School Improvement Plan
2017-18

Clearwater Intermediate

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Tonya Mitchell	SAC Chair: TBA

School Vision	100% Student Success

School Mission	Clearwater Intermediate School (CIS) staff will teach life skills emphasizing hands on activities, use of technology, and building positive relationships.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
273	1.1%	38.5%	29.3%	5.1%	26.0%	0%

School Grade	2017: No Grade	2016: No Grade	2015: No Grade	Title 1 School?	☒ Yes ☐ No

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		3.1%		4.5%					N/A	N/A	N/A	N/A
Learning Gains All												
Learning Gains L25%												

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Tonya	Mitchell	FT	Less than 1 year
Assistant Principal	Melissa	Porter	FT	4-10 years
Total Instructional Staff: **32**		**Total Support Staff:** **25**		

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).

Clearwater Intermediate School (CIS) promotes the core values of: Responsibility, Respect, Honesty, and Motivation. CIS uses both Positive Behavior Support Systems as a foundation for classroom and school wide behavior systems. CHAMPS, Restorative practices and STOIC structures are used to support our Tier 1 processes. Our social worker, school psychologist and counselors meet with students individually and in groups based on their needs. Clearwater Intermediate will implement the card system again this year with students. The card system is a part of our mentor/mentee program. Staff mentors are assigned to students through the mentor/mentee program. Students check in with their assigned mentor on a daily basis. Panther Club meets with students. CIS has monthly Principal's Breakfasts and Very Important Person (VIP) award ceremonies to celebrate students and promote positive behaviors. Our card system is directly connected to positive behavior supports. Clearwater Intermediate supports PMAC, Girlfriends, 5000 Role Models, Student Council, and other clubs/activities. CIS has a Site and Safety Committee that meets monthly to ensure a safe, secure and healthy learning environment.

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 Intermediate has established a school-wide behavior plan and classroom expectations. We start with an expectation of positive staff/student relationships. All staff are encouraged to use a 3:1 positive to negative interactions with students. Classroom teachers also have classroom management plans in place and posted in classrooms. We use Positive Behavior Supports (PBS) for students meeting expectations. The card system is directly connected to school-wide and classroom expectations. The mentor/mentee program allows communication of classroom behaviors or concerns before a referral is written. The MTSS committee meets twice a month to discuss students and interventions/supports. The School Based Leadership Committee and PBS team meet monthly to discuss school policies. We provide staff development on student engagement, classroom management, differentiation, and cultural proficiency throughout the year. Administration reviews all behavior referrals to ensure equitable consequences in regards to student behavior.

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.

The MTSS team meets twice a month to discuss all students (Tier 1, Tier 2, and Tier 3), in addition to supports/interventions. The SBLT team meets monthly to discuss Tier 1 academic and behavioral instruction.   The Child Study team meets monthly to discuss student attendance. Members of the MTSS team are also members of the Child Study team which allows for student information to be easily transferred between committees. The MTSS team meets twice a month to review students in the MTSS process and also to review teacher support systems. For our Tier 3 students, we monitor our students PBIPs and FBAs at least twice a month. Character Education lessons are provided by counselors and the social worker in classrooms, along with career/technical information being presented to students. PNN televises a daily character education message over the school news. The school psychologist, social worker, and

counselors provide individual counseling and student groups based on individual student needs. The counselors provide surveys to students. Clearwater Intermediate provides an Extended Learning Room for academic tutoring during the school day. CIS also has Extended Learning Program after school to provide academic support for students who are not mastering Florida State Standards.

Data-Based 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?

Staff mentors are provided to students through our mentor/mentee program. Students check-in daily with their assigned mentor. Character education lessons are provided by counselors and the social worker in classrooms. The counselors, school psychologist, social worker, and behavior specialist meet with students individually based on need. The MTSS committee meets twice monthly to discuss students and additional supports and interventions needed. The Student Services Team meets with teachers twice a month to discuss individual students and problem-solve based on data and student concerns. We use PBS to promote a positive school climate. The staff will be trained and implement restorative practices with all behavior issues. In addition, the school implements after School Enrichment opportunities such as Girlfriends, 5000 Role Model, and Principal's Multicultural Advisory Group, etc. The school's Take Stock in Children scholarship candidates continues to grow. Each of these students has a mentor who meets with him or her weekly.

