



# School Improvement Plan 2017-18

## Clearwater High School

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Keith Mastorides	<b>SAC Chair:</b> Sandra Hopkins
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	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.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1,957	3	18	30	4	44	0

<b>School Grade</b>	<b>2017:</b> C	<b>2016:</b> C	<b>2015:</b> B	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	30	43	31	25	44	61	61	46	49	55	88	87
Learning Gains All	36	39	31	26								
Learning Gains L25%	31	29	26	33								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Keith	Mastorides	FT	11-20 years
Assistant Principal	Taylor	Henderson	FT	11-20 years
Assistant Principal	Leslie	Hopkins	FT	4-10 years
Assistant Principal	Jennifer	Gil	FT	4-10 years
Assistant Principal	Eric	Krause	FT	1-3 years
Other	Kathy	Biddle	FT	20+ years
Counselor	Marwan	Stanford	FT	11-20 years
Other	Mariah	Oleksy	FT	1-3 years
Other	Josh	Jewett	FT	11-20 years
Other	Tim	Cain	FT	1-3 years
<b>Total Instructional Staff:</b>	<b>8</b>	<b>Total Support Staff:</b>	<b>2</b>	



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

**1.** Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

School safety for all stakeholders is of the upmost importance at Clearwater High School. The administration works collaboratively with all faculty and staff (including the SRO, cafeteria staff, and plant operators) to ensure a secure and physical safe campus. All personnel report to and supervise stations across campus (halls, bus lanes, parking lots, campus doors, gates, etc.). The administration and staff utilize restorative practices campus-wide in the application of student discipline.

At the beginning of each year, students engage in a school-wide Project Based Learning (PBL) experience designed around school expectations, processes, and history. School safety and crisis plan information are shared with students, faculty and staff regularly, and reviewed at monthly meetings and after safety drills.

Students explore behavior expectations, interventions, and reward systems during our PBL experience, and regularly throughout the year. Administration, teachers, and student services collaborate regularly to review the master discipline plan and PBS. The master discipline plan and dress code expectations are displayed in offices, classrooms, cafeteria, media center, computer labs, gym, and auditorium. Social Media, CHS website, marques, phone calls, announcements and quarterly newsletters are also utilized to disseminate pertinent information surrounding school safety and expectations.

Our PBS includes several reward systems:

1. Attendance – every Monday, administrators check student’s attendance during lunch. Students with zero absences for the previous week choose from a variety of rewards (treats, school supplies, coupons, gift cards, etc.). This time is a great opportunity for administrators to engage students individually for data chats.
2. Tornado Tickets – awarded to students by their teachers for various reasons. These reasons range from academic/behavioral improvements, catch them doing something good, meeting goals, etc.
3. 3.0 Club – at the end of each quarter students who have achieved a 3.0 GPA for the 9 weeks are invited to participate in our 3.0 Club celebrations. These celebrations have included student/faculty athletic events, talent shows, movies, and/or prize giveaways.

**2.** What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Clearwater High School’s staff has embraced the “Rigor, Relevance, and Relationships” framework, and has embedded this philosophy in all aspects of the school. We begin with finding ways to establish a strong relationship with staff members and students. Where relationships exist, desirable behaviors are more prevalent.

School-wide expectations are communicated and revisited through a multitude of avenues during the course of the school year. The discipline committee reviews and revises our master discipline plan regularly, and it is

shared with all stakeholders through multiple venues (assemblies, school-wide PBLs, social media, CHS website, marques, phone calls, conferences, postings, announcements, and our quarterly newsletter).

Prior to school starting, expectations are shared with new students during new student orientation, and on various mediums (phone calls, website, newsletter, and social media). Within the first two weeks of school, all of our school expectations are presented and shared by engaging our students in a school-wide expectations activity.

We ensure equity in the handling of student behaviors by communicating with teachers the expectation of using progressive and restorative practices in their classrooms, and this philosophy is mirrored by our administration. Training for restorative practices has been infused in our school wide training plan, and is embedded in our belief system.

**3.** What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Our MTSS team is comprised of administrative personnel, ESE specialists, our school social worker, school psychologist, teacher representatives, and guidance counselors. As a team, data is reviewed to ensure that the correct programs and initiatives are in place to best support our students (tier 1).

Some of those initiatives include: Bring Your Own Technology (BYOT), the Wall-to-Wall Academy model, weekly attendance incentives, the quarterly 3.0 Club, math and literacy projects, personalized learning, project-based learning (PBL), school wide PBL activities, Storming Standards protocols, and school-wide instructional strategies (graphic organizers, Cornell notes, restorative practices, etc.).

The team also receives referrals of students who are in need of additional support from all key stakeholders (tier 2). The team reviews individual student data, finds the root cause of their situation, and provides prescriptive personalized support (tier 3).

**Databased Problem Solving**

**4.** Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Key stakeholders identify Individual students who have the need for additional physical, social, and emotional support are referred to the MTSS team and/or CST (Child Study Team). Our staff utilizes Tornado Warning logs, mid-term progress reports, and the Storming Standards Protocol to review attendance, achievement, and discipline data. The MTSS and CST teams will make an assessment, and implement appropriate interventions or supports as needed, and then monitors the student progress.

