WELCOME TO
change

School Improvement Plan
2016-17

Clearwater Fundamental Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal:	Linda Burris	SAC Chair:	Sunny Warnock

School Vision	100% Student Success

School Mission	The mission of the Clearwater Fundamental community is to promote highest student achievement through cooperative efforts and a challenging curriculum. Our Learning Lasts A Lifetime!

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
801	4%	5	17	5	69	0

School Grade	2016: A	2015: A	2014: A	Title 1 School?	☐ Yes	☒ No

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	83	85	87	89	83	75	95	93	76			
Learning Gains All	68		69									
Learning Gains L25%	63		63									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Linda	Burris	FT	1-3 years
Select Role	Paul	Kurek	FT	4-10 years
Select Role	Bridget	Bohnet	FT	4-10 years
Select Role	Nicole	Fleming	FT	4-10 years
Select Role	Jennifer	Gray	FT	4-10 years
Select Role	Angela	Ciresi	FT	4-10 years
Select Role	Stacy	Langrock	FT	4-10 years
Select Role	Shay	Patti	FT	4-10 years
Select Role	Terre	Holland	FT	4-10 years
Select Role	Kinnan	Johnston	FT	4-10 years
Select Role	Carol	Zaffiri	FT	4-10 years
Select Role				
Total Instructional Staff: 46		Total Support Staff:		

School Culture for Learning

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 Fundamental Middle School provides a quiet, well disciplined, and structured learning environment. Our family oriented school with a "back to basics" approach and joint parent, teacher,student commitment provide a quality education for all students in a safe environment. Important features include a focus on student responsibility, self-discipline and monitoring, character education, daily homework, an enforced dress code exceeding district requirements, and required attendance at conferences and monthly PTA/SAC meetings. We believe that students work best where the expectations are clearly defined. A strong emphasis is placed on the
home and school working together to promote appropriate behavior and successful learning. A competitive spirit exists within the framework of mutual respect, cooperation and regard to the rights and property of others and is viewed as an integral part of the social environment.

In an effort to increase communication with families and create a safe learning environment, an emphasis has been placed on the following items and strategies below, including but not limited to:

Review and reduce time of student non-engagement
Reduce the number of discipline referrals sent to administrators
Support increased teacher training
Support increased parental involvement
Increase parental contacts
Increase variety of contact methods
Face to face meetings
One on one counseling
Mentor/tutor programs
Individual phone contacts for students on probation
School Messenger
E-mail/PTA/SAC
School-wide Web site
Social Media Accounts
Individual Teacher Web-site
Teacher surveys
Parent/student surveys
Administrative support
Consistent enforcement of Fundamental Guidelines

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 Fundamental Middle School, Guidelines for Success are clearly identified and defined in the handbook section of the student planner, known as the fundamental guidelines. These expectations are discussed with the students in detail at the beginning of the school year, and reviewed on a regular basis by administration, teachers and parents. In addition, fundamental

agreements are signed by each student, parent and teacher, acknowledging their compliance to the policies outlined. The fundamental guidelines, school rules and policies are implemented equitably and enforced during every school day, during extracurricular activities up to and including the last day of school. The belief in shared values and consistent compliance with the expectations, promote a positive learning environment in all areas of the school. An emphasis on good citizenship and making positive choices continues to be embedded within the culture of our school.

In an effort to maximize student engagement and minimize distractions, an emphasis has been placed on the following items and strategies below, including but not limited to:

Review fundamental guidelines and consistently enforce
Increase effort to identify and reduce time of student non-engagement
Support increased teacher training
Support increased parental involvement
Increase parental contacts
Increase variety of contact methods
Face to face meetings
One on one counseling
Mentor/tutor programs
Individual phone contacts for students on probation
School Messenger
E-mail/PTA/SAC
School-wide Web site
Individual Teacher Web-site
Teacher surveys
Parent/student surveys
Administrative support

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.

Regular meetings are conducted with minutes being shared with all staff members. All district level trainings are fully supported providing MTSS members opportunities to attend. Continual assessment of MTSS processes ensures an effective way of work. Progress is continually monitored as related to achievement of goals as outlined on the School Improvement Plan.

