School Improvement Plan
2015-2016

Clearwater Fundamental Middle

Michael A. Grego, Ed.D.
Superintendent

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2014-2015
School Improvement Plan

PART I	CURRENT SCHOOL STATUS

Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Clearwater Fundamental Middle	Linda	Burris

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Sunny	Warnock

SCHOOL VISION - What is your school's vision statement?

The vision of Clearwater Fundamental Middle School is 100% student success.

SCHOOL MISSION - What is your school's mission statement?

The mission of the Clearwater Fundamental community is to promote highest student achievement through cooperative efforts and a challenging curriculum.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Students have the right to attend a school where all ethnic and cultural heritages are welcomed and respected. To ensure this environment, Clearwater Fundamental has a Principal's Multicultural Advisory Committee. The purpose of this committee is to open dialogue about diversity-centered concerns, promote multicultural activities and programs school-wide, act as an advisory group to the principal, learn and implement conflict resolution and mediations skills, provide service to the school and community, and improve the school climate. PMAC is a cross-section of the racial, religious, ethnic, and cultural backgrounds of the student at CFMS. Therefore, any student is welcomed as a member. PMAC generally meets once a month and plans on incorporating the following school-wide activities: Peace Week, Hispanic Heritage Month, Red Ribbon Week, Mix-It-Up Day, Winter door decorating contest and African-American History Month

Clearwater Fundamental Middle School embraces the cultural diversity of both the student population and faculty and staff. The Principals Multi-Cultural Committee along with administration, sponsors a principals 6th, 7th and 8th grade breakfast at the beginning of the year. Students learn about school clubs, elective offerings, nutrition and communicate with one another in building relationships. PMAC provides several copies of the Sunshine State Readers to students, emphasizing the school-wide literacy initiative.

In an effort to learn about students' cultures and to actively build relationships between teachers and students, an emphasis has been placed on the following items and strategies, including but not limited to:

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
PTA/SAC
School Web site
Individual Teacher Web-site
Teacher surveys

Parent/student surveys
Administrative support
Increased teacher training
Increased parental involvement
Increased parental contacts

Describe how the school creates an environment where students feel safe and respected before, during and after school.

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
Individual Teacher Web-site
Teacher surveys
Parent/student surveys
Administrative support
Consistent enforcement of Fundamental Guidelines

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

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 strictly 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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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 individuals 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

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**
SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?	

Add Member   Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Sunny	Warnock	SAC Chair
James	Wardell	SAC Co-Chair
Heidi	Tosti	Secretary
Dan	Cullu	
Rick	Donohue	
Shelly	Ladd-Gilbert	
Kevin	Jensen	
LeeAnn	Grammer	
Erika	Rothkegel	
Debbie	Rubenstein-Rice	
Alescia	Brown	
Amy	Sohoski	
Jennifer	West	

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Alicia	Johnson	
TBA		6th Grade Rep
TBA		6th Grade Rep
TBA		6th Grade Rep
Linda	Burris	Principal
Paul	Kurek	Assistant Principal
TBA		6th Grade Teacher Rep
TBA		7th Grade Teacher Rep
TBA		8th Grade Teacher Rep
TBA		Support Services Rep

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

(Obtain survey information and include teacher, student and parent responses)

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

An allocation of $5.00 per student with an enrollment of 850 students permitted a 2014-2015 SIP budget of $4,250.00.
School improvement funds were allocated by department; Literacy (Reading and Language Arts) $1,250, 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.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The SAC committee will provide ongoing dialogue with and feedback to the school-based administrative team regarding educational processes, objectives, initiatives and results. Where appropriate, they may recommend instructional areas for review and report out to parent groups and other parties at the school level. The work of the committee will fall within the general parameters of the School Improvement Plan (SIP) while taking into consideration the long term District's strategic Plan. The administrative team considers SAC to be a key link in its efforts to regularly communicate with and gain feedback from parents.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The School Advisory Committee (SAC) is an advisory group comprised of parents, guardians, community members, faculty, staff and administrators representing Clearwater Fundamental Middle School. The purpose of this committee is to provide ongoing dialogue with and feedback to the school-based administrative team regarding educational processes, objectives, initiatives and results. Outcomes and plans for improvement are communicated back to the larger parent community. Membership responsibilities include the attendance of all meetings, provide feedback and suggestions where appropriate, recommend instructional or procedural areas for review and report out to parent and school level groups. The administrative team considers SAC to be a key link in its efforts to regularly communicate with and gain productive insight from our parent community.