**5.** Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

School PLCs such as the 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. Many initiatives (BYOT, Academy Model, dress code) at Clearwater High School came to fruition based upon PLC implementation and feedback.

Working collaboratively with administration and PLCs, teachers have incorporated the use of goals and scales to monitor and track student academic progress. 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. Informal and formal observations with feedback are also provided regularly to ensure standards and rigorous classroom strategies are being utilized. Feedback is provided in our iObservation platform, and well as individual conferences.

Some of those initiatives include: Bring Your Own Technology (BYOT), the Wall-to-Wall Academy model, weekly attendance incentives, the quarterly 3.0 Club, math and literacy projects, personalized learning, project-based learning (PBL), school wide PBL activities, Storming Standards protocols, and school-wide instructional strategies (graphic organizers, Cornell notes, etc.) and direct observation with feedback.

**High Expectations for All**

**6.** How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The administrative team sets the tone for high expectations for all students at the beginning of each year with our welcome back breakfast, and continues this tone throughout the year in PLCs, meetings and conferences. The principal begins the year with an inspirational message that connects school wide achievement data to the “Rigor, Relevance, and Relationships” framework. The focus is to build relationships first with all students, so that we can implement rigorous and relevant lessons, along with restorative practices.

Ultimately, the framework is utilized in developing lesson plans that incorporate the state standards and school wide expectations. Our school also utilizes the Marzano framework as a common language to facilitate instructional practices with high expectations for all. These key concepts are infused in all subsequent trainings throughout the year.

All of our students are encouraged to participate in rigorous course work such as AICE, AP, honors, and dual enrollment. Administrators work collaboratively with counselors and teachers to identify students who have the potential to do well in advance course work, and individual conversations are had with the student and parent, and subsequently scheduled into those courses.

Data is monitored utilizing the “Storming Standards” protocol, PLCs, departmental meetings, academy meetings, achievement councils, student leadership teams, walk-throughs, and formal and informal observations.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: 100% of our students will be engaged in culturally competent, PBS, extracurricular activities, and collaboratively structured activities by June 1, 2018, as measured by the student school climate survey	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Key strategies include the implementation of an African American and Hispanic Achievement Council, the Clearwater Achievement Council, Principal’s Multicultural Committee, a Leadership course that infuses civil rights and service learning, along with a student lead project-based learning civil rights tour (CHS Ambassador’s Program). The ambassadors	Keith Mastorides Leslie Hopkins Jennifer Gil Keith Ray Russell Denton

<p>will also lead our school in a school-wide project based leadership learning opportunity that is student driven, collaboratively structured with culturally competent activities for all of our students. Teachers and staff will utilize restorative discipline strategies. Ongoing training will be provided throughout the school year.</p>	
<p><b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.</p>	
<p>75% of all Black students will demonstrate appropriate behavior and school wide participation by June 1, 2018, as measured by the number of students receiving positive incentives (3.0 club, Tornado tickets, etc.) and the number of Black students participating in extra-curricular activities.</p> <p>The risk ratio for Black students is 2.09 - Black students are 2 times more likely to receive referrals, ISS, OSS, etc. than all other students. In 2017, 18% of the school population was Black, and they received 41.8% of the referrals.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>Teachers will utilize the STOIC, CHAMPS, Restorative Discipline practices, and Harry Wong strategies as to create a learning environment that fosters rigor within the classroom, relevance with all curriculum, and relationships with all key stakeholders.</p> <p>We are Identifying students early on who are in need of additional mentoring support such as Girlfriends, 5,000 role models, mentors, and/or peer mentors and providing mentoring as necessary.</p>	<p>Admin, PBS team, behavior specialist</p>
<p><b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.</p>	
<p>Goal: PBS strategies are implemented in an effort to develop a more culturally relevant campus culture.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>Ongoing training is provided on STOIC, CHAMPS, Restorative Practices, Desperate Discipline strategies, and Harry Wong classroom behavior strategies. The PBS team will meet monthly to monitor/ track results and share data, and provides positive reinforcement based upon current discipline trends.</p> <p>Key strategies include the establishment of The Clearwater Achievement Council, Principal’s Multicultural Committee, a Leadership course that infuses civil rights and service learning, along with a student lead project-based learning civil rights tour (CHS Ambassador’s Program). Teachers and staff will utilize restorative discipline strategies. Ongoing training will be provided throughout the school year.</p>	<p>Admin, PBS team, teachers</p>



## Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

All key stakeholders (administration, department chairs, academy leads, content specialist, coaches, PLCs departmental and academy teams) work collaboratively to ensure instructional delivery is rigorously aligned to the state standards with relevant connections to the real world. Student achievement data is utilized to identify students who have the potential to succeed in rigorous course work (AP, AICE, dual enrollment), and are subsequently placed in those classes. All students are monitored utilizing state assessments, common assessments, grades, and attendance data. The Storming Standards protocol is utilized as a tool in PLC meetings to monitor and develop individualized personal paths for all students. Goals and scales are utilized in the classroom to focus standard based instruction, while increasing student achievement. Walk-throughs, informal and formal observations, and ISM visits are also utilized to determine standard alignment. Teachers are encouraged to attend district wide training on strategies connected to content specialist coaching cycles.

