CLEARWATER HIGH SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To develop leaders who are equipped and prepared to be their best

Provide the school's vision statement

To develop leaders for jobs and careers not yet imagined

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Robert Florio

Position Title
Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #2

Employee's Name
Jennifer Chenier

Position Title
Assistant Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #3

Employee's Name
Cynthia Ramos-Gonzalez

Position Title
Assistant Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #4

Employee's Name
Janeen Watkins

Position Title
Assistant Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #5

Employee's Name
Mason Woodside

Position Title
Assistant Principal

Job Duties and Responsibilities
No Answer Entered

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

CHS utilizes input from multiple stakeholders including the SBLT, teachers, students, and parents to develop the school improvement plan. Data is shared regularly, stakeholder feedback is analyzed, and through several collaborative summer planning sessions, the CHS SIP is developed.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored for effective implementation and impact through various measured data points. We will utilize quarterly district assessment results (Cycle), State progress monitoring (PM1 & PM2), as well as teacher walkthrough data to identify and address learning and achievement gaps. Utilizing quarterly data chats in core tested areas and through family parent engagement events, CHS will work to ensure data is not only monitored but ensured all stakeholders are informed and a part of the implementation.

Stakeholder Inolvement and SIP Monitoring
Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.
 CHS utilizes input from multiple stakeholders including the SBLT, teachers, students, and parents to develop the school improvement plan. Data is shared regularly, stakeholder feedback is analyzed, and through several collaborative summer planning sessions, the CHS SIP is developed.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on

increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**99.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: B** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	47	62	59	40	55	55	31	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	52	58	58	57	57	57			
ELA Lowest 25th Percentile	52	54	56	59	55	55			
Math Achievement*	48	46	49	35	42	45	25	36	38
Math Learning Gains	55	45	47	49	46	47			
Math Lowest 25th Percentile	64	43	49	51	41	49			
Science Achievement	67	73	72	55	64	68	54	61	64
Social Studies Achievement*	66	74	75	61	70	71	46	63	66
Graduation Rate	98	94	92	94	92	90	95	92	89
Middle School Acceleration									
College and Career Acceleration	91	69	69	88	69	67	88	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	35	50	52	43	45	49	40	47	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	675
Total Components for the FPPI	11
Percent Tested	95%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	57%	53%	53%	48%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
2024-25 ESSA SUBGROUP DATA SUMMARY				
Students With Disabilities	44%	No		
English Language Learners	53%	No		
Asian Students	75%	No		
Black/African American Students	61%	No		
Hispanic Students	58%	No		
Multiracial Students	70%	No		
White Students	67%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	47%		52%	52%	48%	55%	64%	67%	66%		98%	91%	35%
Students With Disabilities	19%		41%	46%	33%	49%	52%	37%	29%		94%	65%	17%
English Language Learners	23%		50%	51%	36%	50%	56%	50%	47%		99%	86%	35%
Asian Students	47%		54%		71%	85%		67%			100%	100%	
Black/African American Students	38%		51%	53%	43%	55%	67%	57%	61%		96%	88%	
Hispanic Students	43%		53%	51%	42%	47%	56%	62%	62%		99%	89%	34%
Multiracial Students	63%		54%		62%	65%		71%	72%		88%	86%	
White Students	55%		53%	52%	55%	59%	67%	78%	71%		98%	96%	50%
Economically Disadvantaged Students	42%		53%	53%	44%	55%	62%	66%	59%		98%	88%	36%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%		57%	59%	35%	49%	51%	55%	61%		94%	88%	43%
Students With Disabilities	6%		43%	50%	12%	35%	48%	25%	41%		100%	86%	32%
English Language Learners	19%		46%	53%	23%	46%	58%	29%	29%		86%	85%	43%
Asian Students	38%		63%		40%								
Black/African American Students	27%		57%	62%	27%	42%	44%	43%	54%		95%	85%	
Hispanic Students	37%		54%	54%	31%	49%	56%	47%	54%		92%	88%	44%
Multiracial Students	41%		72%		43%	33%	50%	50%	58%		95%	90%	
White Students	51%		58%	58%	44%	57%	56%	71%	72%		96%	88%	33%
Economically Disadvantaged Students	36%		57%	60%	30%	49%	53%	48%	57%		94%	86%	46%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	31%				25%			54%	46%		95%	88%	40%
Students With Disabilities	7%				14%			22%	18%		94%	75%	8%
English Language Learners	10%				18%			35%	14%		89%	80%	33%
Asian Students	45%												
Black/African American Students	12%				10%			36%	34%		97%	87%	
Hispanic Students	24%				22%			48%	38%		93%	89%	28%
Multiracial Students	31%				20%			59%	25%		100%	72%	
White Students	50%				39%			69%	65%		95%	92%	
Economically Disadvantaged Students	26%				22%			47%	39%		93%	86%	38%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
2024-25 SPRING						
ELA	10	47%	59%	-12%	58%	-11%
ELA	9	45%	59%	-14%	56%	-11%
Biology		69%	69%	0%	71%	-2%
Algebra		44%	59%	-15%	54%	-10%
Geometry		54%	53%	1%	54%	0%
History		69%	72%	-3%	71%	-2%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		24%	13%	11%	16%	8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our most improved content area in proficiency was Biology. US History held a consistent percentage of proficiency. We will implement immediate remediation and support for students based on common assessments before cycle tests, utilizing teacher rotations to reteach specific students in areas of deficiency.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our ELA scores were our lowest-performing component. Contributing factors to last year's low performance were personnel turnover throughout the year. We lost an ELA instructor during the school year and were unable to immediately replace them, causing our students to be without a qualified instructor and instruction for an important portion of the year. We have used an additional unit to hire an ELA teacher with a proven track record in assisting students to master the PM testing