PROJECTED USE OF 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.

Projected funding - Allocation of $5.00 per student with an enrollment Lof 850 students permits a budge of $4,250.00.

Literacy (Reading and Language Arts) - $1,250.00 - Curriculum, instructional resources, professional development, enrichment activities, TDE's, supplement for clubs/organizations related to improving literacy, competitions/fees. Related Arts and AVID - Initiatives supporting literacy within the arts

Mathematics - $1,000.00 - Curriculum, instructional resources, professional development, enrichment activities, TDE's, supplement for activities related to the improvement of mathematical concepts, STEM initiatives, competition/fees. Related Arts and AVID - Initiatives supporting the application of mathematics within the arts.

Science - $1,000.00 - Curriculum, instructional resources, professional development, enrichment activities, TDE's, supplement for activities related to the integration of science, STEM initiatives, competition/fees (Robotics, Future Cities Competition, Engineering) Related Arts and AVID - Initiatives supporting the integration of scientific methods within the arts

Social Studies - $1,000.00 - Curriculum, instructional resources, professional development, enrichment activities, TDE's supplement for activities related to World History, Civics and US History, competition/fees (History Day, Geography Bee, etc) Related Arts and AVID - Initiatives supporting geography, history and civics as related within the arts.

According to the CFMS, SAC Bylaws, Article XI, Section 4;   A committee of SAC members will review the SIP budget in order to ensure that all expenditures will be in compliance with district and legislative mandates. Section 5 indicates that school improvement fund reports will be made by the Principal at the monthly SAC meeting. The school improvement funds will be maintained in the school and accounted through the school bookkeeping office.

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ◯ Yes   ◯ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

As a district-wide magnet, Clearwater Fundamental is required to meet the ethnic, racial and socioeconomic percentages of the district rather than the school community. The Clearwater Fundamental community continues to make sincere efforts to increase SAC involvement from under represented groups of stakeholders. Methods taken to bring SAC membership into full compliance include: ConnectEd phone calls (automated software driven system) and Emails to every household with a student enrolled at the school. We have also posted requests for participation on the school marquee and published in the quarterly school newsletter. Requests for SAC involvement have also been made at PTA and SAC Board meetings. Community organizations outside of the school have also been contacted and appointments have been made with successful outcomes. These methods assist the school in meeting the recommended membership profile in some subgroups. Due to the sensitive nature of this concern, all requests for additional membership have been treated in a sensitive and confidential manner. Efforts to come into full compliance will continue throughout the year.

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Linda	Burris	burrisl@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	5	2

Certifications (if applicable)
Exceptional Student Education, Educational Leadership (K-12), School Principal (All Levels)

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Paul	Kurek	kurekp@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	15	6
Certifications (if applicable)			
Educational Leadership (K-12), Social Science K-12			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**
INSTRUCTIONAL EMPLOYEES	

# of instructional employees: 45

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   _____

% certified infield, pursuant to Section 1012.2315(2), F.S.:   _____

% ESOL endorsed: 17.78%

% reading endorsed: 13.33%

% with advanced degrees: 37.78%

% National Board Certified: 13.33%

% first-year teachers: ___2.22%___

% with 1-5 years of experience: ___4.44%___

% with 6-14 years of experience: ___42.22%___

% with 15 or more years of experience: ___37.78%___

PARAPROFESSIONALS

of paraprofessionals: ___1___

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

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.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are assigned both a department and grade level team. These teams meet on a regular basis encouraging collaboration and team building. In addition teachers are divided into deliberate practice focus groups based on their annual professional development goal. These teachers have common goals which also encourages collaboration and promotes positive working relationships.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

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.

