School Improvement Plan
2015-2016

Clearwater High

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Clearwater High	Keith	Mastorides

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Sandra	Hopkins

SCHOOL VISION - What is your school's vision statement?

The vision of Clearwater High School is that every student will learn the foundation skills and be engaged in the curricular pathway experiences to a level that makes them highly qualified for post-secondary education and the work place (100% Student Success).

SCHOOL MISSION - What is your school's mission statement?

The mission of Clearwater High School is to build relationships that will allow us to provide a rigorous educational process which gives students the relevant information and skills needed to develop a foundation for life that enables and challenges them to be successful in a global and multicultural society.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At the heart of Clearwater High School's mission and vision is the concept of "Rigor, Relevance, and Relationships"; building relationships with our students and teachers is a tradition that runs deep at CHS. This is proven in the fact that we have 20 plus staff and faculty members who are CHS alumni, and several graduates returning as AVID college tutors or volunteers. CHS identifies itself as a microcosm of its' surrounding communities. Our clubs, organizations, campus activities, sports teams, and the students that participate in them are representative of the surrounding neighborhoods. Currently on our campus there are more than 30 active organizations in which students may participate, of those, there are five designed specifically to connect with and acquire feedback from the students. Those organizations include Student Government, the Principal's Multicultural Advisory Board (PMAC), Students Rights and Responsibilities (SRR), the African American Gap Council and the Hispanic Gap Council.

In addition we have put into place the following Positive Behavior Supports to recognize and reward our students good efforts:
1. Tornado Tickets- teachers are given red tornado tickets to reward students at their discretion. Students can exchange tickets in the cafeteria for treats.
2. Weekly Treats- on Fridays students can come to the cafeteria, use their own devices to login to their student Focus account, show a staff member their perfect attendance for the week, and receive a treat and a raffle ticket. The students will save and accumulate raffle tickets for prizes at the end of each semester.
3. 3.0 Club- on each report card day, students who have a 3.0 for the grading period will be invited to the 3.0 club celebration. The 3.0 club celebration will be held in a predetermined location, students will use report cards as their ticket to attend, and prizes will be raffled.
4. Semester Storming Attendance Jam
a. At the end of each semester, students with no more than 4 absences in any class will be admitted to the Semester Storming Attendance Jam that will be held in a pre-determined location. Students should bring with them their raffle tickets they received every Friday for their weekly treat for a chance to win prizes.

Lastly, we build relationships with our teachers by celebrating their successes, providing support, professional development, time to meet and plan with their colleagues, multiple means for giving input, opportunities to take part in decision making processes, planning and leadership.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Campus security is priority number one. To ensure that CHS is a safe and secure environment for our students, we have put into place several measures. Our plant operations staff does an excellent job maintaining the grounds and the building. They report at 5:30 a.m. every morning to survey the campus prior to the arrival of students and faculty. Administrative staff members, hall monitors and the school's resource officer are all in predetermined duty stations prior to the start of the day, during the school day, and again at dismissal. Teachers stand at their classroom doors welcoming and greeting students as they arrive to class. A great number of our teachers support our students in extracurricular and/or athletic activities in the afternoon; reinforcing those student/teacher relationships. CHS teachers work extremely hard at developing those relationships with our students so that they all feel respected and safe. All teachers are versed in safety procedures such as contact with blood borne pathogens, lock-downs, lockouts, tornado warnings/watch, and hazardous material; many are even first aid, CPR and AED certified.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

The first preventative measure that teachers and staff members at CHS take to minimize distractions and student behaviors is to begin day one building relationships with our students. Our second preventative measure is to make the classroom as rigorous and engaging as warranted; so not to lose the attention of our students, resulting in undesirable behaviors. Next steps, are to clearly state and communicate classroom and school wide-expectations. To achieve this, each student not only receives a copy of the district's Student Code of Conduct, but students engage in a school-wide project exploring and researching CHS specific policies, expectations, extracurricular activities, and school history. Students create presentations using mixed media, and selected projects are displayed throughout the school or exhibited on the school news show. All this is accomplished within the first two weeks of school. Teachers also spend the first few days of school presenting norms, expectations and classroom procedures. Students have open access to view the master discipline plan as it is printed on posters and hung in every classroom, office area, and the cafeteria. In the case of a disciplinary incident that requires the attention of administration, teachers are instructed to send students to the office with a discipline referral. As mentioned above we also have set up a very successful school-wide PBS. Students may earn Tornado Tickets for demonstrating good character along with weekly treats and prizes each semester for attendance.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

