

WELCOME TO
change



School Improvement Plan 2016-17

Clearwater Intermediate School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Profile

Principal: Philip Wirth	SAC Chair: TBD
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School Vision	All students will acquire skills that prepare them to be successful for high school and the workplace.
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School Mission	CIS staff will teach life skills emphasizing hands on activities, use of technology, and building positive relationships.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
295	1.4 %	31.2 %	30.5 %	5.4 %	31.5 %	0 %

School Grade	2016: No Grade	2015: No Grade	2014: No Grade	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	3.1%	10%	4.5%	7%					NA	NA	NA	NA
Learning Gains All		NA		NA								
Learning Gains L25%		NA		NA								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Philip	Wirth	FT	4-10 years
Asst Principal	Melissa	Porter	FT	4-10 years
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)				
Instr. Coach (math)				
Other (specify) click here				
Other (specify)				
Total Instructional Staff:	38		Total Support Staff:	22



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. Our social worker, school psychologist and counselors meet with students individually and in groups based on their needs. Clearwater Intermediate will implement the carry card system again this coming year with students. The carry card system will also be part of our mentor/mentee program. Staff mentors are assigned to all students through the mentor/mentee program. Students will check in with their assigned mentor on a daily basis. Twice a month, Panther Club meets with students. Clearwater Intermediate has monthly Principal’s Breakfasts and Very Important Person (VIP) award ceremonies to celebrate students and promote positive behaviors. Our carry 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 the school-wide expectations transfer to the classrooms? How does the 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. Classroom teachers also have classroom management plans in place and posted in classrooms. We use Positive Behavior Supports (PBS) for students meeting expectations. The carry 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 ELP before and 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 all 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. Clearwater Intermediate uses PBS to promote a positive school climate. The staff will be trained and implement restorative practices with all behavior issues. Staff will also be provided AWARE training during preschool to help them gain awareness of trauma that students may be experiencing in and out of school.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap 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. 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 the leadership and classroom level to determine gaps and problem-solve additional supports that may be needed to ensure gaps are being addressed. Students are referred to the Extended Learning Room and to ELP for academic plans and to assist in meeting state standards.

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 SBLT and 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, the Staff Developer, and the Literacy Coach 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 before and 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 / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?

Goal: Reduce the number of discipline referrals during the 2016-17 school year at each grade level of all students by 5% using Focus student referral data.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Mentor/mentee program, Cultural Diversity Training with staff, PBS, AWARE training	All staff
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: Reduce the achievement gap and discipline gap between African American students and non-African American students by 2% during the 2016-17 school year using Focus academic and discipline data.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Mentor/mentee program, PBS, Cultural Diversity training, AWARE training	All staff



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?

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?

Our key areas of improvement for the 2016-17 school year will be higher-order questioning, use of cognitively complex tasks, and project-based learning. We have used observation and walkthrough data to determine our need for the increase in rigor and student engagement. We will again use trend data from observations and walkthroughs this year to ensure instruction is aligned to standards and the increase of student engagement and rigor in all classrooms.

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. The staff has been trained on tracking student progress. We will continue with additional training this school year to ensure that student’s progress is tracked based off the performance scales and learning goals. Teachers use formative and summative assessments to verify where students are on the performance scales and 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. The 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 Grad Point 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 Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Extended Learning Room during the school day to provide individual and small group instruction to assist students in mastering Florida State Standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
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
Instructional Strategy 2	
Differentiation in classrooms using whole group, small group, and individual 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
Instructional Strategy 3	
Additional Classroom Teacher to lower class size	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
We will review student grades and achievement toward mastering state standards. CIS looks at overall student needs using the district progression guidelines and the requirements for the .5 program to create the Master Schedule and place the additional classroom teacher appropriately. Students will also have access to classes they have previously failed in order to complete requirements for graduation. The lower class size allows for more differentiation and individual attention to assist students in mastering Florida State Standards.	Administration



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 between 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.

