



Executive Summary: Clearwater High School

School Improvement Plan for 2017-18

Clearwater High School has 1,999 students grades 9th thru 12th, 5 administrators, 88 teachers, and 30 staff members. The mission of Clearwater High School is to build relationships with our students that allow us to provide a rigorous and relevant educational experience that prepares them for post-secondary life. 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. Three times, our school was named a Model School by The International Center for Leadership in Education (ICLE), and is the only Model School in the Tampa Bay area.
2. The Career Academy of International Culture and Commerce (CAICC) was named a Model Academy by The National Career Academy Coalition (NCAC).
3. For the second time, our school was recognized as the most rigorous school in Pinellas County by the Washington Post, and indicated that we are 49th in the state, 235th in the nation.
4. Our school graduation rate has increased from 73% to 88% in the past seven years.
5. Our school is the first Wall-to-Wall Academy Model School High School in Pinellas County providing industry certification and internship opportunities for all of our students.

Primary Goals

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

- 1) 41% of all students will make learning gains in language arts by May 31st as measured by the FSA ELA assessment.
- 2) 36% of all students will make learning gains in math by May 31st as measured by the Alg. 1 EOC and Geometry EOC Florida State Assessments.
- 3) 49% of all students will proficient in Biology by May 31st as measured by the Biology EOC Florida State Assessment.
- 4) 66% of all students will be proficient in US History by May 31st as measured by the US History EOC Florida State Assessment.
- 5) 75% of all students will demonstrate college/career readiness by May 31st as determined by participating and passing rigorous courses and/or an industry certification.
- 6) 100% of our black students will demonstrate learning gains in math and language arts by May 31st as measured by the Florida State Assessments.
- 7) 45% of all students in the ELL subgroup will participate in at least one advanced curricular course by May 31st determined by student schedules.
- 8) 35% of students in the ESE subgroup will participate in a course offering an industry certification or accelerated curricula by May 31st as determined by student schedules.

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 (Unify reports). 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 personalized student plans based upon individual achievement data for their students.
- Regular informal and formal observations are conducted by our administration utilizing the Marazano framework, and feedback is provided through the iObservation platform, instructional feedback forms, and conferences.
- All teachers will use the common school-wide literacy strategies which include Restate, Answer, Prove, Proofread text (RAPP), graphic organizers, text marking, and note taking strategies (Cornell Notes, Mind Mapping, etc.).
- 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 (releasing the learning to the students) 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