To encourage student participation, we have implemented math and literacy incentive programs, attendance incentive programs, and school wide project-based learning activities, while releasing the learning to the students (student centered instruction). We have experienced great success with our school wide project-based learning activities. Teachers reported active classroom participation during these activities, and administration observed absolutely no discipline concerns. Students were engaged and learning during each project.

Student participation levels continue to climb in our 3.0 program, math, literacy, and attendance incentive programs. During our fall literacy program almost 400 students were eligible for a reward. We have also doubled the number of students who participate in accelerated course work, thus being named the most rigorous high school in Pinellas County by the *Washington Post* twice, and recognized as a Model School by the International Center for Leadership in Education (ICLE).

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Although continuous improvement is necessary in all areas, we have identified two key areas of focus for the 2017-2018 school year. Based upon our ELA and Math achievement scores, we will continue to develop strategies to become more proficient in ensuring that ALL students are proficient, and are experiencing learning gains in those areas.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers will continue to align their instruction to the Florida State Standards, and will monitor student growth with the use of goals and scales, and our Storming Standards protocol. Teachers create goals and scales for each lesson/unit based on the Florida State Standards. The teacher utilizes the scale to personalize instruction and increase comprehension of the lesson/unit. The student also monitors their progression on the scale, and works collaboratively to increase achievement. At the end of a lesson/unit the teacher will document student achievement on their storming standards protocol, and reflect on their instruction.

Additionally, teachers will use ELA tech enhanced items (other reports provided in unify) to engage in meaningful discussions after cycle assessment data is released. Discussion on student progression, and strategies to reteach material will be developed and utilized as necessary.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Along with social media, our website, newsletters and brochures, discovery programs, school tours, and a school fair are utilized to advertise the unique course offerings and programs available to all students that could enter Clearwater High School. Specific program entry criteria are also shared in an effort for students to understand the transition progression, and develop personalized goals. Counseling teams visit the middle schools, and a detailed curriculum guide is also provided.

All ninth grade students are enrolled into a freshman experience course that monitors progression, develops personalized goals, reviews graduation requirements, college and career opportunities, and provides a mentor teacher for each student. At risk students are paired with student mentors, adult mentors and are engaged in programs such as our Role Models 5000, Girlfriends, and the LaTeens club. New Student Orientation, College and Career Fairs, guest speakers provided by PTSA, Open House, Spanish Open House, curriculum fair, Parent coaching model, and a student parent night are utilized to provide additional support and resources for our freshman.

An Algebra 1 Jump Start Summer Bridge boot camp course is offered to all incoming 9<sup>th</sup> grade students in an effort to seamlessly transition from middle to high school. Students and their families are encouraged to attend a new student orientation before the start of the school year. All 9<sup>th</sup> grade students are scheduled in a freshmen experience course that is also designed to assist them with the transition into high school. The course covers study skills, curricular selections, college and career pathways, etc.

Students in the 10<sup>th</sup> grade take the Future Plans assessment, which provides students with a detailed assessment of their strengths and weaknesses. The program makes career suggestions based on those strengths and weakness, and outlines a pathway that leads to those careers. For 11<sup>th</sup> and 12<sup>th</sup> grade students there is a strong focus on graduation and post-graduation plans. Students in the 11<sup>th</sup> and 12<sup>th</sup> grades are encouraged to take ACT/SAT tests, participate in small group test prep with the literacy coach, obtain industry certifications, enroll in advanced coursework and/or dual enrollment opportunities, visit colleges, secure internships, etc. To support students across all grade levels we have a comprehensive tutoring schedule that covers all academic areas plus bi-lingual tutoring for our Spanish-speaking students.

Additionally, students who are not on track for graduation are enrolled in our Summer Bridge Program. Guidance counselors, administrators, and our graduation coach closely monitor our students that show deficiencies in meeting graduation requirements. The counselors will meet with all parties (parents and students) to create a plan for graduation. The graduation coach monitors each graduation cohort, and establishes a relationship with students deficient in graduation requirements. A plan is developed, and monitored, in an effort to graduate, and be prepared for post secondary life. In addition to credit recovery, our summer program includes unique courses such as civic leadership, an AP introductory course, SAT / ACT boot camp, and elective incentive courses.

Utilizing Adult Education opportunities, our students are able to attain credit recovery and grade forgiveness in our Extended Learning Program through APEX courses (after school until 7:00 pm). Tutoring is provided in all core content areas throughout the week utilizing tutoring cadre sessions (Hispanic, African American, Tiered Math, English, Social Studies and Science). In addition, our National Honor Society, Spanish Honor Society, Science Honor Society, and our Achievement Council provide peer tutoring and mentor tutoring.