PART I	CURRENT SCHOOL STATUS
Section E	**Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Fundamental schools use both demerits and detentions as a reinforcement tool in support of the fundamental guidelines and historical practices. While FAIR, SRI and Classroom Assessment data will be entered on a schedule determined by the district office, data created as part of the fundamental guidelines is entered within 24 hours of being issued. Support staff personnel enter district discipline, academic and attendance data into the PORTAL System as required by district policy. However, those concerns unique to the fundamental practices are tracked through a school-based database of which the faculty has direct access to.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member   Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Linda	Burris	Principal
Paul	Kurek	Assistant Principal
Dina	Prairie	Guidance Counselor
Maryhelen	Allbritton	Guidance Counselor
Bridget	Mitchell	Psychologist
Janice	Jadlowski	Social Worker
Donna	Buird	Data Management Tech.

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

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.

My 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, my 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.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

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: SRI 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 SRI 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 FAIR 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 Study Island / 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

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

MTSS is fully supported by site based and district administration. 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.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

CFMS teachers follow all district guidelines as related to curriculum and instruction for students. Departments meet once a month to discuss curriculum, assessments, instructional pacing and lesson plan development.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

*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

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Master Scheduling - Block Schedule

Minutes added to the school year: 2,160

What is/are the strategy's purpose(s) and rationale(s)?

The rationale is to provide additional instructional time to students while maintaining fidelity to state and local mandates.

Provide a description of the strategy below.

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

How is data collected and analyzed to determine the effectiveness of this strategy?

Grades, teacher feedback

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The master schedule is created by the administrative team and implemented by the teachers and staff.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Extended Learning Program - Enrichment and Remediation

Minutes added to the school year: 4,320

What is/are the strategy's purpose(s) and rationale(s)?

Provide additional support with Reading, Language Arts, Math, STEM to tutor and/or enrich classroom instruction.

Provide a description of the strategy below.

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)

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are entered into portal/focus as attending ELP and reports are run analyzing attendance, grades, progress and assessments

Who is/are the person(s) responsible for monitoring implementation of this strategy?

ELP is developed and implemented by administration to include progress monitoring. Teachers are responsible for classroom instructional strategies.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Minutes added to the school year:

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

Clearwater Fundamental is in the process of offering Industry Certification in Microsoft Office. The instructor identified to teach the course is industry certified. At this time, IC3 Digital Literacy Certification is an option students enrolled in technology classes can earn.

Describe how the school integrates vocational and technical education programs.

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member   Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

This year, Clearwater Fundamental has implemented a literacy requirement where 100% of the students participate in the literacy initiative of reading 12 books throughout the school year along with successful completion of reading counts quizzes.

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
Support for text complexity
Support for instructional skills to improve reading comprehension
Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
Providing scaffolding that does not preempt or replace text reading by students
Developing and asking text dependent questions from a range of question types
Emphasizing students supporting their answers based upon evidence from the text
Providing extensive research and writing opportunities (claims and evidence)

Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

LLT meets on a regular basis, at least monthly in one of the classrooms. The roles and functions of the team are evenly distributed; from taking minutes, facilitation, developing handouts, videotaping students and teacher presentations and developing a demonstration schedule plus other tasks.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Implementation of a modified literacy initiative. (Non-Fiction Text)

TBA - Discuss Literacy and incentive plan

Support for text complexity
Support for instructional skills to improve reading comprehension
Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Maintaining the highly successful course of Literacy Success as part of our master schedule continues to be a major focus of the LLT. The program continues to be threatened due to less flexibility in light of the strict enforcement of the middle school course code expectations.
Another priority includes an increased Word Walls and vocabulary building activities. Integrating/Infusing reading and vocabulary activities into all areas of the curriculum. The LLT also aims to develop a literacy action plan, supporting teachers to improve instruction, using data to make decisions, building leadership capacity and allocating resources within our school environment. The expected outcome of our Literacy Showcase is to sustain literacy development across the content areas and increase student achievement.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)   **Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.9		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58.2		