SBLT, Faculty PLC, Deliberate Practice, Department and Team meetings are monthly and are on the attached meeting schedule. Meeting agendas and meeting minutes are published for all to review.

Due to the direct alignment, MTSS and Child Study meetings are conducted simultaneously. The professionals involved include the principal, assistant principal, guidance counselors, school psychologist, social worker and DMT. Information is shared regarding attendance, grades, course selection, assessments and any other information concerning the well being of the child. Each situation is discussed and interventions are put in place to address either the academic, behavior and social/emotional needs of the student and/or family. At times, we may include our VE Liaison for ESE purposes.

Stated in broad terms, the fundamental support system can be divided into two areas, one covering the academic aspects of the school, the other discipline. The data for each is handled somewhat differently as it impacts students in different ways.

Most academic data is most noteworthy on a marking period to marking period basis. While annual data is collected, the impact to students starts fresh at the beginning of each marking period. Unless a student is referred to IAC, data from one marking period does not impact a child during the next.

This is not the case with the discipline policy. Most disciplinary infractions (use of cell phone, dress code, instances of disrespect or rudeness) result in the assignment of a detention. Detentions are tracked on a school year basis rather than six week period. Detentions are not tracked year to year other than for professional development purposes. In both cases, once the data is collected, individual teacher and school-wide trends can be noted over time. Teachers are provided with general data as well as data specific to each subgroup.

Level I
Reading: HRH Assessments for Level 1 and 2 / Course Progression Monitoring (Grades, conduct level, teacher comments)
Mathematics: Common Assessments, Course Progression Monitoring (Grades, conduct rating, teacher comments)
Writing: Common Assessments, Course Progression Monitoring (Grades, conduct level, teacher comments),
Science: Common Assessments, Course Progression Monitoring (Grades, conduct level, teacher comments),
Behavior: Peer Connection Incentive Program

Level II
Reading: All Level I activities plus continued HRH Assessments for Level 1 and 2 / Course Monitoring / Mentoring /
Mathematics: All Level I activities plus continued Common Assessments / Mentoring /
Writing: All Level I activities plus continued Common Assessments / Mentoring /
Science: All Level I activities plus continued Common Assessments / Mentoring /
Behavior: All Level I activities plus continued Incentive programs / Mentoring /

Level III
Reading: All Level I and Level II Interventions plus continued HRH Assessments for Level 1 and 2 / Course Monitoring / Mentoring / Intensive Remediation ELP
Mathematics: All Level I and Level III Intervention activities, continued review of Common Assessments / Mentoring / Intensive Remediation ELP
Writing: All Level I and Level III Intervention activities, continued review of Common Assessments / Mentoring / Intensive Remediation ELP
Science: All Level I and Level III Intervention activities, continued review of Common Assessments / Mentoring / Science / ELP
Behavior: All Level I and Level III Intervention activities, continued review of Peer Connection Incentive Program / Mentoring / Small group support with Psychologist, Social Worker and Guidance Counselors

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?

Students who are in need of supplemental or intensive supports are placed into classes where the coursework is structured to meet their individual needs. CFMS has an intensive math class and the continuum of reading classes provides opportunities for students to receive instruction tailored to their needs. Both reading and math students complete a diagnostic in their classes. These results in addition to progress monitoring throughout the year are used to determine progression and preparation for the FSA.

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).

CFMS teachers are all assigned a grade level team. These teams meet every other week to discuss any issues or concerns as related to their specific grade level. In addition, student concern forms are reviewed and discussed. The guidance counselors review the meeting minutes and if applicable, consult with the student in need of assistance. At that point, a parent/teacher conference may be scheduled. If circumstances require additional assistance, the student is then discussed during the weekly Child Study Team. This team is comprised of Administrators, Guidance Counselors, School Psychologist and Social Worker. Based on the individual's situation, counseling or a referral to an outside agency may be offered. If there is need for ongoing support, a formal request for service is generated in an effort to document more formalized assistance.