## Standards-Based Instruction / Key Goals and Strategies

**Goal 1:** What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific



to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
All teachers will implement the use of Goals and Scales, Storming Standards Protocol and Informal and Formal observations will be performed by our administration with immediate and specific feedback.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will incorporate the use of goals and scales to fidelity in their classrooms. Goals should reflect rigorous state standards, and the scales a progression of learning targets. Teachers will use the data collected from goals and scales to monitor student progress and to inform instruction.  Bi-weekly teachers will complete and submit their Storming Standards protocol. The protocol is designed as a tool for teachers to monitor and track student progress. Teacher will also use the protocol to reflect on instructional practices.  Regular informal and formal observations are conducted by our administration utilizing the Marzano framework, and feedback is provided through the iObservation platform, instructional feedback forms, and conferences.	Jennifer Gil Taylor Henderson Leslie Hopkins Eric Krause Keith Mastorides All department chairs (see leadership team)
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
All teachers and administrators will focus on the alignment of instruction, assignments, and assessments to standards. All teachers will use the common school-wide literacy strategies within their lessons.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will work within their PLC groups and/or academy to determine alignment to standards by engaging in Critical Friends feedback protocol, Looking at Student Work (LASW) activities, and standards-based cross-curricular projects.  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.).	Jennifer Gil Taylor Henderson Leslie Hopkins Eric Krause Keith Mastorides All department chairs (see leadership team)
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Implementation of restorative practices by all teachers and staff members.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers and staff members will focus on building appropriate and meaningful relationships that will foster a culture of achievement and high expectations. Teachers will implement the use of concentric circles for both instructional and team building purposes. Administrators will incorporate the use of restorative questions to resolve conflicts, and reintegration practices to help transition students back into the classroom after serving a disciplinary consequence.	Jennifer Gil Taylor Henderson Leslie Hopkins Eric Krause Keith Mastorides All department chairs (see leadership team)



## Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

The AdvancED Climate survey for Clearwater High School Key stakeholders indicates a positive movement over the last three years. Processes are in place for input that would include an administrative open door policy, input surveys, and feedback meeting sessions for all stakeholders. School wide and classroom PBS systems are in place for our students. Leadership Councils (African American, Hispanic, SAC, and SGA) are in place for input and strategic direction with community involvement. Comments concerning possible changes or growth areas are brought to specific teams related to the concerns (leadership, safety, SAC, PTSA, SGA, etc.).

Staff	2013	3.6	2015	3.92	2016 = 4.34
Parent	2013	3.84	2015	4.21	2016 = 4.26
Student	2013	3.18	2015	3.47	2016 = 3.64

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

PLCs and collaborative planning (teachers, counselors, and administrators) and is a priority for Clearwater High School, and it is quite evident in our meeting calendar and master schedule. Pre-arranged scheduled meeting times (Tuesdays), common planning (based on academy and content areas), and common lunch times (by content areas) are established. Additionally, at the start of each school year, teachers meet with our administration to analyze student achievement data, review the SIP, and provide input (continual improvement cycle).

Time in/out					
<b>WK 1</b>	<b>English 2 PLC in C8 at 1:45</b>	<b>Leadership Team Meeting 1:45 in A1</b>  <b>English 3 PLC in Pod 6 at 1:45</b>  <b>Reading PLC 11/12 in Pod 5 at 1:45</b>  <b>Algebra 1 PLC in E3 during</b>	<b>Reading 9/10 PLC in Pod 7B during 2<sup>nd</sup> lunch</b>  <b>Algebra 2 in D6 during second lunch</b>	<b>English 4 College Prep in D5 during 1<sup>st</sup> lunch</b>	<b>Geometry PLC in D4 during 2<sup>nd</sup> lunch</b>

		2 <sup>nd</sup> lunch			
<b>WK 2</b>	<b>CHANGE PLC in C5 at 1:45</b>	<b>Academy PLC Meeting at 1:45 pm in Various locations</b>  <b>English 1PLC in D2 during 1<sup>st</sup> lunch</b>  <b>Algebra 1 PLC in E3 during 2<sup>nd</sup> lunch</b>	<b>Biology PLC Meeting at 1:45 in F6</b>		<b>English 1-4 ESOL PLC in AD2 at 1:45</b>
<b>WK 3</b>		<b>All Faculty Meeting at 1:45 pm in the Media Center</b>  <b>Algebra 1 PLC in E3 during 2<sup>nd</sup> lunch</b> <b>45 Minute facilitated planning PLC for all core content areas at 2:20 in the Media Center</b>	<b>Algebra 2 in D6 during second lunch</b>		<b>Geometry PLC in D4 during 2<sup>nd</sup> lunch</b>
<b>WK 4</b>	<b>PCTA Meetings at 1:45 pm in E5</b>	<b>Department Meeting at 1:45 pm in various locations</b>  <b>Algebra 1 PLC in E3 during 2<sup>nd</sup> lunch</b>	<b>US History PLC at 1:45 in C8</b>	<b>AICE PLC in D2 at 1:45</b> <b>AP PLC in B1 at 1:45</b>	

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

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.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visits feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Project-Based Learning (Releasing the learning to students)	Summer, Pre-school, and throughout the school year.	All teachers	For all teachers to incorporate PBL in their classes.
AVID	Summer, Pre-school, and throughout the school year.	All teachers	For all teachers to incorporate AVID strategies into their lessons.
Goals and Scales (Increasing rigor)	Pre-school and throughout the school year.	AP’s and teachers	For all teachers to incorporate the use of goals and scales with fidelity.
Restorative Practices	Pre-school and throughout the school year.	All staff members	100% implementation and successful use of restorative practices.
Rigor, Relevance and Relationships framework	Pre-School and throughout the year	All staff members	100% implementation and successful use of the Rs’ framework
Literacy in all content areas	Pre-School and throughout the year	All staff members	100% implementation and successful use of school-wide identified literacy strategies.