FLORIDA ALTERNATE ASSESSMENT (FAA)   **Area 1: English Language Arts (Reading)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS   **Area 1: English Language Arts (Reading)**

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
75.2		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
85		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)   **Area 1: English Language Arts (Reading)**

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
92.4		

ANNUAL MEASURABLE OBJECTIVES (AMOs)   **Area 1: English Language Arts (Reading)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	87	TBD	
Black/African American	72	TBD	
Hispanic	80	TBD	
Asian	88	TBD	
American Indian	N/A	TBD	
English Language Learners (ELLs)	42	TBD	
Students with Disabilities (SWDs)	42	TBD	
Economically Disadvantaged	77	TBD	

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL   **Area 1: English Language Arts (Reading)**

What is your school's reading goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 15%.
(Because this is a year of transition with the final assessment throughout the state of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards)

Provide possible data sources to measure your reading goal.

SRI, Lexile, Read 180, Achieve 3000

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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.
Action 2	Plan to Implement Action 2

English/language arts (ELA) and reading teachers implement instruction to support student success with LAFS.	English language arts (ELA) and reading teachers follow a common pacing calendar for focusing on the same LAFS. • ELA and reading teachers will implement grade-specific exemplar lessons aligned to the LAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources. • ELA and reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data. • Literacy coaches are embedded in English/language arts and reading classes for support to teachers with implementing the instructional shifts required of the Florida Standards. • Assessments aligned to Florida Standards are used in grades 6-12. • ELA teachers in grades 6-10 will use newly adopted curriculum aligned to LAFS.
Action 3	**Plan to Implement Action 3**
ELA 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.
Action 4	**Plan to Implement Action 4**
eachers provide students with extensive research and writing opportunities (claims and evidence).	Teachers use common short and extended writing rubrics. • ELA Teachers use Assessment Platform with Electronic Composition Portfolio for collecting and assessing writing, reviewing student data, and guiding instruction. • ELA teachers and students in grades 9-12 will utilize an online writing platform designed to help students recognize plagiarism in their own work, and check for proper English conventions. • Science teachers provide students with opportunities to write lab reports during inquiry-based science projects. • Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project in grades from 3-12. • Social Studies departments will create tools and plans, common among the department, to use for school-based progress monitoring, i.e., student forms for tracking progress daily based on learning goals, tracking performance on unit assessments, and portfolios for student writing.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
92.4		

FLORIDA ALTERNATE ASSESSMENT (FAA)	**Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 15%.
(Because this is a year of transition with the final assessment throughout the state of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards)

Provide possible data sources to measure your writing goal.

FSA Writing

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Set and communicate a purpose for learning and learning goals in each lesson	Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson
Action 2	Plan to Implement Action 2

Increase instructional rigor	Evidence of Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks
Action 3	**Plan to Implement Action 3**
Provide formative assessments to inform differentiation in instruction	Determine: *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
Action 4	**Plan to Implement Action 4**
Provide opportunities for students to demonstrate their writing abilities in other academic areas.	Provide collaboration among Language Arts teachers with content area teachers to create opportunities for students to demonstrate their writing skills in areas other than Language Arts classes.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.1		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59.1		

FLORIDA ALTERNATE ASSESSMENT (FAA)	**Area 3: Mathematics**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS	**Area 3: Mathematics**

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
81		

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68		

ANNUAL MEASURABLE OBJECTIVES (AMOs)　　　　Area 3: Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	87.5	TBD	
Black/African American	66.7	TBD	
Hispanic	75.3	TBD	
Asian	92.0	TBD	
American Indian	N/A	TBD	
English Language Learners (ELLs)	N/A	TBD	
Students with Disabilities (SWDs)	37.5	TBD	
Economically Disadvantaged	72.0	TBD	

MIDDLE SCHOOL ACCLERATION　　　　Area 3: Mathematics

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)　　　　Area 3: Mathematics

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.5		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62.9		

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)　　　　Area 3: Mathematics

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100		

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 15%.
(Because this is a year of transition with the final assessment throughout the state of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards)

Provide possible data sources to measure your mathematics goal.

