



School Improvement Plan 2017-18

Clearwater Fundamental Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



Vision and Direction

Profile

Principal: Linda Burris	SAC Chair: Matthew Larsen
	SAC Co-Chair: Tania Goldman

School Vision	100% Student Success
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School Mission	The mission of the Clearwater Fundamental community is to promote highest student achievement through cooperative efforts and a challenging curriculum.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	2.8	4.3	18.6	4.8	69.6	

School Grade	2017: A	2016: A	2015: A	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	84	83	88	87	77	83	90	95	81	76		
Learning Gains All	67	68	70	69								
Learning Gains L25%	64	63	68	63								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Linda	Burris	FT	4-10 years
Assistant Principal	Paul	Kurek	FT	11-20 years
Guidance Counselor	Dina	Prairie	FT	4-10 years
Guidance Counselor	Allison	Kacsandi	FT	1-3 years
6 th Gr. Team Leader	Pamela	Hawthorne	FT	4-10 years
7 th Gr. Team Leader	Bridget	Bohnet	FT	11-20 years
8 th Gr. Team Leader	Jennifer	Gray	FT	11-20 years
Math Dept. Chair	Angela	Ciresi	FT	4-10 years
Science Dept. Chair	Elaine	Rubaii	FT	4-10 years
Social St. Dept. Chair	Kinnan	Johnston	FT	4-10 years
Literacy Dept. Chair	Cristy	Binder	FT	1-3 years
Related Arts Chair	Matthew	Roose	FT	1-3 years

ESE VE Specialist	Carol	Zaffiri	FT	11-20 years
Total Instructional Staff:	44	Total Support Staff:	16	



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Clearwater 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
- Teacher surveys
- Parent/student surveys
- Administrative support
- Consistent enforcement of Fundamental Guidelines

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Clearwater 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
- 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 Specialist 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.

Academic data is most noteworthy on a marking period to marking period basis. While annual data is

collected, the impact to students academic data is reset each grading 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 a nine 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. Discipline data is shared with the school community during our monthly SAC meetings.

Level I

Reading: Intensive Reading 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 Intensive Reading 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 Intensive Reading 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 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 our continuum of reading classes provide opportunities for students to receive instruction tailored to their needs. Both intensive reading and intensive 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 dashboards, disparity gaps 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 bi-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.

Meeting minutes are developed and shared as a plan for monitoring of ongoing student progress in response to implemented interventions.

Additional supports
 New Student Orientation (7th and 8th)
 Peer connectors
 Mentoring of FSA Level 1 Math and ELA Students

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 student agency. Students track their progress and share 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 21st Century skills. 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 96% of our stakeholders are in agreement that Clearwater Fundamental has high expectations for students in all classes.

 **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Ensure all students have at least one adult advocate who supports that student’s educational experience. (This data was obtained from our AdvancED survey results which included staff, students and parents) Students will be assigned an advocate – listed on data chat sheet	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
To establish a common language, CFMS Instructional staff will teach students about advocacy.	All instructional staff

Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
A personalized learning plan will be implemented and monitored for each Black and Hispanic student that is performing below proficiency. The plan will address academic, discipline and extended learning opportunities.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Administration, guidance and support staff will monitor plans along with the students and parents documenting interventions and improvement. Plans will be discussed and reviewed at CST. Plans will have a formal review each quarter.	Guidance – Para-Professional CST
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
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. Students will become agents of their learning in an effort to reinforce 21st century skills.

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 Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Intentional planning for higher order questioning and strengthening focus of student centered learning environment.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Review of lesson plans and collection of observation data	Linda Burris, Paul Kurek
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Students will track and monitor their progression of learning and receive feedback from teachers. Teachers will use student reflections and student data to guide and inform instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers monitor student reflections and provide feedback. Teachers use this data as a method to guide and inform instruction. Student interviews are conducted during observations and teachers provide evidence of strategy during observations.	Instructional Staff / Students
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