New Student Orientation (7th and 8th)
Peer connectors
Mentoring of FCAT Level 1 Math and Reading Students
Bullying prevention and mediation
Safety Plans

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?

Clearwater Fundamental Middle School leadership emphasizes high expectations and individualized success for all students. Administration requires all teachers to implement standards based instruction with an emphasis this year, on students becoming agents of their learning. Students will learn to track their progress and report their progression to their teachers. Teachers will then, in turn, use formative assessments to guide and inform instruction. With the level of intellectual capacity among our students, teachers are strongly encouraged to go beyond the standard (Marzano level 3) and provide higher level activities for student engagement (Marzano level 4). Teachers were provided with professional development at the beginning of the school year focusing on the growth mindset. Teachers are embracing these initiatives as evidenced in conversation and dialogue among colleagues. Administration is dedicated to developing a master schedule that provides learning opportunities that are rigorous and equitable. Students have the opportunity to complete their middle school education with 8 high school credits and earn industry certification in computer literacy. Academic enrichment is provided after school in addition to clubs, academies and intramurals. AdvancEd survey results indicate that 97% of our stakeholders are in agreement that Clearwater Fundamental has high expectations for students in all classes.

⬡ **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Increase opportunities for stakeholders to be involved in the school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Based on the information contained in the parent AdvancED survey, parents would like additional opportunities to be included in their child's education / school during the school day.	
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:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

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?

> Teachers plan, develop and implement lessons based on the state standards and as aligned with the content area pacing guides. Teachers develop goals and scales with targets indicating how lessons will be delivered to meet the intended standards. Administration has initiated a school-wide expectation that teachers expand instruction beyond the standard (level 3) and expose students to opportunities to examine, evaluate and analyze reasoning (level 4) on the Marzano scale. School-wide observational data suggests that teachers are creating, displaying and using the scales (standards) in their classroom.

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?

> Review of FSA and observational data indicate a strong alignment of instruction with state standards. Teachers will continue to work on refining the development of goals and scales while also initiating methods for students to track their progression of learning.

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 regularly assess students' readiness for learning and achievement of knowledge and skills during instruction
> *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning
> *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle
> *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students

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).

> Thoughtful planning and consideration is taken to initially place students in courses where they will be most successful. Students not meeting the required levels of proficiency in reading and math are placed in classes to supplement instruction and improve their proficiency to working on grade level.
>
> Students entering middle school and high school are provided opportunities to ensure a smooth transition. Opportunities are listed below:
> 6th grade orientation and 6th grade back to school night before the school year begins.
> Peer connectors provide guidance to incoming students

8th grade students work with guidance counselors in selecting high school along with high school course registration
Guidance Counselors place students in classes in preparation for upcoming grade level expectations.
Guidance Counselors work with students to develop a high school and post school educational plan
Presentation to PTA meetings regarding high school courses and high school expectations

⬡ **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	
Master Scheduling - Block Schedule Add 4,320 minutes	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The rationale is to provide additional instructional time to students while maintaining fidelity to state and local mandates. Clearwater Fundamental operates on a block schedule offering seven classes on a rotating A day/B day basis. Students are enrolled in one 50 minute class daily and three alternating 100 minutes classes. This schedule eliminates minutes typically spent in transition to allow for additional instruction. The typical/traditional middle school operates on a 1-7 schedule with 4 minute transitions. By following the block schedule, CFMS is able to provide 36 hours of additional instruction to students. (eliminate 3 transitions at 4 minutes each/daily = 12 minutes a day with 180 days	
Instructional Strategy 2	
Extended Learning Program - Enrichment and Remediation	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
ELP Plan: Math Department : 4 days a week, Monday-Thrusday Language Arts/Reading: 4 days a week, Monday-Thursday Social Studies/Civics: 3 days a week, Tuesday-Thursday STEM - 2 days a week (alternating) Students are entered into portal/focus as attending ELP and reports are run analyzing attendance, grades, progress and assessments ELP is developed and implemented by administration to include progress monitoring. Teachers are responsible for classroom instructional strategies.	
Instructional Strategy 3	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Collaboration for Professional Growth

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.

