Clearwater High School

2019-20 School Improvement Plan

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Clearwater High School

540 S HERCULES AVE, Clearwater, FL 33764

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

Demographics

Principal: Keith Mastorides M

Start Date for this Principal: 7/10/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: C 2015-16: C 2014-15: C 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	[Tracy Webley](#)
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <u>www.floridacims.org.</u>

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Mastorides, Keith	Principal
Principal	
Henderson, Taylor	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	434	452	409	305	1600
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	8	10	5	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	33	31	13	14	91
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	167	192	173	117	649
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	168	146	117	33	464

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	241	266	228	183	918

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	15	11	18	12	56
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	4	9	7	25

FTE units allocated to school (total number of teacher units)
75

Date this data was collected or last updated
Wednesday 7/10/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	434 (0)	452 (0)	409 (0)	305 (0)	1600 (0)
Attendance below 90 percent	8 ()	10 ()	5 ()	0 ()	23 (0)
One or more suspensions	33 (0)	31 (0)	13 (0)	14 (0)	91 (0)
Course failure in ELA or Math	167 (0)	192 (0)	173 (0)	117 (0)	649 (0)
Level 1 on statewide assessment	168 (0)	146 (0)	117 (0)	33 (0)	464 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	43%	54%	-11%	55%	-12%
	2018	46%	53%	-7%	53%	-7%
Same Grade Comparison		-3%				
Cohort Comparison						
10	2019	42%	53%	-11%	53%	-11%
	2018	37%	54%	-17%	53%	-16%
Same Grade Comparison		5%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019	55%	62%	-7%	67%	-12%
2018	54%	63%	-9%	65%	-11%
Compare		1%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019	53%	70%	-17%	70%	-17%
2018	61%	70%	-9%	68%	-7%
Compare		-8%			

ALGEBRA EOC

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

GEOMETRY EOC

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	31	32	14	25	19	16	31		88	55
ELL	15	39	41	15	32	47	32	23		82	63
ASN	73	73		36	50			62		100	82
BLK	19	42	33	21	29	24	26	29		94	82

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	35	48	44	27	35	45	49	47		92	78
MUL	42	49		47	41		82	65		92	64
WHT	62	56	46	53	47	53	74	66		98	90
FRL	35	48	39	31	36	33	51	43		94	80

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	29	27	12	32	34	27	39		86	43
ELL	10	40	36	14	34	32	19	15		72	55
ASN	55	50		93	64		89	85			
BLK	19	47	47	17	35	42	30	48		88	60
HSP	37	51	36	32	37	27	47	47		86	69
MUL	39	51	27	52	50		65	74		86	67
WHT	57	60	55	50	47	52	72	74		92	76
FRL	34	48	40	33	38	38	49	54		85	65

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

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

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

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

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

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

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA - Reading
Rationale	The ELA component for school improvement indicates that our school has not demonstrated adequate yearly progress with all of our students. The ELA goal will be focused on increasing overall achievement in reading, writing, and critical thinking practice for our students.
State the measureable outcome the school plans to achieve	Increase 9th grade overall achievement from 43% to 53%; increase 10th grade overall achievement from 42% to 52% by May 31, 2020 as measured by the FSA ELA assessment.
Person responsible for monitoring outcome	Taylor Henderson (hendersont@pscb.org)
Evidence-based Strategy	We will utilize common planning in ELA and district staff developers will attend these meetings. Our staff will engage in site-based professional development with district staff developers. Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy	Common planning and supportive professional development will provide support to help staff identify critical content from the state standards in alignment with district resources. Craft and structure: Standards to work on ()

Action Step	
Description	1. ELA instructors will receive professional development around close reading, instructional shift, standards, assessment, and instructional methods. 2. Leadership walks with all ELA staff members and district support will occur each month to identify best practices. 3. Implement a Reading Honors course second semester to assist Level 3 students who are not demonstrating progress 4. New teachers in ELA will attend the district-provided new teacher cadre for support and assistance. 5. SIM strategies will be used in Learning Strategies courses to support all ESE students in ELA classes. 6. Saturday extended learning practice in ELA using Writing strategies
Person Responsible	Taylor Henderson (hendersont@pscb.org)

#2	
Title	Mathematics Proficiency
Rationale	The Algebra and Geometry component for school improvement indicates that our school has not demonstrated adequate yearly progress with all of our students. The Algebra and Geometry goal will be focused on making improvements in proficiency for all first time test takers.

State the measureable outcome the school plans to achieve	Increase the percentage of students meeting high standards on the Algebra and Geometry EOCs from 37% to 40% by May 31, 2020 as measured by the Algebra and Geometry assessment.
Person responsible for monitoring outcome	Taylor Henderson (hendersont@pscb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	We will utilize these evidence-based strategies to align with state standards, challenge our students with complex tasks, and utilize data to modify instruction to meet the needs of all students.

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

#3	
Title	Mathematics Learning Gains
Rationale	Our Algebra and Geometry EOC performance results indicate that we only have 39% of our students making learning gains.

State the measureable outcome the school plans to achieve	Increase the percentage of students making learning gains on the Algebra and Geometry EOC to 42% by May 31, 2020 as measured by the Algebra and Geometry EOC assessment.
Person responsible for monitoring outcome	Taylor Henderson (hendersont@pscb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	Our staff will identify critical content from the Geometry state standards and will align them with provided district resources to engage our students in highly complex tasks. Our staff will also engage in professional development and PLCs that focus on student data to identify specific needs for each student.