Clearwater Intermediate will continue to encourage positive relationship between all stakeholders: parents, students and staff. The AdvancED staff survey for the 2015-16 school year showed positive results. All standard areas reported scores of 3.95 averages or above. The two highest standard areas were Standard 1 (Purpose and Direction) with an average score of 4.22 and Standard 4 (Resources and Support Systems) with an average score of 4.01. The other three standards on the Staff Survey calculated average scores between 3.95 and 3.98. In the Open-Ended Questions, the staff overwhelming expressed the positive in our mentor program that was started at the beginning of 2015-16. The staff concerns tended to center around inconsistent disciplinary actions, pacing guides not being able to be adapted and too many meetings. To address these issues, administration will again review and investigate all referrals and provide consequences based on all circumstances discovered during investigation of behavior infractions. The staff at CIS will be trained on restorative practices this school year to assist with behavior issues. Clearwater Intermediate will also have a Student Behavior Plan. PLCs will emphasize strategies that will support positive results with our student behavior plan. CIS will promote positive behavior with the use of the carry card system and PBS. A meeting schedule will be developed with teacher input over the summer to implement when the school year begins. A schedule of Professional Development will also be provided to Staff at the beginning of the school year.

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 will have a PLC calendar developed for the 2016-17 school year, which includes twice monthly Professional Development and data analysis. 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, Culturally Responsive Instruction or Data Driven Instruction).

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?
Culturally Responsive Instruction and AWARE training by certified instructors. Teachers received certification for an 8 hour class in Mental Health First Aid.	Preschool	All staff	Staff will have an increased awareness of what trauma students experience in and out of school.
Tracking student progress	PLCs throughout the year	Instructional Staff	Trend data will show a higher use of this practice.
Use of rigorous activities/Cognitively Complex Tasks in the classroom	PLCs throughout the year	Instructional Staff	Trend data will show a higher use of this practice.
Effective use of Block Teaching with emphasis on movement, group cycling/learning areas, and increased student engagement	PLCs throughout the year	Instructional Staff	Trend data will show a higher use of this practice.



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).

Upon reviewing the Parent Survey on AdvancED, Clearwater Intermediate scored an average of over 3 in all standards. Our highest areas were Standard 1 (average score 3.83), Standard 3 (average score 3.79), and Standard 4 (average score 3.33). Our lowest score from the Parent Survey was Standard 5 with an average score of 3.33. This standard is based on resources and support systems. When reviewing the

parent comments, their dissatisfaction tends to come mainly from not having Art, the behavior issues in classrooms and school-wide, and not enough communication between staff and parents when students are failing. To address these parent concerns, CIS will create a Title 1 Parent Involvement Plan and implement with fidelity. 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. The school hosts an Open House at the beginning of the year and a moving-up celebration at the end of the year. Clearwater Intermediate, along with community resources, adopts families during the holiday season. We collect “Clothes for Kids”. Calvary Baptist Church provides Clearwater Intermediate families in need of food on Fridays. The Girlfriends Club donates vegetables to HEP during the Spring. 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 how to interpret and use student data via trainings, data chats 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 the 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>

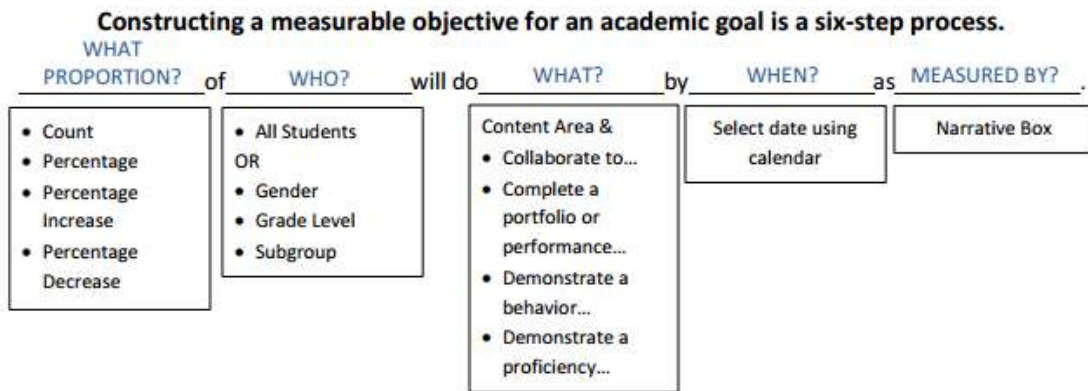
*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key 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: Continue daily connection with families.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Use of the carry card system, parent events at school, newsletter to families, Connect Ed messages to families, Title 1 parent events	All staff
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?	
Goal: Plan and facilitate community events with Calvary Church and Clearwater Police.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue with Calvary Cares for the 2016-17 school year and continue working with the Clearwater Police to support enriching activities for our students.	Ms. Niles

