



Executive Summary: Clearwater High School

School Improvement Plan for 2016-17

Clearwater High School has 1,953 students grades 9th thru 12th, 5 administrators, 88 teachers, and 30 staff members. 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. Clearwater High School has met the requirements of the AdvancED Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.



School Celebrations

A review of our most recent school achievement data has given us reasons to celebrate and build upon as a school. Those improvements include:

1. Our school was named a Model School by The International Center for Leadership in Education (ICLE) two years in a row, and is the only one in Pinellas County.
2. The Career Academy of International Culture and Commerce (CAICC) was named a Model Academy by The National Career Academy Coalition (NCAC).
3. Our school was recognized as the most rigorous school in Pinellas County by the Washington Post, and indicated that we are in the top 23% of the state, and top 17% of the nation.
4. Our school graduation rate has increased from 73% to 87% in the past six years.
5. Our school was the first Wall-to-Wall Academy Model School providing industry certification and internship opportunities for all of our students.
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Primary Goals

To accomplish our mission, Clearwater High School has the following primary goals

- 1) **53%** of all students will demonstrate a learning gain on ELA assessments by June 1st, 2017 as measured by an increase within Levels 1 and 2 or a point increase in Levels 3-5.
- 2) **41%** of all students will demonstrate a learning gain on math assessments by June 1st, 2017 as measured by an increase within Levels 1 and 2 or a point increase in Levels 3-5.
- 3) **66%** of all students will demonstrate proficiency on science assessments by June 1st, 2017 as measured by the number of students scoring a Level 3 and higher.
- 4) **59%** of students will demonstrate proficiency on social studies assessments by June 1st, 2017 as measured by the number of students scoring a level 3 or higher.
- 5) **95%** of all students will demonstrate an accelerated rate of achievement by June 1st, 2017 as measured by the number of students who participated in accelerated course work and/or earned at least one industry certification.
- 6) **100%** of our Black students will demonstrate a learning gain of one achievement level on the English and Math EOC assessments by June 1st, 2017 as measured by the school grade learning gains calculation formula.

Key Strategies:

- The core instructional and monitoring strategies included in our action plans are:
- PLCs (administrative, leadership, curricular, academy, academic discipline and cohort) meet regularly to monitor school wide student achievement data (such as the graduation cohort, academy specific data, state assessment data, attendance and discipline data, and achievement data by subgroup) to develop individual personalized plans for each student.
- Working collaboratively with administration and PLCs, teachers have incorporated the use of goals and scales to monitor and track student academic progress. Teachers utilize feed back protocols such as critical friends, and review student work frequently for feedback and standard alignment.
- Teachers reflect on this practice by completing and submitting their bi-weekly storming standards report and annual growth plan (updated regularly).
- The use of the Storming Standards protocol allows teachers to identify student progression, reflect on their instructional practice, and develop individual student plans based upon individual achievement data for their students.
- Utilizing project-based learning in appropriate settings;

Professional Development

Personalized Learning and Project-Based Learning have been, and will continue to be focus areas for professional development. As a result of implementation, we have observed an increase in collaborative structures and student engagement in the classroom. We will continue to develop instruction and assignments that embrace personalized project based learning experiences are aligned to the Florida State Standards. Competency-based learning/grading is also a key element of project based, personalized learning.

Parent and Community Engagement

CHS continuously builds positive relationship with our families and community members as evidence by our seventeen Outside Support Organizations (OSO) or boosters, strong alumni, committees with parent/community involvement and collaboration with the City of Clearwater (academy advisory councils, PTSA, SAC, Achievement councils (African American and Hispanic), and Student leadership councils). Our newsletter, website, Facebook pages, marquees, and ConnectEd messages are utilized to share current events and activities with the community. Students volunteer and intern at numerous venues, programs and businesses throughout the community. We have consistently received the Five Star Community Involvement Award for the number of active volunteers on our campus.

For more information about Clearwater High School Improvement Plan, please go to our website at www.clearwaterhighschool.com