Action Step	
Description	1. Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content. 2. Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the mathematics practice standards and by incorporating AVID's WICOR learning support strategies. 3. Teachers engage in professional learning around instructional shifts, course standards, state assessments and tracking student data based on the instructional needs identified through progress monitoring assessments. 4. Learning strategies classrooms will utilize SIM strategies to assist ESE students in making learning gains in Algebra and Geometry.
Person Responsible	Taylor Henderson (hendersont@pscb.org)

#4	
Title	United States History
Rationale	Our US History EOC results indicate that we only had 53% of our students meeting high standards on the US HIstory EOC.
State the measureable outcome the school plans to achieve	Increase the percentage of students meeting high standards in US History to 70% by May 31, 2020 as measured by the US History EOC.
Person responsible for monitoring outcome	Taylor Henderson (hendersont@pscb.org)
Evidence-based Strategy	Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions to help students elaborate on content. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	Our US History results indicate that we are currently performing below our school district and state. We will utilize complex assignments and projects to assist our students in better elaborating on content. We will also engage our teachers in strategic conversations with students and parents regarding performance data throughout the year. We will strive to meet the needs of each student through the strategic use of student performance data.

Action Step

Description	1. Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via Document Based Question (DBQ) Project materials, deep-dive documents, and SHEG lessons. 2. Teachers include AVID strategies into daily lesson plans that support students at all levels. (See AVID in Social Studies instructional strategies matrix for specific recommendations on strategies to implement) 3. Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting. 4. US History teachers will meet regularly in PLCs and with the district staff developer
Person Responsible	Keith Mastorides (mastoridesk@pcsb.org)

#5	
Title	Biology
Rationale	Our Biology EOC data indicates that only 57% of our test takers achieved high standards on the BIology EOC.

State the measureable outcome the school plans to achieve	We will increase our Biology EOC test results to reflect that 65% of our students will perform at high standards on the Biology EOC.
Person responsible for monitoring outcome	Keith Mastorides (mastoridesk@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions to help students elaborate on content. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	Our staff will engage their students in complex tasks that will enable them to elaborate on course content. Data will be utilized using both informal and formal (cycle assessments) to identify deficiencies to meet the needs of each student.

Action Step	
Description	1. Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies. 2. Teachers use district resources and exemplar lessons to support elaboration. 3. Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal-setting. 4. The administration will engage the staff in leadership walks to allow instructors to view and reflect on the effective implementation of culturally responsive instructional practices. 5. Teachers regularly utilize common assessment questions to gauge student progress toward mastery of the course content. Data from common assessment questions will be discussed at PLCs (weekly).
Person Responsible	Keith Mastorides (mastoridesk@pcsb.org)

#6	
Title	English Language Learners
Rationale	Data indicates that our ELL students performed at 15% meeting high standards in ELA and 15% meeting high standards in Mathematics.
State the measureable outcome the school plans to achieve	Our ELL students will demonstrate 20% meeting high standards in ELA by May 31, 2020, as measured by the ELA EOC.
Person responsible for monitoring outcome	Keith Mastorides (mastoridesk@pcsb.org)
Evidence-based Strategy	Strengthen school processes for engaging EL students and families through meaningful communication regarding student performance data.
Rationale for Evidence-based Strategy	Engaging our families in meaningful discussions with the school will assist each EL student in making progress on the ELA and Math EOCs.

Action Step	
Description	1. Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction. 2. Plan for meaningful engagement in and track enrichment interventions/opportunities for ELs. 3. Create a schedule for the ESOL Bilingual Assistants that directly supports standards-based instruction for ELs. 4. Implement the EL grading policy school wide.
Person Responsible	Keith Mastorides (mastoridesk@pcsb.org)

#7	
Title	Attendance
Rationale	Our attendance rate for 2018-2019 was 99.4%.
State the measureable outcome the school plans to achieve	We will increase our attendance rate to 99.6% this year.
Person responsible for monitoring outcome	Keith Mastorides (mastoridesk@pcsb.org)
Evidence-based Strategy	We will engage our students and families in informational nights, orientations, and meetings to stress the importance of daily attendance.
Rationale for Evidence-based Strategy	Student attendance is critical to student success.
Action Step	
Description	1. New student orientation information on attendance and the importance of student attendance will be stressed. 2. We will implement the Check and Connect training with all of our new teachers to assist our struggling students.
Person Responsible	Taylor Henderson (hendersont@pscb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

n/a

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

n/a

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

n/a

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

n/a

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

Part V: Budget

1	III.A	Areas of Focus: ELA - Reading				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		$3,000.00
			Notes: 3,000 will be used for our school wide reading incentive program.			
2	III.A	Areas of Focus: Mathematics Proficiency				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		$500.00
			Notes: Incentive program for EOC assessment			
3	III.A	Areas of Focus: Mathematics Learning Gains				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		$500.00
			Notes: Incentive program for Math EOC incentives			
4	III.A	Areas of Focus: United States History				$1,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		$1,000.00
			Notes: Incentive program for US History EOC			
5	**III.A**	**Areas of Focus: Biology**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		$1,000.00
			Notes: Incentive program for Biology EOC			
6	**III.A**	**Areas of Focus: English Language Learners**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		$1,000.00
			Notes: Incentive program for ELA FSA and math EOCs.			
7	**III.A**	**Areas of Focus: Attendance**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	239-Other	0711 - Clearwater High School	School Improvement Funds		$1,000.00
			Notes: 2,000 for school wide attendance incentive program.			
					Total:	**$8,000.00**