1.Student achievement of high standards
2.Annual learning gains
3.Annual learning gains of lowest 25% in school

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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.
Action 2	Plan to Implement Action 2
Mathematics teachers implement instruction to support student success with MAFS.	Mathematics teachers follow a common pacing calendar for focusing on the same MAFS. • Math teachers will implement Formative Assessments (MFAS) aligned to the MAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources. • Math teachers attend ongoing Curriculum Cadre (Just-in-Time) trainings and analyze results based on student data (common assessments, formative assessments and Cycle assessments). • Assessments aligned to Florida Standards are used in grades 6-8.
Action 3	Plan to Implement Action 3

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.
Action 4	Plan to Implement Action 4

PART II — EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section D — Area 4: Science

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34.2		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
41.4		

FLORIDA ALTERNATE ASSESSMENT (FAA) — Area 4: Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL — Area 4: Science

What is your school's science goal? Provide a description of the goal below.

To increase the number of students scoring at grade level proficiency and above from 76% to 79% and decrease the students performing below grade level from 24% to 21%.

(Update with new %)

Provide possible data sources to measure your science goal.

Science FCAT - Although the state has changed to the FSA for academic assessments, the science assessment will continue to use the FCAT format.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
TEACHERS ENGAGE IN CLOSE READING OF COMPLEX TEXT ALONG WITH TEXT-DEPENDENT QUESTIONS AND PERFORMANCE TASKS ALIGNED TO STANDARDS.	Science coaches are embedded in science classes for the purpose of implementing standards based science lessons built around the 5E instructional model and differentiated for students based on data. • Teachers receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods. • Administrator visits classroom(s) and provides feedback to teacher(s) and literacy coach, and administrator and science coach collaborate to determine next steps. • Principals (in conjunction with the Literacy Leadership Team and Science Department) monitor students' close reading of complex text by using the Implementation Rubric for Secondary Science—the Instructional Support Model (ISM) walk-through tool used for collecting data during Instructional Support Visits (ISV). • Teachers meet in PLC's 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 instruction with students to support their success with complex text. • Principals work with the Literacy Leadership Team and Leading the Learning Cadre to plan agendas for Professional Learning Community (PLC) time to ensure the process is consistent. Principals will attend PLC meetings. • Using supplemental texts, teachers will regularly include shorter, challenging, and technical passages that elicit close reading and re-reading. • Administrators monitor and support the implementation of literacy in the science content area – including the use of grade-appropriate complex texts in science classes.
Action 2	Plan to Implement Action 2
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.
Action 3	Plan to Implement Action 3

SCIENCE TEACHERS WILL UTILIZE DATA TO DIFFERENTIATE AND SCAFFOLD INSTRUCTION TO INCREASE STUDENT PERFORMANCE.	Teachers regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use the data to gauge student mastery of the content. • Teachers meet in PLC's at least once per month to review student data (including responses to tasks, formative assessment data, gap assessment data, and quarterly district assessment data) and plan text-dependent questions, close reading, and skill/strategy based lessons to implement with students to support their mastery of the science content and remediate areas of weakness. • Administrators encourage teachers to allow students to struggle and work through science vocabulary and comprehension using appropriate strategies. • Using supplemental texts, science teachers regularly include shorter, challenging, and technical passages that elicit close reading and re-reading. • Administrators monitor and support the implementation of literacy in the science content area – including the use of grade-appropriate complex texts in science classes. • Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
8	

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL	Area 5: Science, Technology, and Mathematics (STEM)

What is your school's STEM goal? Provide a description of the goal below.

