math |
| | • Math - High School |
| | • Math - High School AMO's |
| | • |
| | • Math - High School Postsecondary Readiness |
| | • Algebra 1 EOC |
| | • Geometry EOC |
| | • Social Studies |
| | • U.S. History EOC |
| | • Civics EOC |
| | • Science |
| | • Science - High School |
| | • Science - Biology 1 EOC |
| | • STEM |
| | • STEM - High School |
| | • CTE |
| | • Parental Involvement |
| | • EWS |
| | • EWS - High School |
| | • EWS - Graduation |
| | • Additional Targets |
| **Resources Available to Support the Goal** | • PBS and Academy Themed Projects |
| | • Schoolwide Expectations Video |
| | • MTSS Team Support |
| **Targeted Barriers to Achieving the Goal** | |

**Plan to Monitor Progress Toward the Goal**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| Goal #12: | Remain having 0 students referred for alternative school placement |
|---|---|

**Targets Supported**
- 
  - Reading
  - Reading - AMO's
  - Reading - FCAT2.0
  - Reading - FAA
  - Reading - Learning Gains
  - Reading - CELLA
  - Reading - Postsecondary Readiness
  - Writing
  - Math
  - Math - High School
  - Math - High School AMO's
  - 
  - Math - High School Postsecondary Readiness
  - Algebra 1 EOC
  - Geometry EOC
  - Social Studies
  - U.S. History EOC
  - Civics EOC
  - Science
  - Science - High School
  - Science - Biology 1 EOC
  - STEM
  - STEM - High School
  - CTE
  - Parental Involvement
  - EWS
  - EWS - High School
  - EWS - Graduation
  - Additional Targets

| **Resources Available to Support the Goal** | • PBS and Academy themed projects<br>• MTSS Support |
| --- | --- |
| **Targeted Barriers to Achieving the Goal** | |

### Plan to Monitor Progress Toward the Goal

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

| **Goal #1:** | Increase the percentage of students making learning gains on Reading FCAT 2.0 from 62% to 72%. |
| --- | --- |
| **Barrier #1:** | School-wide attendance and motivation to participate in the online module are barriers for student progression. |
| **Strategy #1 to Overcome the Barrier** | Continuous usage of the School Messenger parental contact system and regular communication from PLC instructors will assist in increasing school-wide attendance. The Tornado Way Positive Behavior System will provide attendance incentives for students who |

### Step #1 to Implement Strategy #1

**Action:**
Utilize the School Messenger system for regular communication with all stakeholders.

**Person or Persons Responsible:**
Keith Mastorides

**Target Dates or Schedule:**
Continuous

**Evidence of Completion:**
Successful calls made to all stakeholders (%>90).

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

**Action:**
Monitor the participation of students in the Tornado Way Positive Behavior System.

**Person or Persons Responsible:**
Taylor Henderson, Assistant Principal

**Target Dates or Schedule:**
Continuous

**Evidence of Completion**
# of Tornado Tickets redeemed in the cafeteria

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

**Action:**
Will monitor the progression of students on each benchmark in the disciplines they are responsible for supervising.

**Person or Persons Responsible:**
All Assistant Principals

**Target Dates or Schedule:**
Continuous throughout year

**Evidence of Completion:**
The percentage of students passing mini-assessments on each benchmark will continue to increase throughout the school year.

| | |
|---|---|
| **Goal #2:** | Increase the percentage of students in the lowest 25% making learning gains from 63% to 68% on the Reading FCAT 2.0. |
| **Barrier #1:** | Average daily attendance and student motivation are barriers to meeting the goal of increasing the % of L25 students making learning gains. |
| **Strategy #1 to Overcome the Barrier** | Continued monitoring of student attendance will be used to identify students who are frequently absent. These students will be provided assistance for attendance monitoring and academic progression. |

### Step #1 to Implement Strategy #1

**Action:**
Monitor the progression of all L25 students on each benchmark on Reading FCAT 2.0.

**Person or Persons Responsible:**
All PLC Coordinators

**Target Dates or Schedule:**
Continuous

**Evidence of Completion:**
Students will make learning gains throughout the school year on each benchmark. Remediation will be provided to students not making progress on benchmark assessments.

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2**

**Action:**
Progression of students on Reading FCAT 2.0 and Florida Focus Achieves benchmark assessments.

**Person or Persons Responsible:**
All stakeholders

**Target Dates or Schedule:**
Continuous

**Evidence of Completion**
Students' performance on benchmark assessments will reflect progression throughout school year.

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2**

**Action:**
Monitor progression of students in L25 on benchmark assessments for Reading FCAT 2.0.

**Person or Persons Responsible:**
All stakeholders

**Target Dates or Schedule:**
Continuous

**Evidence of Completion:**
Continuous improvement on benchmark assessments will reflect progression for all students in the L25 throughout year.

**Coordination and Integration**
This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school**

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

**Appendix 1: Professional Development Plan to Support School Improvement Goals**

<span style="color:red">This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.</span>

**Professional development opportunities identified in the SIP as action steps to achieve the school's goals:**

**Appendix 2: Budget to Support School Improvement Goals**

**Budget Detail**