

Pinellas County Schools

Clearwater Fundamental Middle School



2020-21 Schoolwide Improvement Plan

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Clearwater Fundamental Middle School

1660 PALMETTO ST, Clearwater, FL 33755

<https://www.pcsb.org/clearwaterfund-ms>

Demographics

Principal: Stephanie Joyner

Start Date for this Principal: 10/15/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (78%) 2017-18: A (77%) 2016-17: A (77%) 2015-16: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Clearwater Fundamental Middle School

1660 PALMETTO ST, Clearwater, FL 33755

<https://www.pcsb.org/clearwaterfund-ms>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Clearwater Fundamental community is to promote highest student achievement through cooperative efforts and a challenging curriculum for our students to be college and career ready.

Provide the school's vision statement.

100% Student success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Joyner, Stephanie	Principal	Curriculum leader
Kurek, Paul	Assistant Principal	Curriculum Leader
Lane, Erin	School Counselor	SBLT, Guid dept chair
Bohnet, Bridget	Teacher, K-12	Math dept chair, SBLT member
Cascone, Deborah	Teacher, K-12	SBLT member, AVID coordinator
Gray, Jennifer	Teacher, K-12	8th grade team leader, SBLT member
Hawthorne, Pam	Teacher, K-12	7th grade team leader, SBLT member
Johnston, Kinnan	Teacher, K-12	SBLT member, Social Studies Supervisor
Roose, Matt	Teacher, K-12	Elective dept head, sbllt member
Rubaii, Elaine	Teacher, K-12	SBLT member, Science Dept Chair
Zaffiri, Carol	Teacher, ESE	SBLT member, VE Specialist
Binder, Cristy	Teacher, K-12	ELA/Rdg Dept Head

Demographic Information

Principal start date

Sunday 10/15/2017, Stephanie Joyner

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

40

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 School Improvement (SI) Information*	

SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	244	264	271	0	0	0	0	779
Attendance below 90 percent	0	0	0	0	0	0	6	5	0	0	0	0	11	
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	2	
Course failure in ELA	0	0	0	0	0	0	6	1	0	0	0	0	7	
Course failure in Math	0	0	0	0	0	0	2	1	0	0	0	0	3	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	13	13	8	0	0	0	34	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	11	11	6	0	0	0	28	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	2	2	0	0	0	0	4	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	2	0	0	0	0	4	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/16/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	263	278	258	0	0	0	0	799
Attendance below 90 percent	0	0	0	0	0	0	8	4	5	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	5	0	1	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	5	2	1	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	21	15	17	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	8	2	1	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	3	5	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	263	278	258	0	0	0	0	799
Attendance below 90 percent	0	0	0	0	0	0	8	4	5	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	5	0	1	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	5	2	1	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	21	15	17	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	8	2	1	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	3	5	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	83%	52%	54%	84%	51%	52%
ELA Learning Gains	69%	55%	54%	67%	51%	54%
ELA Lowest 25th Percentile	65%	47%	47%	64%	40%	44%
Math Achievement	89%	55%	58%	88%	54%	56%
Math Learning Gains	72%	52%	57%	70%	52%	57%
Math Lowest 25th Percentile	69%	46%	51%	68%	44%	50%
Science Achievement	73%	51%	51%	77%	51%	50%
Social Studies Achievement	91%	68%	72%	90%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	80%	51%	29%	54%	26%
	2018	79%	49%	30%	52%	27%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	81%	51%	30%	52%	29%
	2018	81%	48%	33%	51%	30%
Same Grade Comparison		0%				
Cohort Comparison		2%				
08	2019	89%	55%	34%	56%	33%
	2018	86%	55%	31%	58%	28%
Same Grade Comparison		3%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	82%	44%	38%	55%	27%
	2018	81%	45%	36%	52%	29%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	92%	60%	32%	54%	38%
	2018	92%	59%	33%	54%	38%
Same Grade Comparison		0%				
Cohort Comparison		11%				
08	2019	37%	31%	6%	46%	-9%
	2018	85%	31%	54%	45%	40%
Same Grade Comparison		-48%				
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	73%	51%	22%	48%	25%
	2018	78%	53%	25%	50%	28%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	68%	23%	71%	20%
2018	96%	66%	30%	71%	25%
Compare		-5%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	55%	40%	61%	34%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	57%	38%	62%	33%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	100%	56%	44%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	55	67	62	55	62	50		55			
ELL	52	58	52	75	59	54	57	56	89		
ASN	100	77		100	79						
BLK	68	57	46	81	80	73		86			
HSP	67	63	56	79	72	61	58	75	86		
MUL	83	86	83	89	81	75	58	100	92		
WHT	88	70	71	92	70	72	79	96	94		
FRL	69	63	58	81	68	57	59	77	92		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	42	46	33	65	69	74	43				
ELL	52	66	59	77	68	67	40	83	82		
ASN	89	78		100	75				92		
BLK	59	71	60	68	62	59	50		50		
HSP	69	62	53	81	69	69	66	91	69		
MUL	84	70	62	92	68	80	90	100	93		
WHT	87	67	61	93	74	79	82	98	80		
FRL	71	63	53	85	68	73	75	91	71		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	48	52	59	56	76	78		69			
ELL	51	65	64	69	49	50		58			
ASN	90	76		93	76		92	80	93		
BLK	66	34	27	74	71	67	50	69	64		
HSP	76	65	65	78	65	55	74	85	74		
MUL	86	74		89	69			100	80		
WHT	87	69	69	92	71	74	78	93	83		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	73	62	59	81	68	60	68	87	74		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	770
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	83
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest cell for CFMS was the ELA lowest quartile. While the school did improve by 6%, in other words, it went from 59 points to 65 points in the cell, CFMS still has room for improvement in this cell.