Collaboration for Professional Growth

Connections: District Strategic Plan • Goals 1,2,4,5

11. Describe your school's efforts to encourage a positive working relationship among 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 88% regarding administration supporting an innovative and collaborative culture. Thus, holding all staff members and administration accountable for learning. Clearwater Fundamental Middle School has a strong culture of mutual respect, trust and professionalism as documented in the teacher 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 3 (6th Grade BTSN 6:00-8:00pm)
Wednesday, September 13 (7/8th Grades BTSN 6:00-8:00pm)
Tuesday, October 17 (5pm or 7pm in Gym)
Tuesday, November 14 (Concert 7pm only)
Tuesday, January 16 (5pm or 7pm in Gym)
Tuesday, February 20(5pm or 7pm in Gym)
Tuesday, March 20(5pm or 7pm in Gym)
Tuesday, April 17 (5pm or 7pm in Gym)
Tuesday, May 1 (Concert 7pm only)

SAC – All SAC 6:00p.m. – 7:00pm,Gym

Thursday, September 14
Thursday,October 12
Thursday, November 9
Thursday, January 11
Thursday, February 8
Thursday, March 8
Thursday, April 12
Thursday, May 8

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 27, 7:30am
Wednesday, October 18, 7:30am
Wednesday, November 29, 7:30am
December NO PLC,will be combined w/ January mtg.
Wednesday, January 31, 7:30am
Wednesday, February 28, 7:30am
Wednesday, March 21 7:30am
Wednesday, April 25, 7:30am
Wednesday, May 23, 7:30am

SBLT Meetings, 7:30am-Conference Room

Friday, September 15
Friday, October 20
Friday, November 17
Friday, December 15
Friday, January 19
Friday, February 16
Friday, March 23
Friday, April 20

Friday, May 18

Department Meetings (All faculty 7:30am-8:05am)

Wednesday, September 13
Wednesday, October 11
Wednesday, November 8
Wednesday, December 13
Wednesday, January 17
Wednesday, Feb. 14
Wednesday, March 14
Wednesday, April 11
Wednesday, May 9

Team Meetings(All faculty 7:30am-8:05am)

Wednesday, September 6
Wednesday, October 4 & 25
Wednesday, November 1
Wednesday, December 6
Wednesday, January 10
Wednesday, February 7
Wednesday, March 7
Wednesday, April 4 & 18
Wednesday, May 2

Deliberate Practice Meetings(All faculty 7:30am-8:05am)

Wednesday, September 20
Wednesday, November 15
Wednesday, January 24
Wednesday, March 21
Wednesday, May 16

Child Study Team Meetings, Tuesdays 9:00a.m.

Tuesdays, Sept. 5 & 19
Tuesdays, Oct. 3 & 17
Tuesdays, Nov. 7 & 28
Tuesday, Dec. 5 & 19
Tuesdays, Jan. 9 & 23
Tuesdays, Feb. 6 & 20
Tuesdays, March 6 & 20
Tuesdays, April 3 & 17
Tuesdays, May 1 & 15

 **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

2017-2018 – Focus – Student Agency / Deeper Learning and 21st Century Competencies

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, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
AVID – Socratic Seminar (On-Demand)	Pre-School	All Teachers	Increase awareness of AVID instructional practices
Education for Life and Work	PLC – During school year (ongoing)	All Teachers	Provide teachers with an awareness and understanding of competencies students need to demonstrate in today’s world.
Beyond PD – Teacher Professional Learning in High-Performing Systems	PLC – During school year (ongoing)	All Teachers	Review teacher quality systems in top performing countries – Establish a best practice (PLC) for 2018-2019
Instructional Rounds	PLC – During school year	All Teachers	Collaboration among colleagues to review and discuss instructional strategies related to Marzano and best practices / Topics to be determined based on observational data collected & trends
How People Learn (Chapter study)	PLC – During school year (ongoing)	All Teachers	Examine the development of the science of learning – Student Agency (metacognition)
AVID – Best practices	Monthly	All Teachers	Communication from AVID Site Team to Departments regarding instructional strategies and best practices – Moving forward with AVID school-wide
Community Tampa Bay – Cohort #5 Cultural Competencies	First & Second Semester	PMAC, Guidance, Parent, Staff and Administration	Develop an understanding of cultural competencies – Train faculty and staff – Provide opportunities for student workshops with Community Tampa Bay partnership
Restorative Practices	School Year	Teachers & Administration	Develop an understanding of restorative practices – Train

			faculty and staff -
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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 interpreting and using student data via trainings, data chats and/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 reinforce expectations