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).

CIS reviews the universal screening data. CIS links data to instructional decisions. We review progress monitoring data (formative and summative assessments) at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk of not meeting benchmarks. CIS analyzes student work within the classroom, along with using Performance Matters assessments, school dashboard and FOCUS data to analyze academic and behavioral data. We use FSA scores, retentions, failure in core classes, suspension, referrals, and attendance in our EWS. A "stoplight highlighting" technique is used with locally normed cut scores for the indicators based on prior years success. Students with multiple indicators are referred to ELP, ELR, Child Study, Tier 3 Team, etc. based on the student's needs. For our Tier 3 students, we monitor our students PBIPs and FBAs at least twice a month. Our Tier 3 students on academic plans are given AIMSWeb assessments weekly to monitor their progress. CIS also uses I-Ready data to analyze Tier 3 academic students. I-Ready will also be used in all Intensive Reading classes this school year. The MTSS team meets twice a month to review data on students, along with the SBLT team which meets monthly. CIS reviews data at school wide and classroom level to determine gaps and problem-solve additional supports that may be needed to ensure gaps are being addressed.

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?

School Wide Orientation was facilitated during the first week of school as modeled during Pre-School. Each teacher presents lessons designed to ensure all students know our school processes/expectations, and also create an opportunity for teachers and students to interact with culture building activities. The Leadership teams use data to identify professional development for staff and resources needed for students. The leadership teams use data and observations to problem-solve and evaluate the use of effective practices in classrooms. Based on data, Professional Development is scheduled and provided by leadership and the Staff Developer throughout the year in PLCs. The MTSS team provides a problem-solving approach working with staff to assist in problem-solving student needs. Clearwater Intermediate provides an Extended Learning

Room for students not meeting state standards. The Extended Learning Room will be offered to students throughout the year who are not mastering state standards. Students will receive differentiated instruction to meet their needs based on learning goals and performance standards established, which are based on mastery of the Florida State Standards. Students will be tutored in ELP after school, as needed, to assist them in meeting Florida State Standards. Walkthroughs by administration are done in classrooms on a weekly basis. The Staff Developer also provides school-wide walkthrough data for use in determining Staff Development needs that ensure rigor in classrooms. This trend data is graphed and shared with staff to problem-solve areas where growth is needed.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Clearwater Intermediate School will develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement. This goal will be measured by increasing the number of positive response on students, staff and parent surveys.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implement established school–wide behavior expectations and routines with a system of accountability.	Principal, Assistant Principal
Goal 2: 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.	
Goal: The percentage of all students receiving disciplinary action will decrease 10 percent and the percentage of African American students receiving disciplinary action will decrease by 20 percent from previous year by explicitly teaching students' social, emotional, behavioral, and self-management skills.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize restorative practices to empower students to resolve conflicts and engage in preventative strategies. This strategy has been demonstrated to strengthen campus communities, prevent bullying, and reduce student conflicts. Additionally, ongoing progress monitoring for all at risk sub groups will occur throughout the year with evidence based interventions being implemented as appropriate.	Guidance and Behavior Specialist

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 <u>successes</u> have you seen to date? What data did you review to measure your success?

Lesson plans are used that include Florida State Standards. The lesson plans are reviewed by teachers and administration to ensure alignment to state standards. Instructional walkthroughs are conducted to ensure that teachers follow county recommended curriculum maps and pacing guides. Teachers develop learning goals and performance scales and align student work to those performance scales and goals. Administration conducts frequent walkthroughs and observations. Administration meets individually with teachers on a monthly basis to discuss lesson plans, rigor and engagement in classrooms. The Staff Developer collects

data in classrooms on student engagement, effective practices and rigor. Observation trend data demonstrates the more consistent use of performance scales and learning goals that are directly tied to state standards.

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?

Teachers will utilize higher-order questioning, use of cognitively complex tasks, and project-based learning. Utilize trend data from observations and walkthroughs to ensure instruction is aligned to standards and the increase of student engagement and rigor in all classrooms. The goal is to be consistently use and improve at all levels.

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 write and implement performance scales and learning goals that are based on state standards. In addition to district common assessments, teachers use teacher made assessments and projects, oral communication, written communication, collaboration and individual assessment of knowledge and thinking. Teachers also use formative and summative assessments to verify where students are on the performance scales to inform further instruction.