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline is in the L25 students, who had a decline of 6% in proficiency in ELA. Poor attendance, insignificant student engagement, and personnel turnover were factors contributing to this decline.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our greatest gap is in our L25 learners, showing a proficiency decline of 6% in ELA compared to the state average. A new teacher and adjustment to the new standards were contributing factors in contributing to this trend

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Attendance
2. Authentic student engagement with curriculum and content

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improving student attendance and engagement
2. Lesson plans that are engaging to diverse learners with different learning modalities
3. Incorporating literacy across all content areas every day, where students are reading, writing, and discussing answers to questions or a prompt
4. Student collaboration and discussion of content with teacher facilitation and monitoring

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to current data, 33% of students are still lacking the skills and essential content needed to meet the proficiency requirements for the end-of-course exam. Throughout the course, science teachers will employ a spiral approach to instruction, allowing students to make connections, practice, and review prior content

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Clearwater High School's Biology EOC data indicates that 69% of test takers achieved proficiency on the 2024-2025 Biology EOC.
Clearwater High School will adjust the Biology EOC test results to reflect that 80% of the students are expected to achieve proficiency on the 2025-2026 Biology EOC.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through collaborative PLC engagement, observational walkthrough feedback data, cycle assessment/formative assessment data, and the implementation of differentiated for all students and instruction.

Person responsible for monitoring outcome
Janeen Watkins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Biology teachers will have daily planning periods to plan for increased engagement, appropriate levels of inquiry-based rigor, collaboration, intentional grouping, and embedded reflection opportunities in all lessons and units, as well as utilize PLC protocols that continue to drive BEST EOC instructional shift initiatives. Biology teachers will utilize a weekly PLC protocol that continues to create, compare data from common assessments, and review Albert IO data.

Rationale:
Common PLC protocol, site-based district-wide PD, and common formative assessments will provide support for collaboration, and scaffolding/differentiated instruction to accelerate student-centered learning. Programs like Albert IO and specifically designed spiraled back planning will also support closing gaps in proficiency and support increased achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Teachers will provide opportunities for students to use AVID strategies, such as focused note taking.

Person Monitoring:	**By When/Frequency:**
Janeen Watkins	Bi Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will use focused note-taking strategies to discuss/collaborate, and synthesize content. These strategies will be a support as the students take quarterly district exams that will be scaled to each student's projected BIO EOC outcomes.