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

CFMS's greatest decline was in math grade 8 FSA. The reason for this decrease was due to all level 3 student being pulled and scheduled into the alg/pre. alg block to help the acceleration cell. The school only had 19 students in regular grade 8 math. On the other hand, the school's acceleration box went up by 15 points. When combine our 6th, 7th, and 8th grade students on grade level the school only dropped 1 point for scoring a level 3 or above.

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

The positive gap was +38 above the state in 7th grade math and this was due to the teachers working closely together on remediation plans for the students. The 8th grade math showed a -9 gap below state data. Part of this was due to the adjustment of only having level 1 and level 2 students in the classroom.

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

Our acceleration cell showed the most improvement and this is due to the fact that all 8th grade student level 3 and above in math were scheduled into the pre-alg/alg block. We will continue this action for the 2020-21 school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Number of students with 2 or more indicators.

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

1. Learning Gains for ELA
2. Learning Gains for Math
3. Acceleration Points
4. Civics
5. Science 8

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our current level of performance is 69% of students making learning gains, as evidenced in FSA 2019.

Measurable Outcome: The percent of all students achieving learning gains on FSA ELA 2021 will increase from 69 to 79.

Person responsible for monitoring outcome: Cristy Binder (binderc@pcsb.org)

Evidence-based Strategy: Support teacher in planning standards-based lessons aligned to district resources.

Rationale for Evidence-based Strategy: The problem is occurring because of the lack of rigorous complex text and planning for instruction. If teachers use more rigorous text, students will increase the learning gains by 10% as measured by the 2021 FSA ELA data.

Action Steps to Implement

Core Connections prompts and AVID strategies including collaboration/study groups, AVID focused note taking will be used by the ELA/Rdg teachers ongoing throughout the year.

Person Responsible Cristy Binder (binderc@pcsb.org)

ELA/Rdg teachers will meet once a month in a department PLC to review student data, written work, and evaluate trends.

Person Responsible Cristy Binder (binderc@pcsb.org)

ELA teachers will use past core connection prompts for practice with the students monthly which will be analyzed monthly in their PLCs.

Person Responsible Cristy Binder (binderc@pcsb.org)

ELA teachers will work on developing a common unit calendar by grade level.