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).

Teachers use lesson plans that are aligned to Florida State Standards. They develop performance scales and learning goals based on the Florida State Standards, and align student work to those performance scales. Guidance counselors provide and conduct orientations and articulations for incoming elementary and outgoing high school students with students, families, and feeder and receiving schools. Counselors monitor appropriate course placement and grades/ academic progress. Counselors meet with struggling students identified at the midpoint and end of each grading period. Counselors and teachers refer students to ELR, ELP, and/or APEX as needed. Counselors utilize the computer based Career Cruising program on Focus to assist the 8th grade students with transitioning from high school to college/career. The students will create their Four Year Academic Plan, explore and use strategies for career and education planning through Career Matchmaker. CIS follows the district progression plan and students are provided opportunities to make up courses in ELP.

◆ **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?	
Collaborative planning for ELA, Math and Science with learning target to task to student evidence alignment.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Extended Learning Room (ELR) will be open during the school day to provide individual and small group instruction to assist students in mastering Florida State Standards. ELR referral sheets will be collected that document completion of work in the ELR. A reduction in course failures will be used to monitor the implementation of this strategy. Students will be pulled from Elective classes to complete classroom assignments and assessments as students work toward documenting mastery of Florida standards.	Administration, Staff Developer/MTSS Specialist, Instructional Staff

Goal 2: What is another 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?	
Implementation of data driven instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Formative assessments will be used to determine which students need additional small group or individual instruction in classrooms. Lesson plans, classroom observations, and student achievement data will be used to monitor the effectiveness of implementing this strategy.	Administration, Staff Developer/MTSS Specialist, Instructional Staff

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 <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

> The AdvancED staff input reflects growth needed in consistent common processes and engaging with all stakeholders. Culture building is an ongoing focus with open door policy, listening methods for teacher input and shared leadership. Monthly staff events will be planned to build collegiality.

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.

> Clearwater Intermediate developed a PLC calendar for the 2017-18 school year, which includes twice monthly Professional Development and data analysis. Administration is a participant in PLCs. The MTSS team and Child Study teams meet twice monthly to review student data. The SBLT meets once a month to discuss school-wide data. Teachers have 90 minutes of planning time daily to collaborate with each other and attend parent conferences, IEP meetings, Professional Development, etc.

⬢ **Professional Development**

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?

> Our Professional Development focused on Marzano Performance Scales and Learning Goals, Cultural Proficiency, increasing the use of Cognitively Complex Tasks, increasing Rigor in classrooms, and using effective Literacy Strategies throughout all content areas. Based on the data from instructional staff evaluations, there are more identified effective teachers. The trend data from observations also shows more consistency in using performance scales and learning goals, complex tasks and an increase in rigorous activities. Our next steps will be to continue training on Culturally Responsive Instruction, tracking student progress on the performance scales, and continuing to increase the use of cognitively complex tasks in classrooms. Professional Development will also emphasize strategies that will enhance student engagement and academic performance in the classroom.

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 visit 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?
Preschool Training	Pre-School	All Staff	School/classroom set up for success
Tracking student progress	PLCs throughout the year	Instructional Staff	Increase in trend data
Use of rigorous activities/Cognitively Complex Tasks in the classroom	PLCs throughout the year	Instructional Staff	Increase in trend data
Effective use of Block Teaching with emphasis on movement, group cycling/learning areas, and increased student engagement	PLCs throughout the year	Instructional Staff	Increase in trend data

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 <u>lessons or growth areas</u> 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).

Upon reviewing the Parent Survey on AdvancED, parent comment their dissatisfaction of the behavior issues in classrooms and school-wide and not enough communication between staff and parents when students are failing. CIS will create a Title 1 Parent Involvement Plan and implement with fidelity. Ongoing communication with parents includes a welcome letter over the summer inviting all families to our Title I Back to School night – August 21, 2017 from 6:00-7:30. Staff will continue to communicate with parents frequently through the carry card, conferences, phone calls, surveys, Connect Ed, and email.