Action Step #2
Teachers will have students create their own summaries of what they learned

Person Monitoring:	**By When/Frequency:**
Janeen Watkins	Bi Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After each lesson daily, students will summarize their thinking by writing a synthesis of what they learned. This strategy will allow the students to examine their thinking as well as collaborate with other students in the class. It also allows for an immediate observational assessment for teachers and provides a reteach opportunity if needed.

Action Step #3
Differentiated support for EL learners.

Person Monitoring:	**By When/Frequency:**

Janeen Watkins   Bi Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide differentiated support for EL learners. This will include specific scaffolded support in class, in coordination with the bilingual assistant. Teachers and Administration will participate in the bi-weekly PLC meeting as a Biology Department to discuss barriers and best practices to overcome them. The PLCs will include collaboration with the ESOL department to encompass support for the EL students both in and out of the classroom.

Action Step #4
Professional Development

Person Monitoring: **By When/Frequency:**
Janeen Watkins   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in quarterly walk-throughs to observe other teachers' best strategies to reflect on their classrooms. Using the professional development provided, teachers will see positive results in the 2025-26 BIO EOC data.

Action Step #5
Non-Negotiables

Person Monitoring: **By When/Frequency:**
Janeen Watkins   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize Leading with the Lab, Scientific Thinking Protocols, Checks for Understanding, Spiraling & Benchmark Tracking, Reading Articles and Textbook, Biology Brain Builders, and Higher Order Thinking Questions with Engagement Strategies to complement the curriculum. The utilization of these components with fidelity will provide students with extra strategies while taking the EOC.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to current data, 34% of students are still lacking the skills and essential content needed to meet the proficiency requirements for the end-of-course exam. Throughout the course, Social Studies teachers will employ a spiral approach to instruction, allowing students to make connections, practice, and review prior content.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Clearwater High School's Social Studies EOC data indicates that 66% of test takers achieved proficiency on the 2024-2025 Social Studies EOC.
Clearwater High School will adjust the Social Studies EOC test results to reflect that 80% of the students are expected to achieve proficiency on the 2025-2026 Social Studies EOC.

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through collaborative PLC engagement, observational walkthrough feedback data, cycle assessment/formative assessment data, and the implementation of differentiated for all students and instruction.

Person responsible for monitoring outcome
Mason Woodside

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Appropriately enhance teacher ability to identify critical content from common standards in alignment with district provided resources. Staff will be supported to utilize data to appropriately organize students to differentiate and scaffold instruction to meet the needs of each student to increase student achievement.

Rationale:
Increase teacher ability to effectively use data to align common standards at the appropriate level of rigor with the use of district resources to increase individual student achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Align AICE US History curriculum with US History Curriculum guide.

Person Monitoring: **By When/Frequency:**

Mason Woodside   Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will follow PCSB US History curriculum pacing guide throughout the school year. Teachers will strategically place AICE content when appropriate throughout the US History curriculum pacing guide.

Action Step #2
Incorporate the 5 Essentials of Effective Instruction Non-Negotiables in Social Studies

Person Monitoring:	**By When/Frequency:**
Mason Woodside	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Plan daily lessons in PLC using the Non-Negotiables including protocols for document analysis, historical connections, historical thinking, and historical talking.

Action Step #3
Utilize AVID Focused Note Taking strategies

Person Monitoring:	**By When/Frequency:**
Mason Woodside	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will utilize AVID Focused Note Taking to discuss/collaborate & synthesize content

Action Step #4
After each lesson daily – students will summarize their thinking by writing a synopsis of what they learned

Person Monitoring:	**By When/Frequency:**
Mason Woodside	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Say it in Seven 1. At the end of each lesson, students summarize what they learned or respond to a prompt or stimulus in 7 words, no more, no less a. Could also be done in partners for scaffolding 2. Students keep it in their study guide/journal/One-Note Notebook 3. The next day, as bell work, we revisit and share out samples, tweaking the responses as needed 4. This will also tie into Focused Note Taking, as they can go back in and revise based on the class discussion