## Family and Community Engagement

Connections:

**District Strategic Plan** • Goals 1,3,6,7  
**Marzano Leadership** • Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

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).

Events such as discovery nights, Back to School Night, new student orientation, athletic and performing arts events, banquets, college and career fairs, and community-wide celebrations (such as the Turkey Trot and Outback Bowl) are utilized in an effort to embolden our community relationships.

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. We will continue to reach out to the community in an effort to increase the number of volunteers helping our students.

Clearwater High School has employed knowledgeable and friendly front office staff, and has placed key personnel in offices that make them accessible to our parents and community members. Twenty-five percent of our faculty and staff are alumni, thus showing the communities desire to be a part of the Clearwater High School team.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Students and parents are provided with a tutoring schedule (on and off campus), and a list of resources available to them including the use of Future Plans and Khan Academy. Digital content is available, and utilized through Bring Your Own Technology (BYOT), and electronic devices are available for students that do not have their own devices (Kindles).

Credit recovery is available for students during the school day, after the school day in extended learning, and from our community school. Along with student data chats, grade level or academy meetings (with parents at night), our achievement councils, SAC, PTSA, and our back-to-school night is utilized to train

families in how to interpret and use student data Our counselors, graduation coach, academy coordinator and administrators meet regularly with individual students and parents to review individual student data and needs.

Our community liaison also works insistently to recruit mentors and pair them with students in need of additional support. For the 2017-2018 school year, a Parent Coaching Program will be established. This program aims to work collaborative with a group of parent coaches who will meet with other parents in the community to coach them on academic instructional strategies, so that they can assist their child at home.

### Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

### Family Engagement / Key Goals and Strategies

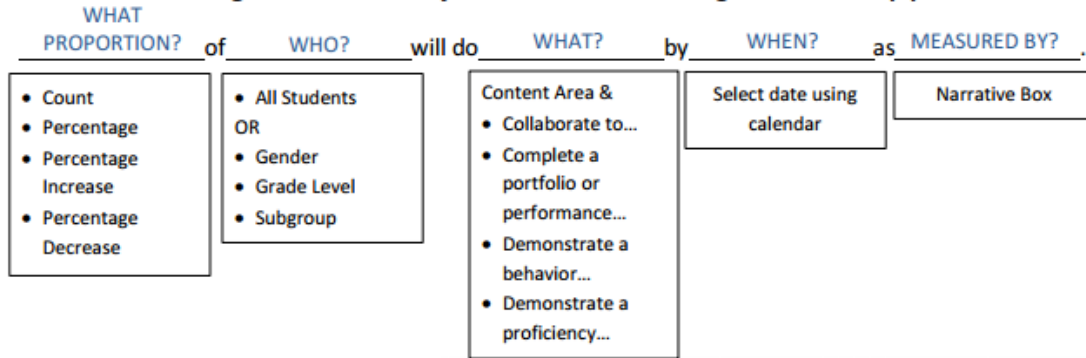
<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Is to implement a functioning parent coaching program.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Recruit teachers from the four core academic areas to train our parent coaches. Partner with community organization to schedule a relevant time for our parent coaches to work collaboratively with other parents.	Jennifer Gil Leslie Hopkins
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: To continue working with our partners on the Clearwater Achievement Council to ensure that we build capacity in our three focus areas.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The purpose of the Clearwater Achievement Council is to combine efforts and resources to improve student achievement. The Clearwater Achievement Council has three focus areas: extending the school day/year, parent coaching, and mentoring.	Keith Mastorides Jennifer Gil Leslie Hopkins
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