Parents will also be encouraged to sign-up for Portal and frequently monitor their student's grades and progress on Portal. During one of our Title 1 parent events, we will provide parents the opportunity to sign-up on Portal while at school with assistance from CIS staff. CIS holds parent/student events such as VIP Awards and Principal's Breakfast. We provide interpreters for Spanish speaking families at events, during parent conferences, and on the telephone. We host community events with the assistance of our community partners/sponsors. CIS, along with community resources, adopts families during the holiday season. We collect "Clothes for Kids". Calvary Baptist Church provides CIS families in need of food on Fridays. We welcome community members and family members to speak during the Great American Teach-In. Staff mentors communicate with families when there are upcoming parent engagement events. CIS also calls parents to inform them of family events, along with sending home flyers to families.

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.

CIS will create a Title 1 Parent Involvement Plan and implement with fidelity. Staff will continue to communicate with parents frequently through conferences, phone calls, surveys, and email. Parents will be encouraged to sign-up for Portal and monitor their student's grades and progress on Portal. During one of our Title 1 parent events, we will provide parents the opportunity to sign-up for Portal while at school with assistance from CIS staff. Parent trainings are conducted at all Title 1 parent events. Articulation meetings are conducted by counselors throughout the year to help ensure a welcoming transition to our school.

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.	☐	☒	☐	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☒	☐	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☒	☐	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☒	☐

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

Family Engagement / Key Goals and Strategies

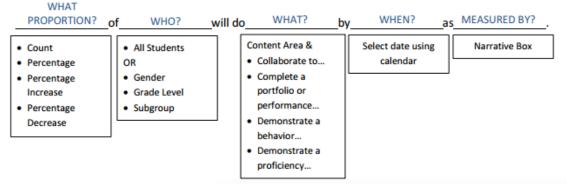| **Goal 1:** What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase family engagement by offering a variety of methods/opportunities to engage families in their child's education.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Establish positive first impressions with end of year communication. Mail a summer invitation to Orientation Day, August 3 – a preschool event to meet staff, tour the school and engage in fun project based activities and interact with a variety of community resources.	Guidance, Family and Community Liaison
Goal 2: 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?	
Connecting with and inviting community resources to participate in our school events	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Staff members will contact community resources and invite them to participate in school events	Family and Community Liaison

⬡ {Section 2} – Targeted School Goals / Action Steps

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.

ELA / Reading Goal	**Goal Manager:** Department Chair
By spring 2018, 40% of our level 1 ELA students will score a level 2 or higher.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
ELA and Reading teachers will utilize data to differentiate and scaffold instruction to increase student performance.	Core Connections attendance and lesson plans based on the data.
English Language Arts (ELA) and reading teachers follow a common pacing calendar for focusing on the same LAFS.	Lesson Plans and walkthroughs
ESE teachers will be part of a general education team of teachers and plan for student's needs.	Team meeting and PLC sign-in sheets, lesson plans.

Mathematics Goal	**Goal Manager:** Department Chair
By spring 2018, 40% of our level 1 Math students will score a level 2 or higher.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Math teachers will utilize data to differentiate and scaffold instruction to increase student performance.	Performance Matters Data, feedback data from walkthroughs, observation data, lesson plans, scales/learning goals.
Teachers will utilize problem based learning and cross-curricular applications to reinforce math concepts and real-world learning opportunities.	Performance Matters Data, feedback data from walkthroughs, observation data, lesson plans, scales/learning goals.
Math teachers will work in PLC groups to review standards and create instructional materials (including learning goals and scales) aligned to the rigor of their content's benchmarks.	Attendance records for PLCs and department meetings. Learning goals and scales, student work.
ESE teachers will be part of general education team of teachers and plan for student needs.	Team meeting and PLC sign-in sheets, lesson plans.

Science Goal	Goal Manager: Department Chair
By spring 2018, 50% of our 8th grade Science students taking the Science FSA will score a Level 3 on the FCAT Science Assessment.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Science teachers will utilize data to differentiate and scaffold instruction to increase student performance.	Formative assessment results, feedback data from walkthroughs, observation data, lesson plans, scales/learning goals.
Science teachers will work in PLC groups to review standards and create instructional materials (including learning goals and scales) aligned to the rigor of their content's benchmarks.	Formative assessment results, lesson plans, classroom observation data.
Students will utilize engagement strategies including: hands-on activities, manipulatives and technology resources.	Feedback data from walkthroughs, observation data, and lesson plans, scales/learning goals, student work, student lab books.
ESE teachers will be part of a general education team of teachers and plan for student needs.	Team meeting and PLC sign-in sheets, lesson plans.