AdvancEd climate survey results indicate an agreement rating of 80% regarding administration supporting an innovative and collaborative culture. Clearwater Fundamental Middle School has a strong culture of mutual respect, trust and professionalism as documented in the teachers appraisal processes.

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.

PTA (All f/s must attend at least 8 per year)
Thursday, August 4 (6ᵗʰ Grade BTSN 6:00-8:00pm)
Wednesday, September 14 (7/8ᵗʰ Grades BTSN 6:00-8:00pm)
Tuesday, October 18 (5pm or 7pm in Gym)
Tuesday, November 15 (Concert 7pm only)
Tuesday, January 17 (5pm or 7pm in Gym)
Tuesday, February 21(5pm or 7pm in Gym)
Tuesday, March 21(5pm or 7pm in Gym)
Tuesday, April 18 (5pm or 7pm in Gym)
Tuesday, May 16 (Concert 7pm only)

SAC – All SAC 6:00p.m. –7:00pm,Gym
Thursday, September 8
Thursday,October 13
Thursday, November 10
Thursday, January 12
Thursday, February 9
Thursday, March 9
Thursday, April 13
Thursday, May 11

PLC (All faculty & Staff–Media Center 7:30am–8:05am)
Tuesday, August 2, 10:30am Media Center
Tuesday, August 9, 9:30-10:30am Media Center
Wednesday, September 28, 7:30am
Wednesday, October 19, 7:30am
Wednesday, November 30, 7:30am
December NO PLC,will be combined w/ January mtg.
Wednesday, January 25, 7:30am
Wednesday, February 22, 7:30am
Wednesday, March 29, 7:30am
Wednesday, April 26, 7:30am
Wednesday, May 24, 7:30am

SBLT Meetings, 7:30am–Conference Room
Friday, September 16
Friday, October 21
Friday, November 18
Friday, December 16
Friday, January 20
Friday, February 17

Friday, March 24
Friday, April 21
Friday, May 19

Department Meetings (All faculty 7:30am-8:05am)
Wednesday, September 14
Wedneday, October 12
Wednesday, November 9
Wednesday, December 14
Wednesday, January 11
Wednesday, Feb. 8
Wednesday, March 8
Wednesday, April 12
Wednesday, May 10

Team Meetings(All faculty 7:30am-8:05am)
Wednesday, September 7
Wednesday, October 5
Wednesday, November 2
Wednesday, December 7
Wednesday, January 4
Wednesday, February 1
Wednesday, March 1
Wednesday, April 5
Wednesday, May 3

Deliberate Practice Meetings(All faculty 7:30am-8:05am)
Wednesday, September 21
Wednesday, November 16
Wednesday, January 18
Wednesday, March 22
Wednesday, May 17

Child Study Team Meetings, Tuesdays 9:00a.m.
Tuesdays, Sept. 6 & 20
Tuesdays, Oct. 4 & 18
Tuesdays, Nov. 1 & 15
Tuesday, Dec. 6
Tuesdays, Jan. 3 & 17
Tuesdays, Feb. 7 & 21
Tuesdays, March 7 & 21
Tuesdays, April 4 & 18
Tuesdays, May 2 & 16

⬢ 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?

2013-2014 – Focus – Intellectual Capacity and providing enrichment opportunities

2014-2015 – Focus – Academic Rigor (Higher level questioning and experiences)
2015-2016 – Focus – Standards Based Instruction / Developing Goals and Scales / Transitioning to Marzano
2016-2017 – Focus – Student Agency / Students tracing their progress / Growth Mindset

Although each year, a new initiative was introduced, they are not completed in isolation. All components of professional development over that past years are designed to layer on the proceeding years.

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?
Growth Mindset	Summer / Throughout the year	All faculty	Student Achievement
Marzano – Tracking student progress	Summer / Throughout the year	All faculty	Student Achievement
Marzano – DQ1, DQ2, DQ3, DQ4	Throughout school year	All faculty	Student Achievement
Progress Monitoring – Accessing Reports	Throughout school year	All faculty	Student Achievement
Healthy Schools – Various health related topics	Throughout school year	All faculty	Teacher health
Instructional Rigor	Throughout school year	All faculty	Student Achievement
TBD – Based on ISM and observations conducted by Administration			

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).