Section 2 – School Goals / Action Steps

Academic Goal



Please be sure that your goals 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 data source.

ELA / Reading Goal	Goal Manager: Patty Novas
Increase individual student Lexile scores at each grade level of all Level 1 and Level 2 students by 10% using RI test scores.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
English Language Arts (ELA) and reading teachers follow a common pacing calendar for focusing on the same LAFS.	Lesson plans and walkthroughs
ELA and reading teachers attend ongoing Core Connections training to analyze student work from exemplar lessons and plan for instruction based on student data.	Core Connections attendance and lesson plans
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

Mathematics Goal	Goal Manager: Bill Reese	
Increase math proficiency rates in all grade levels for the lowest subgroup by 10% over our school's FSA scores from 2015-16.		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
Increase instructional rigor which is aligned with the cognitive complexity levels of standards and benchmarks. Teachers will provide students with appropriate scaffolding and supports to respond to higher level questions and perform higher order tasks. Teachers will use varying levels of complexity for classroom examples, tasks, and assessments. Teachers will regularly include longer, more challenging word problems and mathematics performance tasks.	Feedback data from walkthroughs, observation data, lesson plans, scales/learning goals	
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. Teachers will review student work to ensure alignment with the learning goals and scales. Math teachers will meet at least once a month to plan instructional lessons incorporating the MAFS and Practice Standards.	Attendance records for PLCs 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	

Science Goal	Goal Manager: Eileen Long	
Increase science proficiency rates of all students at each grade level and in all subgroups by 10% over our school's FSA scores from 2015-16.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
Teachers will regularly assess students' achievement of knowledge and skills. Assessments will then be used to inform instruction and/or remediation. Teachers will provide daily formative assessments. Instruction will then be differentiated based on the data through whole group, small group, and individual instruction to gauge student mastery of the content.	Formative assessment results, lesson plans, classroom observation data	
Increase instructional rigor which is aligned with the cognitive complexity levels of standards and benchmarks. Provide students with appropriate scaffolding and supports to respond to higher level questions and perform higher order tasks. Teachers will use varying levels of complexity for classroom examples, tasks, and assessments. Teachers will review student work to ensure alignment with the learning goals and scales. Science teachers will provide students opportunities to write lab reports during inquiry-based science projects.	Feedback data from walkthroughs, observation data, 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*

*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 School, etc.)	
Goal Name: Writing	Goal Manager: Jennifer Harding
Increase individual student writing proficiency rates at each grade level and by each student subgroup 5% over each student individual average using Write Score data.	
Actions / Activities in Support of Goal	Evidence to Measure Success
ELA and reading teachers attend ongoing Core Connections training to analyze student work from exemplar lessons and plan for instruction based on student data.	Core Connections attendance and lesson plans
Teachers will regularly assess students' achievement of knowledge and skills. Assessments are then used to inform instruction and/or remediation.	Writing assessments, practice Write Score tests and lesson plans
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 - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Healthy Schools Team
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in <u>3 out of 6</u> Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-17, 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 2016. Target for 2016-17, is to become eligible for national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2017, 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.)
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Goal Name: Civics	Goal Manager: Elizabeth Walters
Increase Civics proficiency rates for all seventh graders and in all subgroups by 10% over our school's EOCs scores from 2015-16.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Increase instructional rigor which is aligned with the cognitive complexity levels of standards and benchmarks. Teachers will provide students with appropriate scaffolding and supports to respond to higher level questions and perform higher order tasks. Teachers will use varying levels of complexity for classroom examples, tasks, and assessments. 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, observation 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) aligned to the rigor of their content's benchmarks. Teachers will review student work to ensure alignment with the learning goals and scales.	Attendance records for PLCs 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