Person Responsible Cristy Binder (binderc@pcsb.org)

Based on data discussed in PLCs, additional support will be offered through ELP to students.

Person Responsible Cristy Binder (binderc@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our current level of performance is 72% making learning gains, as evidenced in FSA math scores. We expect our performance level to be 82% of the students making learning gains by May 2020 as measured by the 2020 FSA learning gains.

Measurable Outcome: The percent of all students earning learning gains on FSA math will increase from 72% to 82%, as measured by FSA math 2021.

Person responsible for monitoring outcome: Bridget Bohnet (bohnetb@pcsb.org)

Evidence-based Strategy: Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy: Through utilization of data by math teachers, they will be able to differentiate and scaffold instruction.

Action Steps to Implement

Math teachers will utilize systemic documents (adopted curriculum, pacing guide, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to MAFS which will be measured monthly.

Person Responsible: Bridget Bohnet (bohnetb@pcsb.org)

Regularly assess, formally and informally, and utilize data to modify and adjust curriculum. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich, reteach and provide interventions.

Person Responsible: Bridget Bohnet (bohnetb@pcsb.org)

Math teachers will provide ELP support based on data from formative data.

Person Responsible: Bridget Bohnet (bohnetb@pcsb.org)

Conduct regular data chats with students and support setting learning goals based on data and progress monitoring.

Person Responsible: Bridget Bohnet (bohnetb@pcsb.org)

Math teachers will conduct monthly PLCs inclusive of data chats to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards based on classroom and student level data.

Person Responsible: Bridget Bohnet (bohnetb@pcsb.org)

Teachers monitor and provide feedback to students to support learning.

Person Responsible: Bridget Bohnet (bohnetb@pcsb.org)

Administration and guidance will be placed strategically in with math teachers for academic results.

**Person
Responsible**

Stephanie Joyner (joyners@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: The science department will utilize data to differentiate and scaffold instruction. Through better data collection and analysis, we can more clearly determine how well students are learning content/skills and what are the specific gaps in learning that need to be addressed. Our current level of performance is 73% of the 8th grade students achieved a level 3 or higher as evidenced in SSA data 2019. We expect our performance level to be at 78% by Spring of 2021 as measured by FSA SSA data.

Measurable Outcome: Increase the number of 8th grade students achieving a level 3 or higher by 5% as measured by FSA 8th grade science data. (SSA).

Person responsible for monitoring outcome: Elaine Rubaii (rubaie@pcsb.org)

Evidence-based Strategy: Science teachers will utilize data to differentiate and scaffold instruction to increase student performance.

Rationale for Evidence-based Strategy: The gap is occurring because teachers are not differentiating and scaffolding instruction consistently after diving into student data.

Action Steps to Implement

Teachers regularly incorporate checks for understanding (formative assessments) in each phase of the 5E instruction and use the data to gauge student mastery of the content.

Person Responsible Elaine Rubaii (rubaie@pcsb.org)

Administrators encourage teachers to allow students to struggle and work through science vocabulary and comprehension using appropriate strategies.

Person Responsible Paul Kurek (kurekp@pcsb.org)

Use formative assessment (comprehension checks and cycle data) as an integrated part of instruction in order to drive lesson development, scaffolding and differentiation.

Person Responsible Elaine Rubaii (rubaie@pcsb.org)

Use frequent formative assessments to identify students who are struggling, track progress, and reteach as needed.

Person Responsible Elaine Rubaii (rubaie@pcsb.org)

Teachers meet in PLC 1x a month a month to review responses to tasks, formative assessment data, gap assessment data, and responses to skill/strategy based lessons. In PLC, teachers will also discuss and refine techniques for monitoring students and for developing differentiated lessons based on data.

Person Responsible Elaine Rubaii (rubaie@pcsb.org)

Based on formative data, science teachers will offer weekly ELP support for struggling students.

Person Responsible Elaine Rubaii (rubaiie@pcsb.org)

Teachers monitor and provide feedback to students to support learning.