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

 **Family Engagement / Key Goals and Strategies**

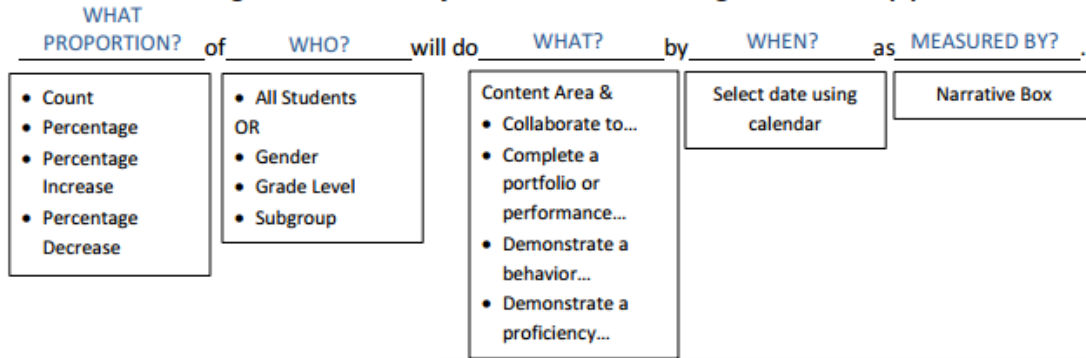
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Establish an outreach program with our Hispanic families to support student achievement and encourage participation in their child’s education. Under the structure of the fundamental umbrella, create opportunities for families to learn about Focus, Code of Conduct, School & District Resources, Curriculum Resources, etc.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide PTA/SAC meeting credit to those families participating in the ongoing workshops.	Linda Burris

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?	
Participation in the Clearwater Community Alliance with the various municipalities within the City of Clearwater	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Goal: Solicit mentoring and support with Hispanic Outreach Program	Linda Burris
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

 Section 2 – Targeted School Goals / Action

Academic Goal

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



SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Cristy Binder
ELA students meeting proficiency (Level 3) will increase from 84% to 86% as measured by the Florida Standards Assessment.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<ul style="list-style-type: none"> 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; i.e. literature circles, philosophical chairs, socratic seminar. 	<ul style="list-style-type: none"> Administrator visits classroom(s) and provides feedback to teacher(s) The 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 a month to review data from Performance Matters tests and similar tests in different academic classes. Teachers share the most effective strategies used in their classes to improve responses to text-dependent questions and writing prompts. Principals work with the LLT to plan agendas for PLCs to ensure the process is consistent 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.

Mathematics Goal	Goal Manager: Angela Ciresi	
	The number of students meeting proficiency (Level 3) will increase from 88% to 90% as measured by the FSA.	
	Place goal statement here.	
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).	<ul style="list-style-type: none"> • 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) • 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 to plan agendas for PLCs to ensure the process is consistent. • Principals will attend PLC meetings. • Assistant Principals of Curriculum (APC) meets with teachers 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.	<p>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</p> <ul style="list-style-type: none"> • 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 and monitoring progress. 	

Science Goal	Goal Manager: Ealine Rubaii
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The number of students meeting proficiency (Level 3) will increase from 77% to 83% as measured by the FSA.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<p>Teachers implement literacy strategies in science to engage in reading and analyzing complex text. Teachers will also engage students with text-dependent questions and performance tasks aligned to standards.</p> <ul style="list-style-type: none"> Teachers plan and post word walls that incorporate visuals with words (for ELL students) Teachers meet in PLC's at least once a 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 (including text-marking strategies) Using supplemental texts, teachers will regularly include shorter, challenging, and technical passages that elicit close reading and re-reading. 	<ul style="list-style-type: none"> Team monitoring of PLC minutes with documented evidence of literacy strategies. Administrators monitor and support the implementation of literacy in the science content area – including the use of grade-appropriate complex texts in science classes.

Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: STEM	Goal Manager: Cascone / Argueta
<p>Clearwater Fundamental has created a new Robotics Team for the 2017-2018 school year.</p> <p>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 our two STEM academies. CFMS students also participate in Science Career Day in which students complete research on their anticipated career and dress-up representing the indicated profession. 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.</p> <p>Place goal statement here.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
Enrollment in STEM Academies / After School Program	Attendance, participation
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
<p>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.</p> <p>For 2017-2018, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in. An action plan will be developed for that item(s) by November, 2017.</p> <p>Target for 2017-2018, is to maintain eligibility for Bronze 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.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
	By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement / achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies	Goal Manager: Kinnan Johnston
<p>The number of students meeting proficiency will increase from 90% to 95% as measured by the EOC.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Teachers will develop systems for data collection (that include students tracking their own data) and having regular data chats with students.</p> <ul style="list-style-type: none"> Teachers receive professional development on the creation of student based data tracking tools. 	<p>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).</p> <ul style="list-style-type: none"> Monthly content meetings to review and discuss collected data. Walkthroughs by administration to collect data systems and then provide feedback to the teachers
<p>Teachers will provide students with exposure to a variety of primary source documents at varying complexities throughout the year.</p>	<p>Teachers will continue to use materials provided by the DBQ project.*</p> <ul style="list-style-type: none"> Administration will collect and