At Clearwater High School each student is in an academy that they selected based on their interest. Within this academy model students are taking classes with a cohort of their peers who share their same interest, and a cohort of teachers who engage students in the learning process by implementing thematic based projects. This small learning community approach enables students to have a sense of belonging in a learning environment that they find relevant to their goals and interest. However, in the case that a student might need additional social-emotional support, CHS has a highly skilled student services department. In our student services department, students have access to their academy guidance counselor, the school social worker and psychologist, and a teen parenting social worker for those who are or will become young parents. Additionally, we have a teacher on special assignment who is our behavior specialist. Our behavioral specialist works mostly with our special education population, but also assist all students. All the aforementioned personnel join the administrative staff for two separate bi-weekly meetings designed to monitor students' attendance, behavior, academics, and/or other extenuating circumstances. The first of two meetings is the Child Study Team (CST), with the sole objective to monitor students who have excessive absences. The second, is the Multi-tiered System of Support (MTSS) meeting. In the MTSS, we monitor students who are not being successful academically and behaviorally. The objective is to determine what might be the root of the problem and try various interventions for improvement. For students who might be struggling academically, we have staffed in our front office a Community Liaison, who manages a slew of volunteers and mentors who assist both teachers and students in an out of the classroom. Tutoring services are available during lunch, before and after school hours.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**
SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?	

	Add Member	Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Keith	Mastorides	Principal
Taylor	Henderson	AP

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Sandra	Hopkins	Parent
Roble	Mary	Staff
Daneen	Martinez-Rice	Parent
Gil	Jennifer	AP
Julie	Biliris	Parent
Marwan	Stanford	Staff
Martine	Ward	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Last year's SIP was a collaborative effort from a team of teachers, administrators, and stakeholder. As a team we evaluated current student achievement data and reflected on our mission and vision to create goals for each section. Once a draft was developed we share our plan with the SAC for approval. Mid-way through the year department chairs and academy lead teachers were pulled together to review progress towards meeting SIP goals. We evaluation whether or not we were on track to achieve our goals and made adjustments as necessary.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SIP funds were used to buy electronic and technical equipment that teachers need to ensure that they can broadcast the school's morning announcements via, TV, projector and/or SmartBoard. Funds were also used to purchase a CHS t-shirt for all students.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

School leadership with the input of faculty and staff create a draft of the school improvement plan (SIP) based on student achievement data, and present it to the SAC. At that point, administration and the SAC members work collaboratively to revise, and fine tune the SIP resulting in participation from all stakeholders. When all stakeholders are in agreement that we have created a SIP plan that is student focused including smart goals for academic achievement; the SAC votes to approve the plan.

SAC ACTIVITIES - 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.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

The 2015-2016 school's annual budget maintains similar format of year previous, but is also supportive of the shift to a Wall-to-Wall academy model. Like previous years, allocations have been earmarked for administrative, maintenance, and managerial needs. However, indicative to the Wall-to-Wall academy model, the remaining funds have been divided amongst the four academies and media needs. The lump sum for each academy was determined based on the number of teachers it serves and special programs such as materials and processes, fine arts, and family and consumer science.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? ⦿ Yes   ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Keith	Mastorides	Mastoridesk@pcsb.orb	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Special Education	10	9

Certifications (if applicable)
VE (k-12), administrator and school principal

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Taylor	Henderson	hendersont@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	English	10	10

Certifications (if applicable)
English (6-12), administrator

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Leslie	Hopkins	hopkinsl@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Computer Science	17	7

Certifications (if applicable)
Mathematics (6-12), administrator

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Jennifer	Gil	gilje@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	World Languages- Spanish	4	4

Certifications (if applicable)
Spanish (K-12), ESOL endorsement, and administrator

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Eric	Krause	krausee@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Fine Arts- Music	1	1
Certifications (if applicable)			
Fine Arts- Music, administrator (in progress)			