Person Responsible Elaine Rubaii (rubaiie@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: If teachers collaboratively plan for critical content of the Standards they will be able to differentiate and scaffold ore often in the classrooms.

Measurable Outcome: Increase the number of students achieving a level 3 or higher by 5% as measured by the 2021 Civics EOC Data. Our current level of performance is 91% of the 7th graders scoring at a level 3 or higher, as evidenced in the 2019 Civics EOC.

Person responsible for monitoring outcome: Kinnan Johnston (johnstonki@pcsb.org)

Evidence-based Strategy: Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

Rationale for Evidence-based Strategy: By working on identifying critical content our Civics EOC data should increase.

Action Steps to Implement

SS teachers will implement AVID strategies including Focused note taking, cooperative grouping, Costa's levels of questioning and thinking and WICOR on a biweekly basis.

Person Responsible Kinnan Johnston (johnstonki@pcsb.org)

SS teachers will implement DBQ's in the classroom monthly.

Person Responsible Kinnan Johnston (johnstonki@pcsb.org)

SS teachers will use complex SS texts read by students in multiple class settings as support for the civics curriculum and expose students to difficult text monthly.

Person Responsible Kinnan Johnston (johnstonki@pcsb.org)

Teachers will provide students with exposure to a variety of primary source documents at varying complexities monthly.

Person Responsible Kinnan Johnston (johnstonki@pcsb.org)

SS teachers will offer weekly ELP support for the students.

Person Responsible Kinnan Johnston (johnstonki@pcsb.org)

Cycle assessment data will be reviewed to see if any skills need reteaching. Individualized student data will be shared and remediation will be given to students in need.

Person Responsible Kinnan Johnston (johnstonki@pcsb.org)

Teachers will plan for differentiation to meet each students needs.

Person Responsible Kinnan Johnston (johnstonki@pcsb.org)

#5. Other specifically relating to College Career Readiness

Area of Focus Description and Rationale: Strengthen stakeholders' understanding of the Advanced Course Pathways. Increase the number of students participating in a high school credit class.

Measurable Outcome: Increase the number of students receiving middle school acceleration coursework will increase by 2% as measured by the MS Acceleration cell on the 2021 school grade.

Person responsible for monitoring outcome: Bridget Bohnet (bohnetb@pcsb.org)

Evidence-based Strategy: Strengthen stakeholders' understanding of the Advanced Course Pathway.

Rationale for Evidence-based Strategy: The gap is occurring due to not all level 3 students participating in Advanced Course work.

Action Steps to Implement

Guidance will stress the importance with students and families on taking advantage of Alg., Geom, Spanish, pre ap and DIT classes.

Person Responsible Erin Lane (laneer@pcsb.org)

Continuous work with district wide PLC's for collaboration within subject area.

Person Responsible Erin Lane (laneer@pcsb.org)

Students will participate in career interest surveys and career awareness activities.

Person Responsible Erin Lane (laneer@pcsb.org)

Guidance will provide resources for families to learn about Pathways to Graduation options.

Person Responsible Erin Lane (laneer@pcsb.org)

#6. Other specifically relating to Bridging the Gap Plan

Area of Focus Description and Rationale: Increase engagement of the diverse learner. Our current level of performance is 57% of the black students showed learning gains, as evidenced by the FSA ELA proficiency scores of 2019. We expect our performance level to be 64% on the 2021 FSA ELA learning gains for black students.

Measurable Outcome: An increase of 7% in our FSA ELA learning gains for our black students.

Person responsible for monitoring outcome: Cristy Binder (binderc@pcsb.org)

Evidence-based Strategy: Utilize data to increase engagement of the diverse learner.

Rationale for Evidence-based Strategy: The gap is occurring because of the lack of students understanding their own data. If monthly data chats would occur, the problem would be reduced by 7% for black students.

Action Steps to Implement

Provide culturally relevant strategies/equity strategies to increase engagement and improve grades in ELA/Rdg classrooms.

Person Responsible Cristy Binder (binderc@pcsb.org)

ELA/Rdg teachers will implement culturally relevant instructional practices in the classrooms such as cooperative and small group settings, movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.