Clearwater Fundamental Middle School is very proud of our accomplishment in earning the Five Star Golden School Award over the past several years. This award is presented to those schools demonstrating excellence in their efforts to involve parents and community members into the daily functions of the school.

(school volunteers and Great American Teach-In, field trips, etc.)
CFMS provides frequent home-school communication in a variety of formats and allows for families to support and supervise their child's educational progress.
100% Parental involvement in SAC/PTA per Fundamental Guidelines.

In an effort to build relationships and increase communication with families, an emphasis has been placed on the following items and strategies below, including but not limited to:

Weekly updates
Focus on increased parental involvement
Increase parental contacts
Increase variety of contact methods
Face to face meetings
One on one counseling
Mentor/tutor programs
Individual phone contacts for students on probation
School Messenger
E-mail/PTA/SAC
School-wide Web site
Individual Teacher Web-site
Teacher surveys
Parent/student surveys
Administrative support
Review fundamental guidelines and consistently enforce

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.

In an effort to learn about our school community, an emphasis has been placed on the following items and strategies below, including but not limited to:

Support increased parental involvement
Increase parental contacts
Increase variety of contact methods
Face to face meetings
One on one counseling
Mentor/tutor programs
Individual phone contacts for students on probation
School Messenger
E-mail/PTA/SAC
School-wide Web site
Individual Teacher Web-site
Teacher surveys
Parent/student surveys
Administrative support
Review fundamental guidelines and consistently enforce

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

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

Family Engagement / Key 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: Establish curriculum nights / CFMS Evenings of Excellence	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
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: Explore student lead conferences	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – School Goals / Action Steps

Academic Goal

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

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY? .

• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…	Select date using calendar	Narrative Box

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:
The number of students meeting proficiency will increase from 83% to 85% as measured by the FSA.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to Language Arts Florida Standards (LAFS).	Teachers receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods. • Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading. • Science teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of science as they work through each lab. • Teachers continue to use materials provided by the DBQ project. • Teachers of Social Studies continue integration of literacy standards into the existing social studies curriculum, e.g., SOAPSTone and literature circles. • Administrators conduct walkthroughs for evidence of primary source usage in social studies classrooms. • Administrator visits classroom(s) and provides feedback to teacher(s) and literacy coach, and administrator and

	literacy coach collaborate to determine next steps.
	• Principals, in conjunction with the Literacy Leadership Team (LLT), monitor students' close reading of complex text by using the Implementation Rubric for Secondary ELA and Reading— the Instructional Support Model (ISM) walk-through tool used for collecting data during Instructional Support Visits (ISV).
	• LLT uses the ISM walk-through tool to identify trends and make plans to increase the amount of reading.
	• Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement during core with students to support their success with complex text.
	• Principals work with the LLT and Leading the Learning Cadre (LLC) to plan agendas for PLCs to ensure the process is consistent.
	• Principals will attend PLC meetings.
	• Assistant Principals of Curriculum (APC) meets with teachers twice a month during planning periods to develop strategies appropriate for their content and students.
	• Administrators monitor and support the implementation of reading programs– including the use of grade-appropriate complex texts in reading intervention classes, typically during small group instruction.
LA and reading teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers meet in PLCs at least once per month to review student data including responses to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement with students to support their success with complex text.
	• Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using appropriate strategies.

	• Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading. • Administrators monitor and support the implementation of reading programs– including the use of grade-appropriate complex texts in reading intervention classes, typically during small group instruction. • Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.

Mathematics Goal	Goal Manager:
The number of students meeting proficiency will increase from 87% to 89% as measured by the FSA.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers engage in instructional activities that incorporate higher order thinking questions, the Standards for Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS).	Mathematics coaches are embedded in mathematics classes for the purpose of implementing lessons inspired by the MAFS and differentiated for students based on data. • Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods. • Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem. • Administrators conduct walkthroughs for evidence of mathematics practice standards usage in math classrooms. • Administrator visits classroom(s) and provides feedback to teacher(s) and math coach, and administrator and math coach collaborate to determine next steps. • Math team and Administration uses the ISM walk-through tool to identify trends and make plans to increase the amount of students' math achievement.

	• Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards. • Principals work with the Math Team and Leading the Learning Cadre (LLC) to plan agendas for PLCs to ensure the process is consistent. • Principals will attend PLC meetings. • Assistant Principals of Curriculum (APC) meets with teachers twice a month during planning periods to develop strategies appropriate for their content and students. • Administrators monitor and support the implementation of mathematics programs.
Mathematics teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers meet in PLCs at least once per month to review student data including responses to tasks and formative assessments which incorporate the Standards for Mathematical Practice and Content Standards. • Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using appropriate strategies. • Using supplemental resources, teachers regularly include longer, challenging word problems and mathematics performance tasks. • Administrators monitor and support the implementation of math programs—including the intensive classes, typically during small group instruction. • Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.

Science Goal	Goal Manager:
The number of students meeting proficiency will increase from 83% to 85% as measured by the FSA.	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**

TEACHERS WILL PROVIDE EXTENSIVE INQUIRY BASED INSTRUCTION WHICH INCLUDES RESEARCH, SCIENTIFIC THINKING, AND WRITING OPPORTUNITIES (CLAIMS AND EVIDENCE).	Teachers use common short and extended writing and lab rubrics • Science teachers utilize the parallel teaching approach teaching Nature of Science in context with Content. • Science teachers provide students with opportunities to write lab reports during inquiry-based science projects. • Teachers provide students the opportunity to make a claim, test it and defend their results with evidence. • Using Project Based Learning during the elaborate phase of the 5E instructional model, teachers will help students make real world content connections to make content meaningful.

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: STEM	**Goal Manager:**
Clearwater Fundamental is exploring the opportunity to begin a Robotics Team. Clearwater Fundamental has increased student interest and enrollment in STEM related courses, after school activities and competitions. Students have the potential to earn a high school credit in our new AeroSpace Engineering class. Students will also have the opportunity to become involved with STEM academies, compete in Future Cities Engineering competitions, and Girls get I.T. as sponsored by the Florida Endowment Foundation. CFMS students also participate in Science Career Day in which students complete research on their anticipated career and dress-up representing the indicated profession. All 8th grade students participate in a field trip to Busch Gardens to learn about the scientific aspects to roller coaster design. Mathematics enrichment opportunities are provided through a math competition group facilitated by parents. The math competitions scheduled for participation are Mighty Mu and Math Counts. The team is currently exploring additional opportunities for participation in competitions.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Enrollment in STEM Academies / After School Program	
Enrollment and potential to earn high school credit in AeroSpace Engineering 8th grade class	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	**Goal Manager:** Healthy Schools Team
CFMS will work toward Silver Level recognition with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2015-2016, CFMS was recognized for BRONZE national recognition. Eligible in <u>6 out of 6</u> Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-2017, 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 2016-2017, is to become eligible for SILVER national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation's Healthy School Program Assessment Modules and apply for national recognition.	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.)	
Goal Name: Social Studies	**Goal Manager:**
The number of students meeting proficiency will increase from 95% to 97% as measured by the EOC.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Teachers will develop systems for data collection (that include students tracking their own data) and having regular data chats with students.	Social Studies departments will create tools and plans, common among the department, to use for school based progress monitoring (Includes student forms for tracking progress daily based on learning goals, tracking performance on unit assessments, and portfolios for student writing). • Teachers receive professional development on the creation of student based data tracking tools. • Monthly content meetings to review and discuss collected data. • Walkthroughs by administration looking for students collecting their own progress data.
Teachers will provide students with exposure to a variety of primary source documents at varying complexities throughout the year.	Teachers will continue to use materials provided by the DBQ project.* • Social studies teachers will continue to integrate LAFS for Literacy into the

	social studies content-- rolling out the Document Based Questions (DBQ) Project in grades from 3-12.* • Teachers receive professional development on the usage and implementation of primary source documents. • Walkthroughs by administration looking for evidence of primary source usage in the classroom.