Action Step #5
Cross Articulation Collaboration

Person Monitoring:	**By When/Frequency:**
Mason Woodside	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administration will participate in bi-weekly PLC as a Social Studies department to discuss barriers and best practices to overcome the barriers. Teachers and administration will disseminate cycle data and collaborate on next steps. Within the PLC's, the Social Studies department will collaborate with the ESOL department to incorporate support for our EL students both in and outside of the classroom. Consistent communication and collaboration with AICE US History and AICE General Paper teachers

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to current data, 52% of Clearwater High School students are still lacking the skills and essential content needed to meet the proficiency for FAST PM3. The ELA goal will focus on increasing overall achievement in reading, writing, and critical thinking practice for Clearwater High School students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Clearwater High School's ELA FAST PM3 data indicates that 45.3% of 9th grade, and 47.9% of 10th grade, with a total of 48% of students tested achieved proficiency on FAST PM3. Clearwater High School will adjust the FAST PM3 test results to reflect that 60% of students tested are expected to achieve proficiency on the 2025-2026 FAST PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through collaborative PLC engagement that continues to drive ELA instructional shift initiatives, observational walkthrough feedback data, FAST PM1 and PM2 data, and the continued implementation of differentiated instruction for all students.

Person responsible for monitoring outcome

Jennifer Lu Chenier

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The ELA/Reading staff will engage in common PLC protocol, common planning periods, scheduled co-teaching, site-based and district professional development, daily summarizing, and ELA look-fors with emphasis on Socratic questioning to increase engagement and inquiry-based rigor to identify

and teach critical content BEST standards in alignment with district resources.

Rationale:
Common PLC protocol, common planning periods, scheduled co-teaching, site-based and district professional development, daily summarizing and ELA look-fors will provide support for collaboration, scaffolding and differentiated instruction to accelerate rigorous student-centered learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Teachers will have students utilize focused note taking

Person Monitoring:	**By When/Frequency:**
Jennifer Lu Chenier	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will utilize focused note-taking strategies to discuss, collaborate and synthesize content. Teachers will monitor daily.

Action Step #2
Bi-weekly PLC protocols

Person Monitoring:	**By When/Frequency:**
Jennifer Lu Chenier	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA/Reading teachers will utilize PLC protocol engagement that continues to drive ELA FAST PM instructional shift initiatives.

Action Step #3
Teachers will engage students in rigorous instruction by utilizing Socratic questioning, daily summarizing and the ELA look-fors.

Person Monitoring:	**By When/Frequency:**
Jennifer Lu Chenier	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
9th and 10th grade ELA/Reading teachers will instruct students to cognitively engage to the full rigor of the standards by utilizing resources provided in the HS ELA/Reading Notebook and consistently incorporate classroom visible anchor charts, graphic organizers, critical reading protocols and Socratic questioning to support independent reading and ensure students are continually in productive struggle with complex texts and complex questions like the questions they will encounter on FAST PM. Students will summarize their thinking of each lesson by writing a synopsis of what they learned.

Action Step #4

Teachers will utilize a BEST Benchmark daily tracking system

Person Monitoring:
Jennifer Lu Chenier

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA/Reading teachers will check for student understanding with formative assessment and feedback by constructing and utilizing a BEST benchmark tracking system to continually note, track and monitor each student's progress and mastery of each BEST benchmark which incorporates collaboration between teacher and student that supports student ownership of progress. Teachers will conduct individual data chats with students to analyze data and formulate specific strategies that drive student improvement. ELA/Reading and MTSS administrators will also monitor progress and provide feedback to teachers and students.

Action Step #5
Teachers will provide differentiated support to EL learners. This will include specific scaffolded support in class, in coordination with the bilingual assistants, and district initiatives and supports.

Person Monitoring:
Jennifer Lu Chenier/Cynthia Ramos

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will plan and collaborate with the ESOL teacher and Bilingual assistants to provide support for EL students in and outside of the classroom.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale
Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The current level of ELA proficiency indicates the 9th and 10th grade ESE students are 21% proficient, measured by the FAST PM3. Teachers will increase collaborative planning in PLCs between ESE support facilitators and general education teachers. Teachers will utilize weekly PLCs that focus on student data and ensure they monitor and differentiate instruction. The support within the ELA classes will increase the proficiency rate to 30% for ESE students.