This year 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 2 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. CFMS will also begin a science fair with pre-identified 8th grade students. 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.

Provide possible data sources to measure your STEM goal.

Enrollment in STEM Academies - 25students X 2 academies = 50 students
AeroSpace Engineering - 25 Students
Future Cities - 20 students
Girls Get I.T. - 30 students
Science Career Day - 840 students
8th Grade Engineering Field-trip - 270 students

| 8th Grade Science Fair - 120 students |
| Mighty Mu - 20 |
| Math Moves You - 840 |
| Math Counts - 20 |

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Enrollment in STEM Academies / After School Program	Currently Offered
Action 2	**Plan to Implement Action 2**
Enrollment and potential to earn high school credit in AeroSpace Engineering 8th grade class	Currently Offered
Action 3	**Plan to Implement Action 3**
Participation in Future Cities Engineering Competition	Currently Offered
Action 4	**Plan to Implement Action 4**
Math Competition Group	Currently Offered

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	**Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	15	

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
100	

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	15	

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
1	

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	1	1

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL	
	Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

At this time, Clearwater Fundamental has one teacher meeting the requirements of a CTE instructor. Administration is currently exploring Industry Certification and is building capacity within the student population with the goal of offering the Microsoft bundle certification next school year. This year, students progressing toward the CAPE Digital Certificates will earn the IC3 Digital Literacy Certification.

Provide possible data sources to measure your CTE goal.

Certiport assessments, IC3 practice assessments

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	**Plan to Implement Action 2**
Action 3	**Plan to Implement Action 3**
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section G	**Area 7: Social Studies**
CIVICS END-OF-COURSE ASSESSMENT (EOC)	

Students Scoring at Achievement Level 3				Students Scoring at or Above Achievement Level 4		
2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
77.7						

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

<table>
<tr><th colspan="3">Students Scoring at Achievement Level 3</th><th colspan="3">Students Scoring at or Above Achievement Level 4</th></tr>
<tr><th>2013-14 Status (%)</th><th>2014-15 Status (%)</th><th>2015-16 Target (%)</th><th>2013-14 Status (%)</th><th>2014-15 Status (%)</th><th>2015-16 Target (%)</th></tr>
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If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL   Area 7: Social Studies

What is your school's social studies goal? Provide a description of the goal below.

On initial End on Course assessment for Civics, establish a baseline of 80% of the students earning a level 3 and above.
On initial End of Course assessment for U.S. History, establish a baseline of 80% of the students earning a level 3 and above.

Provide possible data sources to measure your social studies goal.

End of Course Exams

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will align their own unit assessments with EOC question difficulty (Low= 20-30%; Medium= 45-65%; High= 15-25%).	Use of AVID strategies daily to support students at all levels (Cornell notes with question writing and rubrics).* • Content areas will create common assessments for use within the department. • Use of Depth of Knowledge (DOK) questioning and Bloom's taxonomy to create assessments and discussion questions. • Teachers receive professional development on assessment writing in the content area. • Content area meetings focused on identifying best practices for incorporating DBQ based multiple choice question skills regularly into the classroom
Action 2	**Plan to Implement Action 2**
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.
Action 3	**Plan to Implement Action 3**

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.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	5.2		
Grade 7	4.0		
Grade 8	5.3		

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	3.1		
Grade 7	3.2		
Grade 8	3.4		

SUSPENSIONS	**Area 8: Early Warning Systems**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	36.7		
Grade 7	45.3		
Grade 8	29.9		

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0		

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7	0		
Grade 8	0		

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	.7		0
Grade 7	1.1		0
Grade 8	1.5		0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	1	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	1	0

RETENTIONS   Area 8: Early Warning Systems

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	<1		<1
Grade 7	<1		<1
Grade 8	<1		<1

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0

Students in 6th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0		0

MULTIPLE EARLY WARNING INDICATORS   Area 8: Early Warning Systems

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	7.0		
Grade 7	6.8		
Grade 8	8.3		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Consistent documentation and monitoring from the Child Study Team.