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager:
Increase achievement in reading, writing and math of black students meeting proficiency and above on FSA.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies. Action: Progress monitoring through MTSS, Extended Learning opportunities include both enrichment and remedial assistance, ongoing support with compliance of fundamental guidelines to ensure placement at CFMS. Data-Driven Decision Making - Address barriers that could potentially block student success and align the strategies to reduce or eliminate barriers.	ELA proficiency will increase from 57% to 60%
Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies. Action: Progress monitoring through MTSS, Extended Learning opportunities include both enrichment and remedial assistance, ongoing support with compliance of fundamental guidelines to ensure placement at CFMS. Data-Driven Decision Making - Address barriers that could potentially block student success and align the strategies to reduce or eliminate barriers.	Math proficiency will increase from 66% to 69%

Subgroup Goal (ELL)	Goal Manager:
Increase achievement in reading, writing and math of ELL students meeting proficiency and above on FSA.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies. Action: Progress monitoring through MTSS, Extended Learning opportunities include both enrichment and remedial assistance, ongoing support with compliance of fundamental guidelines to ensure placement at CFMS. Data-Driven Decision Making - Address barriers that could potentially block student success and align the strategies to reduce or eliminate barriers.	Reading & Writing proficiency will increase from 55% to 57%.
Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies. Action: Progress monitoring through MTSS, Extended Learning opportunities include both enrichment and remedial assistance, ongoing support with compliance of fundamental guidelines to ensure placement at CFMS. Data-Driven Decision Making - Address barriers that could potentially block student success and align the strategies to reduce or eliminate barriers.	Math proficiency will increase from 69% 71%.

Subgroup Goal (ESE)	Goal Manager:
Increase achievement in reading, writing and math of ESE students meeting proficiency and above on FSA. (Our ESE students are performing within the school averages on FSA)	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies. Action: Progress monitoring through MTSS, Extended Learning opportunities include both enrichment and remedial assistance, ongoing support with compliance of fundamental guidelines to ensure placement at CFMS. Data-Driven Decision Making - Address barriers that could potentially block student success and align the strategies to reduce or eliminate barriers.	Reading and Writing proficiency will increase from 83% to 85%
Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies.	Math proficiency will increase from 83% to 85%

Action: Progress monitoring through MTSS, Extended Learning opportunities include both enrichment and remedial assistance, ongoing support with compliance of fundamental guidelines to ensure placement at CFMS. Data-Driven Decision Making - Address barriers that could potentially block student success and align the strategies to reduce or eliminate barriers.	

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

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 Select	Grade Select	School #	School %
Students scoring at FSA Level 1 (ELA or Math)	37	25	36			88	
Students with attendance below 90 %	2	5	3			10	
Students with excessive referrals**	0	0	0			0	
Students with excessive course failures**	0	0	0			0	
Students exhibiting two or more indicators	0	0	1			1	

*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.
Clearwater Fundamental Middle School will maintain an average daily attendance of 97% throughout the 2016-2017 school year.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Monitored by CST	Minutes

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Clearwater Fundamental Middle School will decrease the disciplinary infractions by 10% throughout the 2016-2017 school year.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Progress monitoring of discipline data and infractions	Disciplinary documents
Review of behavior guidelines completed on a regular basis	

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.

The Extended Learning Program at Clearwater Fundamental Middle School has two components; remediation and enrichment. Both programs are monitored by CFMS teachers and PCS accountability procedures are followed and maintained.

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

Early Intervention / Extended Learning Goal
Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal
Goal: CFMS will continue to promote the ELP program throughout the 2016-2017 school year.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	46	% with advanced degrees	45
% receiving effective rating or higher		% first-year teachers	3
% highly qualified (HQT)*		% with 1-5 years of experience	10
% certified in-field**		% with 6-14 years of experience	39
% ESOL endorsed	12	% with 15 or more years of experience	51

*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.