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

# of instructional employees: 116

% receiving effective rating or higher: 100

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 13.8

% reading endorsed: 10.3

% with advanced degrees: 42.2

% National Board Certified: 2.6

% first-year teachers: 2.6

% with 1-5 years of experience: 18.1

% with 6-14 years of experience: 37.1

% with 15 or more years of experience: 42.2

PARAPROFESSIONALS

# of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

On the occasion that Clearwater High School has a vacancy, we follow the Pinellas County School District's policy for posting and recruiting highly qualified teachers and staff members. A hiring committee is formed that may consist of current teachers, staff members, parents, community members, administrative staff and in some cases, students. The credentials of probable candidates are verified on Pinellas County's Wincocular program, which is a resource for schools to look up individuals who have applied to the school district and who are cleared for employment. To retain and develop our current teachers, we provide professional development on teacher work days, and during faculty meetings. We schedule time for teachers to meet in their professional learning communities (PLC). Teachers are encouraged to participate in grant writing, and professional conferences such as Model Schools and New Tech Network. We involve teachers in analyzing data, setting goals, and monitoring those goals, such as with use of the Algebra Carnegie Learning and Florida Focus Achieves programs. To welcome our new teachers we provide them with a welcome pizza lunch. This is a great time for them to fellowship with other new teachers and assistant principals. Following their welcome lunch, new teachers are paired with a school-based/content area based mentor. Throughout the course of their first year, teachers are meeting once a month to discuss the progression of the year, upcoming procedures, and content related material.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Clearwater High School celebrates relationships, as evident in our low turnover rate. Many teachers at CHS have taught almost their entire careers here. We celebrate these accomplishment every year at our back to school kick-off meeting. We meet at an off campus location for breakfast and reward CHS pins to teachers who have been with our school for 1 year, 5 years, 10 years, 15 years, 20 years and more. It is such a great way to start the school year and it sets the tone for value in camaraderie and collaboration for the rest of the year. We make every effort to physically place teachers of the same content area in close proximity to allow common planning and lunch times. We structure our faculty meetings to allow time for collaboration and professional development, and with the help of our Parent Teacher Student Association and other outside support organizations, we provide opportunities for teachers to share meals and fellowship throughout the year. Many of our teachers consider CHS their home, as more than 20 member of our faculty are alumni of the school. For those who are not alumni, they have adopted CHS as their home, forming bonds with their colleagues and encouraging each other's professional growth.

TEACHER MENTORING PROGRAM/PLAN - 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. Throughout the course of their first year, teachers are meeting once a month to discuss the progression of the year, upcoming procedures, and content related material. The site-based mentor may conduct classroom observations and provide the new teacher with feedback. Teachers and mentors often develop close bonds, and the mentor becomes the first person in line that the new teacher can share concerns with or bring question to.

PART I	CURRENT SCHOOL STATUS
Section E	Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS 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. The information captured at these meetings permits the team to identify trends. The following classes of personnel participate in these processes: school counselors, social workers, the school psychologist, administrators, vocational and behavioral specialist, and teachers may also become involved in discussions, analyzing data, and the decision making process.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member | Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Taylor	Henderson	AP
Leslie	Hopkins	AP
Jennifer	Gil	AP
Eric	Krause	AP intern
Mary	Boyton	Counselor
Marwan	Stanford	Counselor
Kimberly	Rubin	Counselor
Jamila	Jackson	Counselor
Holly	Baumann	Social Worker
Debra	Gregory	Teen Parent Social Worker
Anne	Bernstein	Psycologist

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Keir	Borresen	Vocational Specialist
Chester	McCoy	Behavioral Specialist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

School administration meets weekly to review student achievement data, monthly we join the school leadership team (includes academy leads and department chairs) to articulate data and to generate discussions. At these meetings, we monitor our progress towards reaching our SIP goals and when needed, prepare the mid-year review. Most student driven school-wide initiatives manifest from the leadership team meetings. Additionally, academy lead teachers, counselors and assistant principals facilitate data discussion in the monthly academy PLCs. The MTSS committee meets bi-weekly to specifically discuss how we can implement strategies to assist students behaviorally, academically, and with attendance. The MTSS also monitors student data for progress.

DATA SOURCES AND MANAGEMENT SYSTEMS - 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, Performance Matters, and the Baseball Card to gather and disaggregate both academic and discipline data. This collected data will be reviewed and monitored throughout the school year to ensure the effectiveness of the curriculum. Additional data will be generated from various assessment tools such as our state assessments (FSA, Alg. 1 EOC, Geo. EOC, and US Hist. EOC) and our local district assessments (FAIR, PERT, Performance Matters,and DD-EOCs).