<ul style="list-style-type: none"> • 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. 	<p>review lesson plans looking for evidence of use of primary source documents.</p>
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Academic Achievement Gap / Required Goals

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

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Target: Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.</p> <p>Action: A CFMS Team representing demographically and attitudinally diverse perspectives has been identified and invited to attend the Community Tampa Bay Cultural Competence Training. Team will complete needs assessment and future implementation of professional development to <u>all</u> CFMS teachers.</p> <p>Provide targeted professional development and additional coaching to teachers on culturally responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students.</p> <p>Data-Driven Decision Making – Analysis of data obtained from collaborative training with CTB.</p>	<p>Decrease the 7th grade ELA Achievement Gap from 38% to 30%</p> <p>Decrease the 6th grade Math Achievement Gap from 22.5% to 18% and Decrease the 8th grade Math Achievement Gap from 27% to 23%</p> <p>Implement culturally responsive instructional practices in classrooms</p> <ul style="list-style-type: none"> • Participation in Community Tampa Bay – Cultural Competencies (Provide PD to teachers) • Attend Restorative Practices training (Provide PD to teachers)
<p>Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies.</p> <p>Action: Develop a system to monitor our Personalized Learning Plan, Extended Learning opportunity participation in both enrichment and remedial assistance and ongoing support with compliance of fundamental guidelines to ensure placement at CFMS.</p> <p>Data-Driven Decision Making - Address barriers that could potentially block student success and align the strategies to</p>	<p>Quarterly review of Personalized Learning Plan with adjustments documented and implemented based on data and student interview.</p>

reduce or eliminate barriers.	
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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
<p>Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies.</p> <p>Action: Progress monitoring through Individualized Learning Plan, MTSS, Extended Learning opportunities include both enrichment and remedial assistance, ongoing support with compliance of fundamental guidelines to ensure placement at CFMS.</p> <p>Data-Driven Decision Making - Address barriers that could potentially block student success and align the strategies to reduce or eliminate barriers.</p>	<p>Reading & Writing proficiency will increase from 55% to 57%.</p> <p>Provide school related information in students' home language.</p> <p>Review home language survey</p> <p>Hispanic outreach program with City of Clearwater</p>
<p>Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies.</p> <p>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.</p> <p>Data-Driven Decision Making - Address barriers that could potentially block student success and align the strategies to reduce or eliminate barriers.</p>	<p>Math proficiency will increase from 69% 71%.</p>

Subgroup Goal (ESE)	Goal Manager:
<p>Increase achievement in reading, writing and math of ESE students meeting proficiency (Level 3) and above on FSA.</p> <p>(Our ESE students are performing within the school averages on FSA)</p>	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<p>Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies.</p>	<p>Reading and Writing proficiency will increase from 83% to 85%</p> <ul style="list-style-type: none"> • Grades

<p>Action: Conduct weekly planner checks, collect demerit data, and provide organizational support to students with disabilities in need of intervention. Each Friday reward students with a sticker in their planner for receiving no demerits for the week.</p> <p>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.</p> <p>Data-Driven Decision Making - Address barriers that could potentially block student success and align the strategies to reduce or eliminate barriers.</p>	<ul style="list-style-type: none"> • Planner Checks • IEP Progress Reports
<p>Target: Identification and placement into coursework based on student levels with encouragement towards advanced studies.</p> <p>Action: Conduct weekly planner checks, collect demerit data, and provide organizational support to students with disabilities in need of intervention. Each Friday reward students with a sticker in their planner for receiving no demerits for the week.</p> <p>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.</p> <p>Data-Driven Decision Making - Address barriers that could potentially block student success and align the strategies to reduce or eliminate barriers.</p>	<p>Math proficiency will increase from 83% to 85%</p> <ul style="list-style-type: none"> • Grades • Planner Checks • IEP Progress Reports