Highly qualified teachers are actively recruited through job fairs, and by posting vacancies on the School Board Website. Retention of highly qualified teachers is maintained through continual support throughout the school year. Teachers are provided with meaningful opportunities for professional development and improvement along with various site based leadership opportunities. New teachers are paired with a veteran teacher to provide guidance and support throughout the school year. Clearwater Fundamental Mentoring Program provides high performing mentors with detailed knowledge of instructional expectations and best practices. Mentoring activities include multiple observations of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons. As a fundamental school, teachers are required to sign a contract indicating their participation and involvement with the fundamental guidelines. New teachers are assigned a mentor to consistently review best practices in implementing the fundamental guidelines.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

🔷 SAC Compliance

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

☐ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

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

☐ Yes	☐ No	Committee Approval Date:

🔷 SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: Linda Burris

State Days / Intervals that Team meets below.

PTA (All f/s must attend at least 8 per year)
Thursday, August 4 (6th Grade BTSN 6:00-8:00pm)
Wednesday, September 14 (7/8th Grades BTSN 6:00-8:00pm)
Tuesday, October 18 (5pm or 7pm in Gym)
Tuesday, November 15 (Concert 7pm only)
Tuesday, January 17 (5pm or 7pm in Gym)
Tuesday, February 21(5pm or 7pm in Gym)
Tuesday, March 21(5pm or 7pm in Gym)
Tuesday, April 18 (5pm or 7pm in Gym)
Tuesday, May 16 (Concert 7pm only)

SAC – All SAC 6:00p.m. –7:00pm,Gym
Thursday, September 8
Thursday,October 13
Thursday, November 10
Thursday, January 12
Thursday, February 9
Thursday, March 9
Thursday, April 13
Thursday, May 11

PLC (All faculty & Staff-Media Center 7:30am–8:05am)
Tuesday, August 2, 10:30am Media Center
Tuesday, August 9, 9:30-10:30am Media Center
Wednesday, September 28, 7:30am
Wednesday, October 19, 7:30am
Wednesday, November 30, 7:30am
December NO PLC,will be combined w/ January mtg.
Wednesday, January 25, 7:30am
Wednesday, February 22, 7:30am
Wednesday, March 29, 7:30am
Wednesday, April 26, 7:30am
Wednesday, May 24, 7:30am

SBLT Meetings, 7:30am–Conference Room
Friday, September 16
Friday, October 21
Friday, November 18
Friday, December 16
Friday, January 20
Friday, February 17
Friday, March 24
Friday, April 21
Friday, May 19

Department Meetings (All faculty 7:30am–8:05am)
Wednesday, September 14
Wedneday, October 12
Wednesday, November 9
Wednesday, December 14
Wednesday, January 11
Wednesday, Feb. 8
Wednesday, March 8
Wednesday, April 12

Wednesday, May 10

Team Meetings(All faculty 7:30am-8:05am)
Wednesday, September 7
Wednesday, October 5
Wednesday, November 2
Wednesday, December 7
Wednesday, January 4
Wednesday, February 1
Wednesday, March 1
Wednesday, April 5
Wednesday, May 3

Deliberate Practice Meetings(All faculty 7:30am-8:05am)
Wednesday, September 21
Wednesday, November 16
Wednesday, January 18
Wednesday, March 22
Wednesday, May 17

Child Study Team Meetings, Tuesdays 9:00a.m.
Tuesdays, Sept. 6 & 20
Tuesdays, Oct. 4 & 18
Tuesdays, Nov. 1 & 15
Tuesday, Dec. 6
Tuesdays, Jan. 3 & 17
Tuesdays, Feb. 7 & 21
Tuesdays, March 7 & 21
Tuesdays, April 4 & 18
Tuesdays, May 2 & 16

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.

An allocation of $5.00 per student with an enrollment of 805 students permitted a SIP budget of $4,025.00.
School improvement funds were allocated by department; Literacy (Reading and Language Arts) $1,000, Mathematics $1,000, Science $1,000 and Social Studies $1,000 with AVID and the Related Arts embedded throughout the plan. The funds were designated for curriculum, instructional resources, professional development, enrichment activities, TDE's and initiatives supporting the integration of AVID and Related Arts.

Use this space to paste budget, if desired.