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Academy lead teachers, counselors, and assistant principals articulate the purpose of MTSS at each monthly PLC, teachers discuss student academy cohort data and interventions. Academy teachers may submit a referral to the MTSS for additional support.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Teachers in core and non-core academic classes all follow a Pinellas County pacing guide for their subject areas that are aligned with the Florida State Standards/NGSS for Science. There is a department chair for each content area that meets with their district supervisor monthly and relays important information pertaining to their subject area to the other teachers on campus. Therefore, there is routine articulation from the state level, to the district, and to the schools. Additionally, teachers in core academic areas make use of the formative and summative assessments that are made available from both the state and the district such as: FCAT Explorer, Florida Focus Achieves, Algebra and Geometry Carnegie Learning, Reading Counts, Performance Matters, FAIR, PERT, DD-EOC's, and exemplar lessons that target all academic Florida State Standards and drive instruction.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Student achievement data is used to not only differentiate instruction in the classroom, but also to determine students schedules. Students who are identified as needing additional support in reading are placed in a block Read 180 class or with a classroom teacher who is NG-CAR PD trained. For students who need additional support in math or who have not passed their Algebra 1 EOC are placed in a block algebra 1/Critical thinks skills course. On the other side of the coin, students who routinely score well are encouraged to take higher level courses such as AICE, Advance Placement (AP), honors and dual enrollment. In the classroom specifically, teachers use formative assessment data from Florida Focus Achieves (FFA) to differentiate their instruction. Using FFA data, teachers are able to see which benchmarks might be necessary to go back and reteach or which might not require much time. Our school coincided with the

districts plan for inclusion of ESE students. Teachers are able to further differentiate instruction with the assistance of the co-teaching and support facilitation model.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Extended Learning Program

Minutes added to the school year: 25,920

What is/are the strategy's purpose(s) and rationale(s)?

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.

Provide a description of the strategy below.

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

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/are the person(s) responsible for monitoring implementation of this strategy?

Assistant Principals

INSTRUCTIONAL STRATEGY #2

Strategy Type

School-wide Literacy

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Reading achievement is enhanced through the development of independent reading practices. Also, content area schema/background knowledge is broadened as a direct result of fluent, instructional level reading.

Provide a description of the strategy below.

Using content related digital text selected from our Kindle account resources, students will read independently, discuss with small groups, and collaborate on text based questions 2-3 times weekly. The culminating task will be a critical thinking/analytical activity from a framed choice. In addition Clearwater High School is in it's 4th year of implementing BYOT (Bring Your Own Technology), students may use their own electronic devices to access their Kindle accounts, conduct research, and/or use them as tools for collaborative learning.

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

Formative assessments using literacy based rubrics will be used 3 times, with a summative assessment given at the end of the semester.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Reading Coach and assistant principals

INSTRUCTIONAL STRATEGY #3

Strategy Type

Bilingual Tutoring

Minutes added to the school year: 40

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy is to provide extra instructional support for our ELL students.

Provide a description of the strategy below.

Once a week bilingual tutoring is available for ELL students. Student may attend tutoring for additional instruction or simply to sit and work on homework/assisntments in a quiet safe environment.

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

Even though the number of students that attend tutoring each week is a consistent average, different students attend each week.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Juan Pizano and Jennifer Gil

INSTRUCTIONAL STRATEGY #4

Strategy Type

Push-In Program

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy is for teachers to collaborate and support each other for the success of all students.

Provide a description of the strategy below.

Teachers opt to forgo a planning period, and instead "push-in" to classes that have been identified based on student achievement data as classes that need additional support. These classes are often found as having a high number of struggling students, ELL's, or ESE students.

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

Throughout the course of the year, all teachers submit a "Tornado Warning Log", or a list of all students in jeopardy of failing the grading period. Administration monitors student failure rates to determine where there might be a need.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Assistant Principals

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Prior to the start of the school year, CHS hosts a new student orientation. On the day of new student orientation, students have an opportunity to meet all club sponsors and coaches before the presentation begins. During the presentation the students are introduced to the Principal, Assistant Principals, and Guidance Counselors which all describe the various supports that are on campus, graduation requirements, and school processes and procedures. All 9th grade students are enrolled in a freshman experience class that orients them to high school, study habits, critical thinking skills, graduation requirements and AVID strategies. Additionally, students who are identified in need for extra support are given either a peer or adult mentor/tutor.