 Section 2 – Targeted School Goals / Action

## Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Eric Krause/Liz Balcombe
41% of all students will make learning gains in language arts by May 31 <sup>st</sup> as measured by the FSA ELA assessment.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
<p>Within their PLCs teachers review new rules for what indicates a learning gain, discuss implications to instructional practices, what additional information or supports are needed.</p> <p>Teachers will incorporate the cycle assessment data and how it can be used strategically to support areas of need when meeting in PLCs.</p>	<p>Teacher instructional practices reflect evidence of collaboration and deep understanding of student achievement levels and how to personalize learning in order to produce a learning gain.</p> <p>Data Sources: FSA, student work examples, Write Score, Khan Academy, SAT/ACT, Reading Plus, standards mastery data, Unify Cycle Assessment data, and PERT.</p>
<p>Literacy Coach will collaborate and plan with reading and language arts teachers to develop exemplar lessons, which target ELA/Reading Florida Standards for the curriculum-pacing guide. Teachers will use school-wide instructional strategies (Goals and Scales, Storming Standards, LASW) to ensure alignment to the standards, track and monitor students' progress towards meeting the standards.</p> <p>Teachers will incorporate the use of pre-created exemplar lessons and pre-vetted lessons shared in the top five W.I.N.ning strategies. Teacher will also use Test Items Stems to ensure alignment to standards.</p>	<p>In reading classes we will see evidence of new reading curriculum rotations to support reading in various content areas along with differentiation and scaffolding based upon data (student needs). In ELA classes we will see evidence of success as teachers report student progress on their Storming Standards protocol.</p> <p>Data Sources: FSA, ELA, ACCESS (old CELLA), FAIR tool kit, READ 180 Data, student work samples, RI, and Informal Reading Inventory.</p>



<b>Mathematics Goal</b>	<b>Goal Manager:</b> Leslie Hopkins/Kim Myers	
36% of all students will make learning gains in math by May 31 <sup>st</sup> as measured by the Alg. 1 EOC and Geometry EOC Florida State Assessments.		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
Within their PLCs, teachers review state guidelines regarding learning gains, their data, and then tie their discussions to personalized differentiated instruction for each student. Instructional practices and supports are provided needed.	Teacher instructional practices reflect evidence of collaboration and deep understanding of student achievement levels and how to personalize learning in order to produce a learning gain.  Data Sources: Storming Standards Protocol	
Teachers will collaborative implement a Carnegie math incentive program encouraging student participation on modules. Teachers will also engage students in collaborative group work that inspires inquiry. Teachers will use school-wide instructional strategies (Goals and Scales, Storming Standards, LASW) to ensure alignment to the standards, track and monitor students' progress towards meeting the standards.	Student achievement data on Performance Matters cycle assessments, Carnegie usage reports, Khan Academy, PERT, PSAT and end of the year math assessments (EOCs in Geometry, Algebra, & Algebra 2).	

<b>Science Goal</b>	<b>Goal Manager:</b> Taylor Henderson/Donald Joseph	
49% of all students will proficient in Biology by May 31 <sup>st</sup> as measured by the Biology EOC Florida State Assessment.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
Within their PLCs teachers review new rules for what indicates a learning gain, discuss implications to instructional practices, what additional information or supports are needed.  Teachers will review student performance by standard within PLCs as a measure of timely monitoring progress and informing differentiation needs.	Teacher instructional practices reflect evidence of collaboration and deep understanding of student achievement levels and how to personalize learning in order to produce a learning gain Data Sources: Storming Standards Protocol	
Teachers will incorporate the use of Goals and Scales with fidelity, engage students in small group collaboration, experiments, science literacy, personalized and/or project-based learning experiences. Teachers will use school-wide instructional strategies (Goals and Scales, Storming Standards, LASW) to ensure alignment to the standards, track and monitor students' progress towards meeting the standards.  Teachers will use the Biology eLearn site for standards based lessons that incorporate student engagement strategies that are aligned to district curriculum scope and sequence.  All Science teachers will attend district PD, and then will collaborate as a PLC at CHS on the foundational skills for Biology PLC success (strategies and resources for student	Student achievement data on individual assessments, Performance Matters cycle assessments, and science end of the year assessments.	

engagement).	
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**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name:</b> Social Studies	<b>Goal Manager:</b> Jennifer Gil/Joel Melvin
66% of all students will be proficient in US History by May 31 <sup>st</sup> as measured by the US History EOC Florida State Assessment.	
Actions / Activities in Support of Goal	Evidence to Measure Success
The US History teachers will organize their PLC time around taking a deep dive into looking at student work (LASW) protocols to ensure that all tasks, activities, and assignments align to standards and benchmarks. Teachers will also engage in pacing guide and cycle assessment data chats.	100% alignment of all tasks, activities, and assignments will be aligned to the LASW protocols by the end of the first semester. Teachers on track with pacing guide. Student achievement data on Performance Matters cycle assessments.
Within their PLCs teachers review new rules for what indicates a learning gain, discuss implications to instructional practices, what additional information or supports are needed.	Teacher instructional practices reflect evidence of collaboration and deep understanding of student achievement levels and how to personalize learning in order to produce a learning gain  Data Source: Storming Standards Protocol