Data-Driven Decision Making - Address the barriers that could potentially block student success and align strategies to reduce or eliminate the barriers.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Goal: Increase achievement in reading and writing of black students meeting proficiency and above on FSA, exceeding that of the state identified Annual Measure of Objectives (AMO) Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies. Action: Progress Monitoring through MTSS, Extended Learning opportunities to 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.	72%		
Goal: Increase achievement in mathematics of black students meeting proficiency and above on FSA exceeding that of the state identified Annual Measure of Objectives (AMO) 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.	66.7%		

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

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.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

n 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

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

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

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
AVID-Advancement through Individual Determination - CFMS is continuing to expand enrollment in this elective class. Last year, 41 students were enrolled in a 7th and 8th grade class. In 2014-2015, AVID is being offered to 6th, 7th, and 8th grade students with approximately 75 students enrolled. Goal: AVID-Increase school-wide implementation of AVID strategies Action: Administration to present strategy of the month to faculty AVID Team presents training on strategy LLC conducts follow-up meeting with review of evidence/implementation of strategy Data: Progress Monitoring / Student Achievement	5%		

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	
Related Goal(s)	Provide Professional Development to assist teachers in reaching the highly effective rating on teacher evaluation
Topic, Focus, and Content	Reading – Trainings focused on text complexity and vocabulary / cross-curricular Language Arts – Trainings focused on analytical writing and writing cross curricular Math – Trainings focused on individual curriculum instruction from intensive to advanced curriculum. Also, STEM related trainings. Science – Trainings to support integrated curriculum. Also, STEM related trainings.
Facilitator or Leader	Pro Ed Facilitator and Department Chairs

Participants *(e.g., Professional Learning Community, grade level, school wide)*	Grade level Teams: Focus is on grade specific topics Departmental: The focus is subject related across all three grade plus 5th to 6th and 8th to 9th grade articulation Deliberate Practice: Focus on individualized indicators as presented in PCS Appraisal document. School-wide: Training or information that may impact more than one grade level or subject area.
Target Dates or Schedule *(e.g., professional development day, once a month)*	Grade Level Teams meet every other week (Twice a month) Department Meetings take place monthly School-Wide PLC held monthly District based and subject area: As Scheduled by District Level ProEd facilitator, subject area supervisor or admin. team
Strategies for Follow-Up and Monitoring	Minutes from Meetings, general academic and disciplinary data Departmental meeting minutes should focus on subject area concerns. I.e.: curriculum, textbooks, support materials, progress on school wide assessment and end of course (EOC) exams. Goal monitoring and setting for FCAT Assessment. Administrative review of meeting minutes to ensure alignment to SIP, IPDP. Feedback provided to support teacher improvement and teacher effectiveness.
Person Responsible for Monitoring	Administration will monitor minutes of meetings, observe instructional practices and review trainings attended of all instructional personnel in an effort to monitor teacher effectiveness.

PART IV	COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

PART V	BUDGET

Create a budget for each school-funded activity.

<div align="right">

Add Item | Delete Item

</div>

Budget Item Description	
Related Goal(s)	Literacy(Language Arts & Reading), Mathematics, Science, Social Studies, Related Arts and AVID
Actions/Plans	As Identified in SIP
Type of Resource (*i.e., evidence-based programs/materials, PD, technology, etc.*)	As Identified in SIP
Description of Resources	SIP Allocation and support from CFMS PTA
Funding Source	School Improvement District Allocation/per student
Amount Needed	$4,250.00

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

<div align="right">

Add Goal | Delete Goal

</div>

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

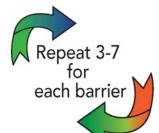**STEP 1**
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation (who, what, when and evidence)

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored (what data, who, when and evidence)

Repeat 3-7 for each barrier