⬡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.)	
Goal Name: Civics	Goal Manager: Department Chair
By spring 2018, 40% of our students taking the Civics exam will score a level 3 or higher.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Civics teachers will utilize data to differentiate and scaffold instruction to increase student performance.	Feedback data from walkthroughs, observations data, lesson plans, scales/learning goals, assessment data

Teachers will provide students with appropriate scaffolding and supports to respond to higher level questions and perform higher order tasks. Teachers will regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of the course content.	Feedback data from walkthroughs, observations data, lesson plans, scales/learning goals, assessment data
Teachers will work in PLC groups to review standards and create instructional materials (including learning goals and scales) assigned to the rigor of the content's	Attendance records for PLC's and department meetings, learning goals and scales, student work
ESE teachers will be part of a general education team of teachers and plan for student needs	Team meeting and PLC sign-in sheets, lesson plans

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal	**Goal Manager: Healthy School Team**
By spring 2018, Work toward Bronze Level recognition with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2016-17, CIS was eligible for national recognition in 3 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment Module. For 2017-18 the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017. Target 2017-18 is to become eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment Modules.	By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: CTE	**Goal Manager: Cathy Ware**
By Spring 2018, 10% of Career Technical Education (CTE) students taking culinary industry certifications will pass.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Culinary Arts Instructor provide instruction to prepare culinary students to pass industry certifications.	Benchmark measures, test, quizzes, formative assessments, and certification results.

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Administration
By spring 2018, 40% of our level 1 Black students will move to a level 2 or higher.	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**

Personalizing the mentoring program to pair black students with mentors that will form meaningful relationships.	D & F reports to show progress during progress report time as well as report card time. The student services team will address and intervene with the students who are struggling.
Extended Learning Program – academic tutoring and clubs	Attendance at ELP Academic and behavior data

Subgroup Goal (ELL)	**Goal Manager:**
Increase student Common Assessment scores of all Level 1 and Level 2 ELL students by 10% using Common Assessment test scores throughout the 2017-18 school year.	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
Teachers will work with bilingual assistants to incorporate ELL strategies in the classroom and differentiate for those students.	Lesson plans, student achievement date, Common Assessment Scores.
Provide professional development to staff on effective ELL strategies to implement in the classroom.	PLC calendar, student achievement data, lesson plans, Common Assessment scores.

Subgroup Goal (ESE)	**Goal Manager:** Department Chair
Increase reading proficiency rates in all grade levels for SWD by 10% over our school's FSA ELA scores from 2016-17.	

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**
Teachers will plan with ESE teachers and assistants to incorporate reading and writing strategies in the classrooms that support individual plans of students with disabilities.	Lesson plans, PLC's, student achievement data.
Provide professional development to staff on inclusive practices for SWD in the classroom.	PLC calendar, student achievement data

Subgroup Goal (If Needed) **Enter Goal Name**	**Goal Manager:**

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 5th**	**Grade 6th**	**Grade 7th**	**Grade 8th**	**Grade 9th**	**Grade** Select	**Grade** Select	**School Totals**	
								#	**%***

Students scoring at FSA Level 1 (ELA or Math)	24	56	69	100				249	91
Students with excessive absences / below 90 %	N/A	15	20	55	11			101	38
Students with excessive behavior / discipline**	N/A	3	7	2	1			13	5
Students with excessive course failures**	N/A	0	0	3	0			3	1
Students exhibiting two or more Early Warning indicators	N/A	20	72	65	29			186	69

***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

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent from school 10% or more by 5%	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Staff mentors will monitor attendance of students that have missed 10% or more of school and look for trends of why students are not attending school. School Social Worker will meet with individual students and makes home visits as necessary.	Attendance records
Students are referred to Child Study and to the Student Services grade level discussion meetings. Completion of the PSW for attendance quarterly to assist with problem solving to determine the most common reasons/barriers students are missing school. Intervention plans are developed for each individual student as needed. Students are referred to appropriate staff or community members for intervention. County Attendance Specialist meets monthly with students to discuss attendance issues.	Attendance records,, Child Study meeting notes

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
By the end of the 2017-2018 school year, a 10% reduction in the number of referrals resulting in suspension from school.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Restructure IR process	Documentation of the new processes.