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> College/Career Readiness	<b>Goal Manager:</b> Eric Krause/Marwan Stanford
75% of all students will demonstrate college/career readiness by May 31 <sup>st</sup> as determined by participating and passing rigorous courses and/or an industry certification.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Counselors refer to list of students who show potential to succeed in advanced curriculum, and schedule students accordingly.	The number of students with potential enrolled in advance coursework who experience success.  Data Source: Accelerated Curricula Report, Graduation Cohort Report, AP scores, AICE scores and Dual Enrolment success (SPC, Embry-Riddle).
Teachers of courses that offer industry certifications will prepare each student for the test by engaging in hands on	An increase in the number of students taking and passing industry

practice and review for exams. Teachers will use school-wide instructional strategies (Goals and Scales, Storming Standards, LASW) to ensure alignment to the standards, track and monitor students' progress towards meeting the standards to pass certification examinations.	certification examinations.  Data Sources: Accelerated Curricula Report and Graduation Cohort
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<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy Schools	<b>Goal Manager:</b> Jennifer Gil/Cara Swonguer
55% of all staff members will achieve a Bronze Level recognition by May 31 <sup>st</sup> as measured by Humana Vitality.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
The healthy schools coordinator will lead help sessions to assist staff members with signing up for Humana Vitality.	Number of new staff members who success enroll in the program.
The healthy schools coordinator will generate excitement and motivation for staff activities that count towards a Bronze Level recognition.	Number of staff members attending eligible bronze level activities.

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Keith Mastorides/Leslie Hopkins/Jennifer Gil
100% of our black students will demonstrate learning gains in math and language arts by May 31 <sup>st</sup> as measured by the Florida State Assessments.	
<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
Teachers, administrators, parents, and community members will work collaboratively to establish a Parent Coaching Program that will help parents help their children at home with academic task. These stakeholders will also work to create an ELP/tutoring program in their respective community centers.	Fruition of parent coaching sessions and parent attendance. The actualization of ELP/tutoring session attended by at least 25 students.
In addition to a Parent Coaching Program (quarterly meetings), CHS will continue their work on the Clearwater Achievement Council with the purpose of combining efforts and resources to increase student achievement by focusing on mentoring and extending the school day/year.	
Utilizing gap and cohort data, teachers will identify students needing additional support, and then personalize their learning experiences to engage them in relevant rigorous coursework. This is utilized in an effort for all to increase our student learning gains.	Student achievement data on Performance Matters cycle assessments, Carnegie usage reports, Khan Academy, ACT/SAT, PERT, and end of the year assessments (EOCs in English, US History, Biology, Geometry, Algebra, & Algebra 2)

Teachers will use school-wide instructional strategies (Goals and Scales, Storming Standards, common literacy strategies, AVID, culturally responsive strategies) to ensure alignment to the standards, track and monitor students' progress towards meeting the standards.	
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<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Jennifer Gil/Kelly Salvo
45% of all students in the ELL subgroup will participate in at least one advanced curricular course by May 31 <sup>st</sup> determined by student schedules.	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
<p>CHS will Identify students who show potential for experiencing success in advanced curriculum. Parent conferences will take place, and students will be scheduled accordingly. Weekly bi-lingual tutoring sessions, bi-lingual associates, and teachers who are ESOL endorsed will be utilized in assisting these students. Additionally, students will be given an opportunity to provide feedback and express needs/interests through the Hispanic Gap Council.</p> <p>Utilizing gap and cohort data, teachers will identify students needing additional support, and then personalize / differentiate their learning experiences in an effort to engage them in relevant rigorous coursework. This is done in an effort for all to make learning gains.</p> <p>Teachers will use school-wide instructional strategies (Goals and Scales, Storming Standards) to ensure alignment to the standards, track and monitor students' progress towards meeting the standards.</p>	<p>45% of ELL student schedules reflect an advance curricular course for 1<sup>st</sup> and/or 2<sup>nd</sup> semester for 2017-2018.</p> <p>Student achievement data on Performance Matters cycle assessments, Carnegie usage reports, Khan Academy, ACT/SAT, PERT, and end of the year assessments (EOCs in English, US History, Biology, Geometry, &amp; Algebra)</p>
Teachers, APs, parents, and community members will work collaboratively to establish a Parent Coaching Program that will help parents help their children at home with academic task. These stakeholders will also work to create an Our ELP/tutoring program is available for all students in their respective community centers. In addition to a Parent Coaching Program, CHS will continue their work on the Clearwater Achievement Council, with the purpose of combining efforts and resources to increase student	Fruition of parent coaching sessions and parent attendance. The actualization of ELP/tutoring session attended by at least 25 students.

achievement by focusing on mentoring and extending the school day/year.	
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<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Jennifer Gil and Mariah Oleksy
35% of students in the ESE subgroup will participate in a course offering an industry certification or accelerated curricula by May 31 <sup>st</sup> as determined by student schedules.	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
CHS will Identify students who have yet to receive an industry certification, discuss areas of interest with student and parents, and schedule the student accordingly.	30% of ESE student schedules reflect an industry certification course for 1 <sup>st</sup> and/or 2 <sup>nd</sup> semester.
<p>Students will be supported through support facilitators, co-teachers, ESE aids, our behavior and VE specialists.</p> <p>Students will have an opportunity to participate in after school tutoring. Teachers will use school-wide instructional strategies (Goals and Scales, Storming Standards, LASW) to ensure alignment to the standards, track and monitor students' progress towards meeting the standards to pass certification examinations.</p>	30% of ESE students will receive industry certifications for the courses in which they will be enrolled.