Person Responsible Cristy Binder (binderc@pcsb.org)

ELA teachers will provide and opportunity for black students to participate in weekly ELP opportunities by recruiting and targeting resources.

Person Responsible Cristy Binder (binderc@pcsb.org)

Teachers analyze data in monthly PLC to discuss how they can differentiate to get engagement in the classrooms.

Person Responsible Cristy Binder (binderc@pcsb.org)

ELA dept head will ensure ELA/rdg teachers have access to real time data specific to black students in order to have effective data chats and targeted support for improved learning.

Person Responsible Cristy Binder (binderc@pcsb.org)

#7. Other specifically relating to Family and Community Engagement

Area of Focus Description and Rationale: Our number of volunteer/mentor hours have dropped in the 2018-19 school year and the 2019-20 school year.

Measurable Outcome: Increase the number of volunteer/mentor hours by 5% during the 2020-21 school year.

Person responsible for monitoring outcome: Stephanie Joyner (joyners@pcsb.org)

Evidence-based Strategy: Mentor and volunteering-connection and support for the students.

Rationale for Evidence-based Strategy: The problem is occurring because not all volunteers are signing in the system after hours. If we make it easier for them to sign in on the system, we will be documenting the support our students/families are receiving.

Action Steps to Implement

The family and community liaison will develop a flyer for recruitment giving ideas of how to volunteer and mentor.

Person Responsible: Stephanie Joyner (joyners@pcsb.org)

Administration will discuss those opportunities in SAC/PTA meetings.

Person Responsible: Paul Kurek (kurekp@pcsb.org)

The CIA will recruit when parents come for conferences.

Person Responsible: Erin Lane (laneer@pcsb.org)

Weekly bulletins to the families.

Person Responsible: Stephanie Joyner (joyners@pcsb.org)

#8. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: As the result of equity centered problem solving within the MTSS framework, the school will develop an equity goal to build relational capacity, empower student voice and hold high expectations for all students.

Measurable Outcome: To address the mindset shift for the adoption of equitable practice the teachers will participate in equity PD. 100% of the teachers will participate in PD to strengthen culturally relevant practice through participation in self awareness and cultural activities.

Person responsible for monitoring outcome: Stephanie Joyner (joyners@pcsb.org)

Evidence-based Strategy: Equitable practices which include restorative practices and culturally relevant teaching. Teachers will participate in the Teacher leadership lesson plans PD which will be decided through a staff survey as to which ones.

Rationale for Evidence-based Strategy: These strategies and practices were identified using the Racial Equity Analysis Protocol.

Action Steps to Implement

Teachers will participate in the Teacher leadership lesson plans PD which will be decided through a staff survey as to which ones.

Person Responsible Stephanie Joyner (joyners@pcsb.org)

Teachers will reflect in dept PLCs around the lesson plans and how they art using CRT in the classrooms. Minutes will be taken and share with administration.

Person Responsible Stephanie Joyner (joyners@pcsb.org)

Administrators will conduct walkthroughs to see is teachers are using CRT in the classrooms.

Person Responsible Stephanie Joyner (joyners@pcsb.org)

#9. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Through students attending school, they will achieve more academically and they will be able to take classes with more rigor.

Measurable Outcome: Currently we have an average of 3% of the students with chronic attendance issues. This has risen by 1% from last year. Our goal is to have no more than 2% of the students with chronic attendance issues.

Person responsible for monitoring outcome: Paul Kurek (kurekp@pcsb.org)

Evidence-based Strategy: Consistent attendance monitoring plan.

Rationale for Evidence-based Strategy: We began using the attendance progress monitoring plan two years ago for students with 15 days or more and when parents had to come in for a conference, we were able to counsel the family about the importance of school. Consistency is the key.

Action Steps to Implement

Review attendance taking process and school wide strategies for positive attendance with all staff.

Person Responsible Paul Kurek (kurekp@pcsb.org)

Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry code.