Measurable Outcome
Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ESE support teachers will work alongside the general education teacher as a collaborative unit to utilize data and implement instructional decisions to improve the proficiency rate from 21% to 30%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The area of focus will be monitored by administration, the ESE team, and the school counselors. All will utilize the Progress Monitoring assessments, common classroom assessments and teacher/ student conferences.

Person responsible for monitoring outcome
Janeen Watkins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Assessments as well as common classroom assessments to implement and support meeting the students IEP and learning goals in the least restrictive environment. The teachers will conference with students to check for understanding. Teachers will attend PLCs and confer with administration about student progress.

Rationale:
Gathering input from all stakeholders to assure each ESE student is receiving all the support necessary as well as all IEP goals are being maximized. Multiple strategies will be incorporated to help teachers maximize their instructional impact on Students with Disabilities. The criteria used to make this determination are our ESSA Federal Index and input from our ESE department.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Walkthroughs

Person Monitoring: **By When/Frequency:**
Janeen Watkins   Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will complete walkthroughs and attend PLCs to ensure that teachers are collaboratively planning and implementing the strategies individualized for each student they support. The PLCs will include collaboration with the ESOL department to encompass support for the EL students both in and out of the classroom.

Action Step #2
Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Janeen Watkins	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will collect data from Progress Monitoring (FAST) to monitor progress towards IEP goals and objectives and to make data-driven decisions regarding accommodations. Teachers will provide differentiated support for EL learners. This will include specific scaffolded support in class, in coordination with the bilingual assistant.

Action Step #3
SDI

Person Monitoring:	**By When/Frequency:**
Janeen Watkins	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE teachers will integrate specially designed instruction into core content classes while monitoring mastery of standards and IEP goals. ESE teachers will work alongside the ELL department

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The mathematics component for school improvement indicates that Clearwater High School has demonstrated adequate yearly progress with all students. The Algebra 1 goal will focus on continuing to increase overall achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase overall Algebra 1 proficiency from 44% to 54%, by May 2026, as measured by BEST EOC Algebra 1 assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through PLC protocol engagement that continue to drive

instructional shift initiatives, observational walkthrough data, and school/district common formative and cycle assessments.

Person responsible for monitoring outcome
Cynthia Ramos-Gonzalez

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The Algebra 1 team will engage in common planning and weekly PLC protocols as well as site-based and district-provided professional development. They will utilize formative assessments weekly/ quarterly, to monitor for struggling standards and remediate appropriately, as needed. Additionally, they plan to utilize district approved digital resources and minimize direct instruction to allow for increased collaboration and mathematical discourse in strategically and intentionally set groups.

Rationale:
Common PLC protocol, site-based district-wide PD and common formative assessments will provide support for collaboration, scaffolding and differentiated instruction to accelerate student-centered learning. District approved digital resources and specifically designed remediation opportunities will also support closing gaps in proficiency and support increased achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Common Planning & PLCs

Person Monitoring:	**By When/Frequency:**
Cynthia Ramos-Gonzalez	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Algebra 1 teachers will have common planning periods daily to intentionally plan for increased engagement, appropriate levels of inquiry-based rigor, increased collaboration and intentional grouping, and embedded reflection opportunities in all lessons/units and utilize PLC protocol that continues to drive BEST EOC instructional shift initiatives. Algebra 1 teachers will utilize weekly PLC protocol that continues to drive BEST EOC instructional shift initiatives, create, and compare data from common assessments, and review data. Teachers will include specific scaffolded support in class, in coordination with the bilingual assistant. The PLCs will include collaboration with the ESOL department to encompass support for the EL students both in and out of the classroom.

Action Step #2
Leadership Walks & Data Chats

Person Monitoring:	**By When/Frequency:**
Cynthia Ramos-Gonzalez	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
District and site-based leadership walks with math teachers, district and site-based administrators, and others to identify, monitor, and support best practices, as well as guide professional development choices/offerings throughout the year. The leadership walks will consist of administrators monitoring for the use of district resources, both textbooks and/or online platforms. The leadership team will also be monitoring for appropriate rigor and student engagement/talk. Algebra 1 teachers will have quarterly data chats with students around performance on cycle formative assessments and other universal data metrics available.