To support outgoing cohorts, cohort teams of assistant principals, guidance counselors, lead teachers, and our graduation coach consistently monitor the on track status of our graduating cohort. The team conducts data chats, credit checks, reviews transcripts, enrolls students in credit recovery programs, assigns mentor and tutors.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

-Guidance counselors meet with students in individual, small group and large group settings to provide services 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 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.
To support our vision of graduating students that are college and career ready, Clearwater High School has also implemented this year a personalized and project-based learning academy called CHANGE (Clearwater High Academy of Next Generation Education). Within the realms of personalized and project-based learning students will be learning and practicing executive functioning skills and owning their educational journey. Students will also practice and enhance soft skills necessary to succeed in a college and career setting such as: Thinking and Knowledge, Agency, Written Communication, Oral Communication, and Collaboration.

Describe how the school integrates vocational and technical education programs.

Clearwater High School incorporates a variety of vocational and technical education programs on and off campus. Currently in our business department students have an opportunity to earn the Microsoft Bundle certification or any Microsoft office application certification. Students have an opportunity to earn Adobe and ProLogic certifications as well. In our CASA program student will earn not only college credit, but may attain the ground pilots license as well. Other industry certifications available to students include: lifeguarding, sports officiating, hotel management and lodging, and safe staff. Student on our campus may also dual enroll in Pinellas Technical College for an industry certification. We are currently collaborating with Career Academies of Seminole to make available to our students the vocation programs that they have to offer.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

To improve student readiness for the public post-secondary level we have incorporated the use of school-wide AVID strategies, have enrolled students in the most rigorous courses for their ability (AICE, AP, Honors, Dual Enrollment), provide opportunities for students to participate in the PERT test, which measures post-secondary readiness.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member	Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Keith	Mastorides	Principal	mastoridesk@pcsb.org
Taylor	Henderson	AP	Hendersonk@pcsb.org
Dawn	Hartley	Teacher	hartleyd@pcsb.org
Elizabeth	Balcombe	Teacher	balcombee@pcsb.org
Angela	Strother	Teacher	strothera@pcsb.org
Judy	Hansen	Teacher	hansenj@pcsb.org
Holly	Baumann	Social Worker	baumann@pcsb.org
Kelly	Salvo	Teacher	salvok@pcsb.org
Mary	Boyton	Counselor	boytonm@pcsb.org
Joel	Melvin	Teacher	melvinj@pcsb.org
Adella	Landstorm	Reading Coach	Landstroma@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

To continue to build capacity of our Kindle e-Reader program, all teachers will select a digital text related to their content and incorporate it in their classes. Students may access the digital content using their own devices or Kindles that are available to them by the school. All students will use reading and writing strategies to support and enhance their literacy and learning across contents. These strategies include but are not limited to: graphic organizers, Cornell notes, text marking, reading and group discussion protocols, higher level questions, and the producing of projects, or other products to demonstrate comprehension of literary text.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

This year all teacher will be using digital content related to the subject area that they teach as supplemental reading materials. Teachers will incorporate the digital content in their classes in such a way that all students will not only be expected to read but also held accountable for reading producing a project or other relevant product to demonstrate thinking and learning.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)   Area 1: English Language Arts (Reading)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	39	44

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
13		

FLORIDA ALTERNATE ASSESSMENT (FAA)   Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS   Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
54		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)   Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59	67	62

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	17	22

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28	29	34

ANNUAL MEASURABLE OBJECTIVES (AMOs)   Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	56		
Black/African American	11		
Hispanic	22		
Asian	4		
American Indian	6		
English Language Learners (ELLs)	1		
Students with Disabilities (SWDs)	4		
Economically Disadvantaged	47		

POSTSECONDARY READINESS

Four-Year 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.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
42	67	72

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL   Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

We will increase the percent of students reading on grade level from 39 to 44%.

Provide possible data sources to measure your reading goal.