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager:
Through the use of mentoring, along with staff training on Cultural Proficiency, the percentage of black students receiving referrals and suspensions will decrease by 10%, resulting in an increase of black student achievement.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Daily student check-in with a staff mentor. Daily communication with students and parents using the carry card system. Mentors will communicate periodically with parents/families. Staff will receive Cultural Proficiency training in PLCs and during staff development.	Discipline data, academic achievement data, data from the carry card system, classroom observation data
Black students from Clearwater High School will mentor our students. Dr. Porter will meet with black students to discuss strategies they could use in the classroom to be successful both academically and behaviorally.	Discipline data, academic achievement data

Subgroup Goal (ELL)	Goal Manager:
Increase student Lexile scores of all Level 1 and Level 2 ELL students by 10% using RI test scores throughout the 2016-17 school year.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Teachers will work with the bilingual assistants to incorporate ELL strategies in the classroom and differentiate for those students.	Lesson plans, student achievement data, RI scores
Provide professional development to staff on effective ELL strategies to implement in the classroom.	PLC calendar, student achievement data, lesson plans, RI scores

Subgroup Goal (ESE)	Goal Manager:
Increase reading proficiency rates in all grade levels for SWD by 10% over our school's FSA ELA scores from 2015-16.	

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, PLCs, 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)	Goal Manager:
Enter Goal Name	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade 9th	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	31	76	88	23		218	74
Students with attendance below 90 %	12	35	51	19		117	40
Students with excessive referrals**	17	44	41	6		108	37
Students with excessive course failures**	3	66	75	28		172	58
Students exhibiting two or more indicators	18	74	69	31		192	65

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. 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 8 th grade students with attendance below 90% from 2015-16 to 2016-17 by 10%.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Staff mentors will monitor attendance of 8 th grade students. 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. 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.
Decrease the number of referrals of 7 th grade students from 2015-16 to 2016-17 by 5%.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Behavior Specialist will monitor the referrals of 7 th grade students. Behavior Specialist will meet with 7 th grade students not meeting expectations and communicate with parents/families as necessary.		Behavior data
Behavior Specialist will develop and implement plans with individual students who are not meeting expectations.		Behavior data

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
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 before and 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: Decrease number of course failures of all students in 7th-9th grade from 2015-16 to 2016-17 by 10%.

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 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.	Progress reports, student achievement data

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	33	% with advanced degrees	30.3
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	0	% with 1-5 years of experience	15.2
% certified in-field**	100	% with 6-14 years of experience	30.3
% ESOL endorsed	33.3	% with 15 or more years of experience	54.5

*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 instructional staff.

- | |
|---|
| <ol style="list-style-type: none"> 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. |
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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
Philip	Wirth	White	Principal
Fredricka	Jackson	Black	Parent
Maribel	Lugo-Sanchez	Hispanic	Parent
Diane	Maxie	Black	Parent

SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<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 checked="" type="checkbox"/> Yes	<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: Philip Wirth
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State Days / Intervals that Team meets below.
SBLT team meets once a month. MTSS team meets twice monthly. 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.

<p>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 2016-17 on binders to track student progress on standards. The binders would support the SIP academic goals. School Improvement Funds: \$</p> <p>The Title 1 budget is used to support the School Improvement Plan. Title 1 budget: \$192,128. Title 1 Parent Involvement Budget: \$3,950</p>
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Use this space to paste budget, if desired.