Action Step #3
Math-Based Intervention & Support

Person Monitoring:	**By When/Frequency:**
Cynthia Ramos-Gonzalez	Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Algebra 1 team will engage in continuous bi-monthly Algebra 1-specific Child Study Team meetings to increase attendance and engagement in our Algebra 1 courses. The Algebra 1 team will engage in continuous bi-monthly remediation pull-outs to support students who are identified as struggling on critical standards for specific, intentional, and targeted small-group instruction.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the previous school year, Clearwater High School established a School Improvement Plan (SIP) goal of achieving 50% student proficiency in Geometry. We exceeded this goal with an actual proficiency rate of 55%. The geometry goal will focus on continuing to increase the overall achievement and proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase overall Geometry proficiency from 55% to 65%, by May 2026, as measured by BEST EOC Geometry assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through PLC protocol engagement that continue to drive instructional shift initiatives, observational walkthrough data, and school/district common formative and cycle assessments.

Person responsible for monitoring outcome
Cynthia Ramos-Gonzalez

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The Geometry team will engage in common planning and weekly PLC protocols as well as site-based and district-provided professional development. They will utilize formative assessments weekly/ quarterly, to monitor for struggling standards and remediate appropriately, as needed. Additionally, they plan to utilize district approved digital resources/ALEKS and minimize direct instruction to allow for increased collaboration and mathematical discourse in strategically and intentionally set groups.

Rationale:
Common PLC protocol, site-based district-wide PD and common formative assessments will provide support for collaboration, scaffolding and differentiated instruction to accelerate student-centered learning. District approved digital resources/ALEKS, and specifically designed remediation opportunities will also support closing gaps in proficiency and support increased achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Common Planning and PLC

Person Monitoring:	**By When/Frequency:**
Cynthia Ramos-Gonzalez	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Geometry teachers will have common planning periods daily to intentionally plan for increased engagement, appropriate levels of inquiry-based rigor, increased collaboration and intentional grouping, and embedded reflection opportunities in all lessons/units and utilize PLC protocol that

continues to drive BEST EOC instructional shift initiatives. Geometry teachers will utilize weekly PLC protocol that continues to drive BEST EOC instructional shift initiatives, create, and compare data from common assessments, and review digital resources/ALEKS data. Teachers will include specific scaffolded support in class, in coordination with the bilingual assistant. The PLCs will include collaboration with the ESOL department to encompass support for the EL students both in and out of the classroom.

Action Step #2
Leadership Walks & Data Chats

Person Monitoring: **By When/Frequency:**
Cynthia Ramos-Gonzalez   Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will complete walkthroughs. During the walkthroughs, the team will be monitoring for appropriate rigor and student engagement/talk. The leadership team will also be monitoring for the appropriate use of district resources, both textbooks and/or online platforms. The leadership team will provide detailed feedback to the geometry teachers after each walkthrough. The Geometry team will engage in continuous bi-monthly Geometry-specific Child Study Team meetings to increase attendance and engagement in our Geometry courses. The Geometry team will engage in continuous bi-monthly remediation pull-outs to support students who are identified as struggling on critical standards for specific, intentional, and targeted small-group instruction.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

CHS will focus on increasing student attendance through Multi-Tiered Support Systems (MTSS) that will include the involvement of all stakeholders through regular review of attendance data and weekly monitoring and interventions to support all students to an average of 95% attendance. Attendance is a the critical and fundamental to a student's academic growth, development, and success. By increasing attendance, we will enhance students' probability of academic success and graduation.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

CHS will communicate the expectations and importance of attendance to all stakeholders through in person meetings, school assemblies, teacher led directions in classrooms. CHS MTSS team will meet weekly and target students with 20% or more absences per week and make parent and student

contact to re-engage students and improve attendance. Home visits and support through social services will be offered and recommended through our Child Study team to provide resources to re-engage students and parents. CHS will utilize positive support systems (PBIS) to incentivize attendance and academic achievement. PBIS award tickets will be distributed by teachers, administrators, and support staff weekly, to all students to be used for incentive purchases. Utilizing this comprehensive approach CHS seeks to reduce absences for all students by 10%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