FSA reading
PERT scores
SRI lexile scores

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Digital content reading initiative	Teachers will select a digital text for each grading period from the many electronic resources available to them and students on the Kindle account.
Action 2	**Plan to Implement Action 2**
Literacy Coach will collaborate and plan with Reading and Language Arts teachers to develop exemplar lessons which target the ELA/Reading Florida Standards following the curriculum pacing guide.	Literacy Coach will meet initially with teachers to plan and coordinate lessons and materials prior to teaching exemplar lesson and collect student work for district scheduled trainings. Time management will be of the utmost importance.
Action 3	**Plan to Implement Action 3**

Increased PLC's and teacher collaboration	Teachers will meet in content specific PLC's bi-weekly to monitor student achievement data and share best practices.
Action 4	Plan to Implement Action 4
Teachers will attend pertinent reading professional development sessions: Core Connections, teaching/learning and new curriculum series.	Literacy Coach will communicate all upcoming training/PD opportunities. Teachers should monitor moodle site and e-mail notices.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46		

FLORIDA ALTERNATE ASSESSMENT (FAA)	**Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL	**Area 2: English Language Arts (Writing)**

What is your school's writing goal? Provide a description of the goal below.

We will increase the percent of students scoring a 3.5 or higher on the Florida Writes assessment by 5%.

Provide possible data sources to measure your writing goal.

Florida Writes
FSA data

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
FSA/Florida Writes Practice Day	Implement a school wide practice day for the Florida State Assessment and Florida Writes. Students rotate into 3 sessions for the day, practice test, project based learning, and a grade level assembly.
Action 2	Plan to Implement Action 2

School-wide Projects	Throughout the school year, we will implement school-wide projects. For these projects students will have to produce a product and/or writing sample.
Action 3	Plan to Implement Action 3
Writing strategies	Implement schoolwide writing strategies such as cornell notes, writing in response to reading and graphic organizers.
Action 4	Plan to Implement Action 4
FSA Standard School-wide writing rubric	Teachers will implement the use of the FSA writing rubric as a standard for writing assignments.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS	**Area 3: Mathematics**

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58		

ANNUAL MEASURABLE OBJECTIVES (AMOs)	**Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS

Four-Year 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.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23	67.3	72

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24	9.3	14

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4	0.7	1

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
19		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
17		

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

We will increase the percent of students scoring a level 3 or higher on the Algebra 1 EOC from 9% to 14%.

Provide possible data sources to measure your mathematics goal.

Carnegie Geometry
Performance Matters
PERT
Geometry EOC

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Carnegie Geometry	We will continue to implement Carnegie Geometry. We have allocated a computer lab specific to Carnegie Geometry and have created a rotating schedule for teachers to use the lab.
Action 2	Plan to Implement Action 2

Carnegie Algebra 1	We will continue our successful work with the Algebra 1 program, and like Carnegie Geometry, we have set aside a computer lab solely dedicated to Algebra 1 teachers to use.
Action 3	Plan to Implement Action 3
Increased PLC and collaboration time	Teachers will meet bi-weekly to monitor data and share best practices.
Action 4	Plan to Implement Action 4
Provide Extra Support	We have created co-teaching and support facilitated instructional models for our Algebra and Geometry sections that demonstrate a need. Additionally, we have teachers who push into classes on their planning time to assist classes with struggling teachers.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	58	63

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10	17	22

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL	
	Area 4: Science

What is your school's science goal? Provide a description of the goal below.

We will increase the percent of students scoring a level 3 or higher on the Biology EOC from a 58% to a 63%.

Provide possible data sources to measure your science goal.

Performance Matters
Biology EOC

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Increased PLC's and collaboration	Teachers will meet bi-weekly to monitor student achievement data and share best practices.
Action 2	Plan to Implement Action 2
Increased Labs	Teachers have created a plan to use once classroom as a designated lab space, making it more effective and efficient to prepare labs and offer these relevant experiences to students.
Action 3	Plan to Implement Action 3
Performance Matters cycle assessments	Continue to monitor data from Performance Matters cycle assessments to drive curriculum and differentiate instruction.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
10	15

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10	17	20

Students Enrolling in One or More *Accelerated* STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
7	25	30

Completion Rate for Students Enrolled in *Accelerated* STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
83	90

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59		

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
38	

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80	80	82

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	37	40

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL	Area 5: Science, Technology, and Mathematics (STEM)

What is your school's STEM goal? Provide a description of the goal below.