<p>Subgroup Goal (If Needed) Enter Goal Name</p>	<p>Goal Manager:</p>
<p>Place goal statement here (additional goal only if needed).</p>	

<p>Actions / Activities in Support of Goal</p>	<p>Evidence to Measure Success</p>

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	ELA26 M13	ELA10 M11	ELA17 M7					ELA53 M31	
Students with excessive absences / below 90 %									
Students with excessive behavior / discipline**									
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators									

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Clearwater Fundamental Middle School will decrease the number of students absent from school 10% or more by 5% throughout the 2017-2018 school year.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Monitored by CST – Completion of the PSW	PSW
Bi-monthly CST, including all required members – Address students that have missed 10% or more of school and look for trends of why students are not attending our school	Minutes Documented follow-up with students and families

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% as measured by office referrals throughout the 2017-2018 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	
Place goal statement here (only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

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.

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 2017-2018 school year.	

Actions / Activities in Support of Goal	Evidence to Measure Success

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	45	% with advanced degrees	
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100%	% with 1-5 years of experience	3
% certified in-field**	100%	% with 6-14 years of experience	16
% ESOL endorsed	48.8%	% with 15 or more years of experience	25

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

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

		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?

<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
SAC Board will fill vacancies and complete formal vote on SAC Board during the September meeting.	

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Linda Burris, Principal
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Please state the days / intervals that your team meets below.

<p>PTA (All f/s must attend at least 8 per year) Thursday, August 3 (6th Grade BTSN 6:00-8:00pm) Wednesday, September 13 (7/8th Grades BTSN 6:00-8:00pm) Tuesday, October 17 (5pm or 7pm in Gym) Tuesday, November 14 (Concert 7pm only) Tuesday, January 16 (5pm or 7pm in Gym) Tuesday, February 20(5pm or 7pm in Gym) Tuesday, March 20(5pm or 7pm in Gym) Tuesday, April 17 (5pm or 7pm in Gym) Tuesday, May 1 (Concert 7pm only)</p> <p>SAC – All SAC 6:00p.m. –7:00pm,Gym Thursday, September 14 Thursday,October 12 Thursday, November 9 Thursday, January 11 Thursday, February 8 Thursday, March 8</p>
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Thursday, April 12
Thursday, May 8

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 27, 7:30am
Wednesday, October 18, 7:30am
Wednesday, November 29, 7:30am
December NO PLC, will be combined w/ January mtg.
Wednesday, January 31, 7:30am
Wednesday, February 28, 7:30am
Wednesday, March 21 7:30am
Wednesday, April 25, 7:30am
Wednesday, May 23, 7:30am

SBLT Meetings, 7:30am-Conference Room

Friday, September 15
Friday, October 20
Friday, November 17
Friday, December 15
Friday, January 19
Friday, February 16
Friday, March 23
Friday, April 20
Friday, May 18

Department Meetings (All faculty 7:30am-8:05am)

Wednesday, September 13
Wednesday, October 11
Wednesday, November 8
Wednesday, December 13
Wednesday, January 17
Wednesday, Feb. 14
Wednesday, March 14
Wednesday, April 11
Wednesday, May 9

Team Meetings(All faculty 7:30am-8:05am)

Wednesday, September 6
Wednesday, October 4 & 25
Wednesday, November 1
Wednesday, December 6
Wednesday, January 10
Wednesday, February 7
Wednesday, March 7
Wednesday, April 4 & 18
Wednesday, May 2

Deliberate Practice Meetings(All faculty 7:30am-8:05am)

Wednesday, September 20
Wednesday, November 15
Wednesday, January 24

Wednesday, March 21
Wednesday, May 16

Child Study Team Meetings, Tuesdays 9:00a.m.

Tuesdays, Sept. 5 & 19
Tuesdays, Oct. 3 & 17
Tuesdays, Nov. 7 & 28
Tuesday, Dec. 5 & 19
Tuesdays, Jan. 9 & 23
Tuesdays, Feb. 6 & 20
Tuesdays, March 6 & 20
Tuesdays, April 3 & 17
Tuesdays, May 1 & 15

 **Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

An allocation of \$5.00 per student with an enrollment of 810 students permitted a SIP budget of \$4,050.00.

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.