CHS will monitor by utilizing Data Analytics and Focus data through individual teacher-led PLCs, weekly MTSS meetings, and monthly SBLT meetings

Person responsible for monitoring outcome

Janeen Watkins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

CHS teachers and staff will receive in-school professional development on Tier one interventions and implement school-wide to better support student behaviors and outcomes. Providing support to students through clearly defined, communicated, and implemented behavior expectations regarding attending classes. Data will be collected and reviewed in the child study team meetings. Implementation of Tier 2 and 3 will be used with students who are identified as needing additional supports.

Rationale:

With the area of skipping classes as a concern, implementing Tier 2 and Tier 3 interventions individually addresses the student's needs and barriers. This process monitors students closely and allows for revisions if necessary.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance

Person Monitoring:
Janeen Watkins

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review attendance-taking process and school-wide strategies for positive attendance with all staff.

Action Step #2
Communication

Person Monitoring:
Janeen Watkins

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will continue to increase communication with parents in native languages to improve the accessibility of all families, both to inform them of expectations and to ask for support in not meeting those expectations.

Action Step #3
Reinforcement

Person Monitoring:
Janeen Watkins

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PBIS student committee and TV Production classes will emphasize student attendance, remaining on campus, and being in class while reinforcing academic behaviors.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Clearwater High School's School Improvement Plan (SIP), is disseminated in multiple modalities, accomplished through,
  * SAC Meetings
  * PTSA Meetings
  * Weekly family information call-outs
  * Social Media Posts
  * State of the Schools meetings

Clearwater High School's webpage where the SIP is made public is
https://www.pcsb.org/Page/19658

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Clearwater High School builds the capacity of families through ongoing communication by providing the parents/guardians assistance in working with their child/ren academically. At CHS, we have an open-door policy, allowing parents to observe in the classroom at any time. Teachers are also

available for conferences and consistently provide updated data. CHS also provides families with a curriculum night to witness what is transpiring in the classrooms and answer questions as needed. Clearwater High has a diverse population, so all communication and support is offered in multiple languages.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Clearwater High School has a bell-to-bell policy for each class period, each day. All class periods begin with an igniter to get the students prepared for the daily lesson. Teachers plan collaboratively to ensure exact content throughout the classrooms. Clearwater High School's teachers are prepared with rigorous lessons to challenge each student to their potential. Clearwater High School offers an accelerated curriculum and has the highest percentage of students in the district earning acceleration credits.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Clearwater High School has partnered with adult education and career programs this year. Wraparound services are a cornerstone for leveraging academic support at home, as they extend educational resources beyond the classroom. These partnerships create a support network encompassing various facets of a student's life, fostering an environment where learning can flourish both inside and outside of school walls. One of the key advantages of community partnerships in providing wraparound services is access to a diverse range of resources and expertise.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Clearwater High School ensures counseling, school-based mental health services, specialized support services, and mentoring services are provided to our most vulnerable students. These supports are provided on a calendared and reoccurring basis to guarantee the highest level of support.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Clearwater High School prepares students for postsecondary opportunities. Through one of the magnet programs on campus, CHS provides business awareness and opportunities to learn the ins and outs of the business world. CHS also offers technical, hands-on classes to develop skills and provide real-world opportunities. The college and career center on campus assists with postsecondary college, military, and technical ventures.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Clearwater High School has a strong PBIS system in place that focuses on building positive behavior capacity in all students. There is a strong emphasis on being caught doing what is right and not focusing on the negative. If problem behavior should arise, CHS has a tiered system of support that focuses on relationship building.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Clearwater High School provides monthly professional learning opportunities through either a 20 or 40 and out model. All staff are provided quality PD that directly relates to building capacity on campus. In the PD, staff collaborate which allows for all levels of the staff to gain perspective and knowledge relevant to their positions.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00