We will increase the number of STEM related extracurricular activities from 10 to 15 a year.

Provide possible data sources to measure your STEM goal.

Activity and Building request
Competition outcomes
Field trip request
Industry certifications
Assemblies

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increase course offerings	As we are in our 3rd year of the CASA program, we have hired an additional teacher to teacher our ground pilots class and unmanned aircraft course.
Action 2	**Plan to Implement Action 2**
Advisory Boards	Continue to foster relationship with community member through advisory boards to gain knowledge on industry needs for curriculum development.
Action 3	**Plan to Implement Action 3**
Industry Certifications	Encourage all students to participate in obtaining supplemental industry certifications as they relate to STEAM careers and activities.
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	Area 6: Career and Technical Education (CTE)

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72	73	77

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37	40	45

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
40	45

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37	45	50

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
90	100

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80	80	82

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
7	7	8

If you have a goal to support your CTE targets, provide the following information for that goal.

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

What is your school's CTE goal? Provide a description of the goal below.

We will increase the percent of students earning industry certifications from 45% to 50%.

Provide possible data sources to measure your CTE goal.

Industry Certification data
Participation in STEM/CTE courses and activities

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Test every student	Teachers will plan to test all students who are enrolled in the industry certification courses.
Action 2	Plan to Implement Action 2
Internships	Continue to build community partnerships that will result in opportunities for students to participate in internships.
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section G	**Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29	34	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
43	6	15

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL	**Area 7: Social Studies**

What is your school's social studies goal? Provide a description of the goal below.

We will increase the number of students scoring at a level 3 and above from 34% to 40%.

Provide possible data sources to measure your social studies goal.

Performance Matters
US History EOC

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Incorporate the use of "The Gateway to America" text, specifically designed for the US History EOC	Order a copy of the text for each students
Action 2	**Plan to Implement Action 2**
Enlist appropriate instructional staff for US History	Reviewed data, lessened the number of instructional staff teacher US History to 4 persons.
Action 3	**Plan to Implement Action 3**
Increased PLC's and collaboartion	Teachers will meeting bi-weekly to monitor data and share best practices.
Action 4	**Plan to Implement Action 4**

Continue the use of DBQ's	Encourage teachers to incorporate the use of DBQ's as a personal goal on their deliberate practice plans, to engage DBQ PD, and monitor the frequency in which they are implementing DBQ's.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	10	11.7	6
Grade 10	11	11.7	6
Grade 11	4	8.3	4
Grade 12	4	4.7	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	24	25.3	20
Grade 10	32	27.2	22
Grade 11	22	23.8	18
Grade 12	24	24	20

SUSPENSIONS	**Area 8: Early Warning Systems**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	31	38.4	33
Grade 10	37	36.7	31
Grade 11	19	29	24
Grade 12	20	19.9	14

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	2	3	1
Grade 10	3	2	1
Grade 11	.07	1	0
Grade 12	.04	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	15	16.9	11
Grade 10	19	15.5	10
Grade 11	9	8.7	3
Grade 12	11	5.6	1

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	2	2.3	0
Grade 10	3	1.9	0
Grade 11	.7	.8	0
Grade 12	.4	.2	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	6	7	2
Grade 10	7	5.4	1
Grade 11	2	3.5	0
Grade 12	3	3	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	.2	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	.2	0
Grade 10	0	.4	0
Grade 11	.02	0	0
Grade 12	.02	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.2	.4	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

RETENTIONS   **Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	5	2.2	0
Grade 10	11	2.9	0
Grade 11	8	.3	0
Grade 12	0	.6	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	26	27	22
Grade 10	27	25	20
Grade 11	23	20	15
Grade 12	2	2	0

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	64	3.2	0
Grade 10	53	20.8	15
Grade 11	142	17.3	12
Grade 12	15	20.5	15

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14	13	10

MULTIPLE EARLY WARNING INDICATORS

Area 8: Early Warning Systems

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	26	30	25
Grade 10	30	32.8	27
Grade 11	15	25	20
Grade 12	17	23.3	18

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Future Plans Career Assessments- results from the interest survey will help students determine future goal and create a plan for achieving that goal
Academy Model and small Learning Communities- academies and SLC allow the students to be a part of a smaller community within a large comprehensive high school. Students are in classes with students who share their similar interest, and with teacher and student who begin to develop close relationships.
Cohort monitoring, data chats, tutoring, peering tutoring, extended learning opportunities, mentors and peer mentors, academic and progress monitoring assessments - These are all strategies that we implement to tract student progress, make decisions, and support student achievement. Each AP along with our graduation coach monitors their academy cohort and achievement data. Additionally, each AP will meet with student who are not on track one-on-one or in small groups to discuss their academic success. When necessary we offer and encourage students to participate in extended learning opportunities, tutoring, and/or mentoring.