<b>Subgroup Goal (If Needed)</b> <b>Enter Goal Name</b>	<b>Goal Manager:</b>
Place goal statement here (additional goal only if needed).	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	327	281	202	122				932	42
Students with excessive absences / below 90 %	227	247	227	169				870	39
Students with excessive behavior / discipline**	58	62	23	18				161	7
Students with excessive course failures**	397	412	319	209				1337	60
Students exhibiting two or more Early Warning indicators	298	283	211	137				929	42


\*Required per Section 1001.42(18)(a)2., F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

<b>Attendance Goal</b>	Please ensure that your goal is written as a SMART goal.
We will decrease our percentage of students with excessive absences from 39% to 20% by May 31st.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
The CST (bi-monthly meetings that include all required members) will work collaboratively to identify (utilizing attendance codes) and track students who are absent for more than 10% of school. Utilizing attendance codes, we will look for trends, and develop plans to reduce their	Evidence will be measure by how many identified students return to school and stop accumulating absences.

<p>absences. The CST uses interventions through academy, and counselors work with their assigned assistant principal to implement interventions, and communicate with families.</p> <p>The CST establishes a Problem Solving Worksheet (PSW) quarterly to assist in determining the barriers affecting student attendance. The PSW is completed and provides guidance as to how to address these barriers.</p> <p>Additionally, we will utilize the Reasons Absence Report (RAR) to determine why students are absent; utilization of the absence letters including graphs assist families in understanding the importance of daily school attendance.</p>	
<p>Administrators will continue with their weekly attendance incentives in the cafeteria, by rewarding the students who show perfect weekly attendance.</p>	<p>Success will be measured by the number of students participating in the weekly incentive program.</p>

 **EWS - Discipline**

<b>Discipline Goal</b>	Please ensure that your goal is written as a SMART goal.
<p>We will reduce the risk ratio per student for out of school suspensions from 5% to 2% of total discipline actions taken by May 31<sup>st</sup>.</p>	

<b>Actions / Activities in Support of Discipline Goal</b>	<b>Evidence to Measure Success</b>
<p>CHS will Identify the students who may need additional support, utilize restorative practices, and provide opportunities such as Girlfriends, 5,000 role models, mentors, and/or peer mentors. In addition, student leaders meet with the entire student body to review student expectations, student involved opportunities, and team building activities.</p>	<p>Discipline data chats</p>
<p>Carefully review actions and strategies for each student, and determine if any other interventions are needed, and apply as necessary.</p>	<p>Students understanding of our purpose and efforts that results in their willingness to participate in any intervention or alternative action.</p>

<b>Discipline Goal – Other</b> (as needed) <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>	
Specify	
Place goal statement here (only if needed).	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Early academic interventions programs include but are not limited to tutoring, mentoring, credit checks, Future Plans, Apex, credit recovery through adult learning, and our Extended Learning program.

<b>Early Intervention / Extended Learning Goal</b> <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>
Goal: To establish tutoring and extended learning programs at Clearwater community centers.

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Partner with Clearwater for Youth to offer tutoring and extended learning opportunities on nights that athletic teams have study hall.	Successful implementation of program.
Establish a plan and determine needed resources to present to area office for approval. Then we will engage in a teacher selection process and create a tutoring and extended learning schedule.	Successful implementation of program.



## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	88	% with advanced degrees	15%
% Receiving effective rating or higher	90%	% first-year teachers	8%
% highly qualified (HQT)*	94%	% with 1-5 years of experience	15%
% certified in-field**	6%	% with 6-14 years of experience	35%
% ESOL endorsed	25%	% with 15 or more years of experience	50%

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Clearwater High School follows the hiring guideline set forth by Pinellas County Schools. We utilize Search Soft to recruit highly qualified teachers, and consideration is given to candidates whose race, educational and work life experience corresponds to the demographic and makeup of our school and programs. Once hired, teachers are assigned a school-based mentor, participate in a new teacher PLC, attend academy and content specific PLCs, and are provided with site-based professional development.

### SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Sandra	Hopkins	Black	Parent
Taylor	Henderson	Other	Other Instructional Employee
Tina	Ward	White	Support Employee
Keith	Mastorides	Other	Principal
Bertha	Martinez	Hispanic	Parent
Mary	Roble	White	Other Instructional Employee
Jennifer	Gil	Hispanic	Other Instructional Employee
Marwan	Stanford	Black	Other Instructional Employee
Judy	Cole	Select	
Rick	Tomlinson	Select	
Justine	Delarbe	Select	
Nathan	Gray	Select	
		Select	

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**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input type="checkbox"/> Yes X	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input type="checkbox"/> Yes X	<input type="checkbox"/> No	Committee Approval Date:
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Taylor Henderson
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Please state the days / intervals that your team meets below.

The SBLT meets monthly beginning in August. The MTSS Leadership team meets bi-weekly on Thursdays during 3<sup>rd</sup> period.

**Budget / 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. Attached budget if preferred.

The SIP funds are used to support instructional strategies and initiatives on our campus that will increase student achievement score. The budget is reviewed and approved by our SAC.

\$9,501.44

\$6, 000.00 is allocated to our Tornado Ambassador Leadership Program.

\$3,501.44 is allocated to our PBS program.