Person Responsible Paul Kurek (kurekp@pcsb.org)

Student is brought up in child study once they are absent for a total of 5 days.

Person Responsible Paul Kurek (kurekp@pcsb.org)

Five day notice is sent to parent.

Person Responsible Paul Kurek (kurekp@pcsb.org)

Student is brought up again in child study if they are absent between 8-10 days. Known reasons or other concerns are discussed.

Person Responsible Paul Kurek (kurekp@pcsb.org)

Second notice is sent to the parent and the parent is also contacted by the student services team.

Person Responsible Paul Kurek (kurekp@pcsb.org)

When a student receives their 15th day of being absent, they are once again brought up at CST to verify interventions that occurred.

Person Responsible Paul Kurek (kurekp@pcsb.org)

CST will make a recommendation to the administration team about any recommendations for IAC to develop an intervention plan which involves the parent.

Person Responsible Paul Kurek (kurekp@pcsb.org)

IAC will issue an attendance monitoring plan during this parent meeting, as needed.

Person Responsible Paul Kurek (kurekp@pcsb.org)

The student's attendance will be monitored by the grade level representative for attendance according to the plan developed.

Person Responsible Paul Kurek (kurekp@pcsb.org)

#10. Other specifically relating to Healthy Schools

Area of Focus We have had an increased number of baker acts and welfare checks this school year.
Description and Rationale: To support students we will have 70% staffed trained in trauma informed care. Currently, only 50% of the staff is trained in trauma informed care.

Measurable Outcome: Our current performance level is 50% and we will increase this by 20%.

Person responsible for monitoring outcome: Erin Lane (laneer@pcsb.org)

Evidence-based Strategy: Teachers will participate in trauma informed care training and recognizing stress in the classroom training.

Rationale for Evidence-based Strategy: Suggested training by the district to support students and look for warning signs.

Action Steps to Implement

Administration will share information regarding available trainings and schedule them for the site.

Person Responsible Stephanie Joyner (joyners@pcsb.org)

Teachers and administrators will attend PD.

Person Responsible Stephanie Joyner (joyners@pcsb.org)

#11. Other specifically relating to School Climate/Conditions for learning

Area of Focus Description and Rationale: Our current level of performance in school-wide behavior is 40% of the teachers are using RP circles. The expected level of performance by the end of the 2021 school year is 60% of the teachers are using RP circles monthly. The gap in behavior performance is occurring because a refresher is needed for RP and asking

Measurable Outcome: Our current level of performance in school-wide behavior is 40% of the teachers are using RP circles. The expected level of performance by the end of the 2021 school year is 60% of the teachers are using RP circles monthly. The percent of teachers using RP circles each month will increase by 20% by the end of May 2021.

Person responsible for monitoring outcome: Stephanie Joyner (joyners@pcsb.org)

Evidence-based Strategy: RP circles for integrating with course content and RP circles regarding behavior expectations regarding detentions.

Rationale for Evidence-based Strategy: If RP circles were occurring, we would see an increase in academics and a decrease in detentions being issued for behavior infractions.

Action Steps to Implement

The RP trainer will provide resources and modeling on how to incorporate use of affective language.

Person Responsible Stephanie Joyner (joyners@pcsb.org)

The SBLT will establish the expectations for review of the behavior expectations.

Person Responsible Stephanie Joyner (joyners@pcsb.org)

Teachers will conduct RP circles to review behavior expectations.

Person Responsible Stephanie Joyner (joyners@pcsb.org)

Detention data will be gathered and reviewed by CST for trends and next steps.