Restorative practices and character education strategies implemented	Discipline suspension data

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	

Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

⬡ 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.

Clearwater Intermediate reviews the universal screening data and links it to instructional decisions. Progress monitoring data (formative and summative assessments) are used at each grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk of not meeting benchmarks. Based on the above information, the SBLT team will identify professional development for staff and resources for students, collaborate on problem-solving, sharing of effective practices, evaluate implementation of interventions, make decisions and practice new processes and skills, facilitate the process of building consensus, increasing the infrastructure and making decisions about implementation. The MTSS team will provide a problem-solving approach working with staff to assist in problem-solving student needs. Clearwater Intermediate will be providing an Extended Learning Room for students not meeting state standards. Students will receive differentiated instruction to meet their needs based on the learning goals and performance standards established, which are based on mastery of the Florida State Standards. Students will be tutored in ELP after school, as needed, to assist students in meeting Florida State Standards. The Child Study Team meets twice monthly to discuss students with attendance issues and develop intervention plans for those students.

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal.
Goal: Increase student performance by providing Extended Learning Program to remediate and enrich students' success in the classroom and help meet course passing.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
The Extended Learning Room (ELR) will be offered to students throughout the school year. Students not meeting state standards will be assigned to the ELR throughout the school year to assist students in completing work and assessments toward mastery of the Florida State Standards.	Progress reports, student achievement data
Students not meeting mastery of Florida State Standards will be assigned to before or after school Extended Learning	Progress reports, student achievement data

Program (ELP). Students will continue in ELP until mastery is achieved. Students who are recovering courses will complete assignments on a computerized program to meet the standards of those courses.	

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	32	% with advanced degrees	30
% receiving effective rating or higher	76	% first-year teachers	6
% highly qualified (HQT)*	97	% with 1-5 years of experience	9
% certified in-field**	97	% with 6-14 years of experience	30
% ESOL endorsed	33	% with 15 or more years of experience	55

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

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.

1. Fill vacancies with teachers who are certified in the subject area needed and have experience with at-risk youth.
2. Assign a mentor or buddy to new teachers at CIS.
3. Encourage all teachers to obtain ESOL and Reading Endorsements, and advanced degrees.
4. Provide school-wide professional development and refer teachers to appropriate trainings.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Susan	Steiner	White	Teacher
Julianne	Jemai	White	Teacher
Dianne	Holston	Black	Support Employee
Lyn	Sears	White	Support Employee
Ana	Rios	Hispanic	Support Employee
Melissa	Porter	Black	Other Instructional Employee
Tonya	Mitchell	Black	Principal
Bridget	Walker	Black	Parent
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

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

☒ Yes	☐ 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?

☒ Yes	☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: Tonya Mitchell

Please state the days / intervals that your team meets below.
SBLT team meets once a month on the 1st Wednesday. MTSS team meets twice monthly on the 1st and 3rd Tuesday. MTSS team meets with department and grade level teams once a month to review individual student data.

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.

School Improvement Funds are used to support the School Improvement Plan. Projects for funding are submitted to the SBLT for review and then to the SAC committee for approval. The funds are allocated based on need, how it supports student achievement, and how it supports the School Improvement Plan goals. We anticipate using 100% of the SIP funds in 2017-18 to purchase resources and provide professional development.

The Title 1 budget is used to support the School Improvement Plan. Total Title 1 budget: $**164,020**. Total Title 1 Parent Involvement Budget: $**8,430**
Classroom Instruction and Extended Learning: $72,584.23
  Classroom Teacher: $46,310.89
  Instructional Materials and Supplies: $16,273.34
  Capital Outlay: $10,000
Curriculum Development and School Improvement: $2,658.11
  School Improvement: $1,733.55
  Audit Box Liaison: $924.56
Professional Development: $88,777.66
  Teacher TDEs for professional development: $5,447.36
  MTSS Coach: $66,679.55
  Substitutes: $3,550.75
  Travel/Registration/Professional Resource Material: $8,000
  Consultant: $5,000