DROPOUT PREVENTION

Area 8: Early Warning Systems

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	3	0

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
90	86	90

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23	67	72

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
90	86	90

Students Graduating in Five Years, Using Criteria Defined at
34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
2	1	0

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
We will increase the percent of black students scoring a level 3 or more on the Algebra EOC from 13% to 17%. To offer students more support we have implemented a push-in program, which is when teachers forgo a planning period to support another teacher in classroom that have a high percentage of students who struggle. These teacher will work with small student groups and/or individuals.	39	13	17
We will increase the percent of black students reading on grade level from 30% to 35%. Because of the variety of text offered to students on through our Kindle programs, students in their reading classes will be encourage to select text that are relevant to them. Additionally, across all content areas, teachers will be incorporating content relevant supplemental reading material each nine week period.	30	30	35
We will increase the percent of black students participating in advanced curriculum from 40% to 45%. We have diligently reviewed student achievement data for our black students who show academic promise and have met with them, strongly encouraged them and enrolled students in advance course.	23	40	45

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

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
allow for families to support and supervise their child's educational progress. Additionally we will increase the use of our school
Facebook. Parents may also access our schools website to stay connected and informed. To support our Wall-to-Wall academy model
and other great programs here at Clearwater High School, we go above and beyond participation in district-wide discovery night, but
also promote and host our own informational nights for various programs.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

CHS builds positive relationship with parents by using a variety of means to communicate to parents and reach out for assistance. Quarterly newsletters are mailed home which not only include update school news, but also how to become more involved. Parents are encouraged to connect with TIna Ward our school's community liaison for volunteer opportunities.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

With the Wall-to-Wall academy models surround local businesses and community organization have been invited to be apart of academy advisory councils. Through our advisory boards we gain insight on need to know knowledge and skills for industry certifications, job shadowing, and internships. Additionally, our partnership had awarded dollars to fund our programs and externship for our teachers.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	Marzano, project-based and personalized learning
Related Goal(s)	All content areas
Topic, Focus, and Content	Goals and Scales, project-based and personalized learning.
Facilitator or Leader	All administrators
Participants (e.g., Professional Learning Community, grade level, school wide)	Academy and content area PLC's and school-wide
Target Dates or Schedule (e.g., professional development day, once a month)	bi-weekly PLC's, monthly faculty meetings, and site-based ProEd days. We also invite teachers to attend the Model Schools Conference and the New Tech Network Annual conference.
Strategies for Follow-Up and Monitoring	Walk-trhoughs, informal and formal observations
Person Responsible for Monitoring	All administrators

PART IV	COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, 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

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Clearwater administration has multiple mean of identifying and aligning available resources to meet the needs of students. Through content area, academy and leadership PLC's, advisory boards, and booster organization we are able to identify the social and academic needs of students. Our program and services are generated by federal, state, and local funds, but are also supports by fundraising efforts and grants. The principal and administrators are responsible for appropriately allocating the use of federal, state, and local funds, and grant monies; however they also monitor the use of fundraising profits for all programs.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item	Delete Item

Budget Item Description	Personalized and Project-based learning
Related Goal(s)	All goals
Actions/Plans	We will continue to offer teachers PD on personalizing the learning environment and project-based learning.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Ford NGL, New Tech Network, Forward Thinking PBL

Description of Resources	All resouces are national organizations for personalized and project-based learning.
Funding Source	Bill and Melinda Gates Foundation, Ford NGL, Pinellas Education Foundation
Amount Needed	

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

<div align="right">

Add Goal	Delete Goal

</div>

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation (who, what, when and evidence)

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored (what data, who, when and evidence)

Repeat 3-7 for each barrier