Person Responsible Stephanie Joyner (joyners@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Through the use of our MTSS team we will continue to focus on students with 2 or more indicators.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

CFMS requires parent involvement in the student's education. We also contact familie to have conferences to discuss academic and discipline opportunities. Through our partnership with College for Every Student Brilliant Pathways we are able to share and expand the knowledge of possible college and trade careers. CFMS also has a partnership with Dunkin Donuts and the CFMS PTA to provide rewards for staff and students for being successful in obtaining particular goals. Parents are always welcome to send in questions for CFMS's SAC. Parents and a student sit on the SAC committee to discuss ideas for the school. Through the community involvement office, we are able to continue to grow our volunteers to support the school's mission. CFMS encourages their families to schedule teacher conferences to support their students. Expectations are written and understood by all stakeholders.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,860.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	140-Substitute Teachers	0731 - Clearwater Fundamental Middle School	School Improvement Funds		\$200.00
			<i>Notes: TDEs to support classroom visits, coverage for testing or conferences. (This will apply for all subject areas.)</i>			
	7200	790-Miscellaneous Expenses	0731 - Clearwater Fundamental Middle School	Other		\$1,500.00
			<i>Notes: Reading Referendum and PTA will help pay for vocabulary books and vocabulary computer based program.</i>			
	7200	790-Miscellaneous Expenses	0731 - Clearwater Fundamental Middle School	Other		\$160.00
			<i>Notes: These funds will help purchase awards for the geography bee and spelling bee. It will be funded from SIP funds and School picture account.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	7200	790-Miscellaneous Expenses	0731 - Clearwater Fundamental Middle School	School Improvement Funds		\$1,000.00
			<i>Notes: Conferences to support student achievement. (This will apply for all subject areas.)</i>			
	7200	140-Substitute Teachers	0731 - Clearwater Fundamental Middle School	School Improvement Funds		\$600.00
			<i>Notes: TDEs to support testing and visit other classrooms.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$180.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	140-Substitute Teachers	0731 - Clearwater Fundamental Middle School	School Improvement Funds		\$180.00
			<i>Notes: TDEs for teachers to attend training, conference or observe other classes. (This will apply for all subject areas.)</i>			
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	790-Miscellaneous Expenses	0731 - Clearwater Fundamental Middle School	School Improvement Funds		\$450.00
			<i>Notes: For TDE, registration and travel for teacher to go to geography bee if a student qualifies for the competition.</i>			
5	III.A.	Areas of Focus: Other: College Career Readiness				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	790-Miscellaneous Expenses	0731 - Clearwater Fundamental Middle School	School Improvement Funds		\$2,500.00
			<i>Notes: TDEs, travel and registration to support college and career initiatives. (conferences, field trips, tde, travel costs, etc.)</i>			
	7200	790-Miscellaneous Expenses	0731 - Clearwater Fundamental Middle School	School Improvement Funds		\$2,000.00
			<i>Notes: Support CFES initiatives including buses for fieldtrips, robotics conference and other conferences. (Includes buses, registration, travel, admission, travel.)</i>			
6	III.A.	Areas of Focus: Other: Bridging the Gap Plan				\$0.00
7	III.A.	Areas of Focus: Other: Family and Community Engagement				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	790-Miscellaneous Expenses	0731 - Clearwater Fundamental Middle School	Other		\$250.00
			<i>Notes: Donations to support volunteer program and GATI.</i>			
	7200	790-Miscellaneous Expenses	0731 - Clearwater Fundamental Middle School	Other		\$200.00
			<i>Notes: Tickets to student celebrations, awards, student recognition, flowers for students and recognition in all subjects.</i>			

8	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	790-Miscellaneous Expenses	0731 - Clearwater Fundamental Middle School	School Improvement Funds		\$400.00
			<i>Notes: Funds will help pay for stamps, envelopes and paper for communications with families. Incentives for students attending school</i>			
10	III.A.	Areas of Focus: Other: Healthy Schools				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	120-Classroom Teachers	0731 - Clearwater Fundamental Middle School	School Improvement Funds		\$2,000.00
			<i>Notes: Stipends for trainings and curriculum writing after school hours. (This is for all subject area teachers.)</i>			
11	III.A.	Areas of Focus: Other: School Climate/Conditions for learning				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	790-Miscellaneous Expenses	0731 - Clearwater Fundamental Middle School	School Improvement Funds		\$350.00
			<i>Notes: Incentives for students.</i>			
					Total:	\$11,790.00