CLEARWATER FUNDAMENTAL MIDDLE SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Leadership Team Member #1

Employee's Name
Eric Krause

Krausee@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Academic and Operations

Leadership Team Member #2

Employee's Name
Mary Reynolds

Reynoldsma@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Academic and Operations

Leadership Team Member #3

Employee's Name
Deanna Barthel

Bartheld@pcsb.org

Position Title
Teacher, K-12

Job Duties and Responsibilities

ELA/Reading Department Head

Leadership Team Member #4

Employee's Name
Kinnan Johnston

Johnstonki@pcsb.org

Position Title
Teacher, K-12

Job Duties and Responsibilities

Social Studies Department Head

Leadership Team Member #5

Employee's Name
Elaine Rubaii

Rubaiie@pcsb.org

Position Title
Teacher, K-12

Job Duties and Responsibilities

Science Department Head

Leadership Team Member #6

Employee's Name

Christine Medina

Medinac@pcsb.org

Position Title

Teacher, K-12

Job Duties and Responsibilities

Math Department Head

Leadership Team Member #7

Employee's Name

Allison Gulino

Gulinoa@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Helping students academically and emotionally

2. Stakeholder Involvement

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

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

The plan is developed by the staff with input from our student counsel representative. Additionally, there is collaboration between the staff and content specialists from the Pinellas County School district. Then it is presented to SAC for input and questions.

3. SIP Monitoring

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

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

The school uses formative and summative data to measure student growth. If growth is not occurring the problem solving cycle is started to decide how we have to change our actions. The data and any possible changes are presented to the families and SAC in the middle of the school year.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**30.7%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **2020-21: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							257	235	249	741
Absent 10% or more school days							21	10	6	37
One or more suspensions								1		1
Course failure in English Language Arts (ELA)							0	0	1	1
Course failure in Math								2	1	3
Level 1 on statewide ELA assessment							7	10	8	25
Level 1 on statewide Math assessment							4	2	3	9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							1	2	3	6

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	0	0
Students retained two or more times							0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							13	12	13	38
One or more suspensions										0
Course failure in English Language Arts (ELA)								3		3
Course failure in Math										0
Level 1 on statewide ELA assessment							16	10	3	29
Level 1 on statewide Math assessment							10	2	3	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							2	3		5

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1			1
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	84	60	58	85	55	53	79	49	49
Grade 3 ELA Achievement		27			21				
ELA Learning Gains	67	59	59	75	58	56			
ELA Lowest 25th Percentile	66	52	52	80	53	50			
Math Achievement*	92	65	63	95	61	60	93	58	56
Math Learning Gains	67	60	62	80	61	62			
Math Lowest 25th Percentile	66	59	57	80	59	60			
Science Achievement	85	59	54	83	52	51	78	48	49
Social Studies Achievement*	97	79	73	96	75	70	95	69	68
Graduation Rate									
Middle School Acceleration	89	84	77	93	80	74	81	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	49	53	72	44	49	64	38	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	79%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	785
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
79%	84%	81%	76%	77%		77%

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

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

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	58%	No		
English Language Learners	63%	No		
Asian Students	86%	No		
Black/African American Students	75%	No		
Hispanic Students	76%	No		
Multiracial Students	83%	No		
White Students	80%	No		
Economically Disadvantaged Students	77%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	84%		67%	66%	92%	67%	66%	85%	97%	89%			72%
Students With Disabilities	41%		65%	70%	68%	51%	58%		55%				
English Language Learners	53%		53%	54%	76%	46%	64%	43%	91%	75%			72%
Asian Students	83%		61%		100%	78%		100%	100%	94%			
Black/African American Students	74%		62%	64%	82%	65%	50%	91%	100%	91%			
Hispanic Students	80%		69%	64%	88%	64%	68%	73%	97%	86%			73%
Multiracial Students	83%		67%		93%	77%		82%	85%	94%			
White Students	86%		67%	67%	94%	67%	68%	88%	98%	89%			
Economically Disadvantaged Students	78%		67%	68%	87%	65%	68%	82%	96%	88%			68%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	85%		75%	80%	95%	80%	80%	83%	96%	93%			72%
Students With Disabilities	42%		61%	65%	74%	83%	94%	42%	73%				
English Language Learners	55%		76%	86%	87%	76%	80%	41%	76%	75%			72%
Asian Students	100%		81%	100%	100%	95%			100%	100%			
Black/African American Students	79%		69%	77%	90%	86%	100%		100%				
Hispanic Students	79%		75%	86%	93%	79%	82%	68%	88%	91%			73%
Multiracial Students	89%		81%		89%	76%		85%	100%	95%			
White Students	87%		74%	76%	96%	79%	79%	89%	98%	93%			
Economically Disadvantaged Students	78%		74%	80%	92%	79%	83%	74%	92%	89%			67%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	79%				93%			78%	95%	81%			64%
Students With Disabilities	37%				73%			38%	62%				
English Language Learners	45%				85%			38%	81%	76%			57%
Asian Students	100%				100%				92%				
Black/African American Students	63%				83%								
Hispanic Students	64%				90%			65%	94%	79%			55%
Multiracial Students	78%				94%				92%	92%			
White Students	85%				95%			83%	95%	81%			
Economically Disadvantaged Students	69%				90%			73%	94%	83%			61%

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

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

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

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	81%	61%	20%	60%	21%
ELA	7	85%	59%	26%	57%	28%
ELA	8	85%	59%	26%	55%	30%
Math	6	89%	63%	26%	60%	29%
Math	7	53%	33%	20%	50%	3%
Math	8	94%	64%	30%	57%	37%
Science	8	85%	58%	27%	49%	36%
Civics		97%	78%	19%	71%	26%
Algebra		96%	59%	37%	54%	42%
Geometry		96%	53%	43%	54%	42%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was the increase in our Science achievement as measured by the State SSA (+2%). New actions taken in this area were ensuring our teachers were focusing on data reflections post District monitored assessments and a keen focus on reviewing the NOS standards. That with a combination of weekly pull out sessions where students were strategically identified and remediated the needed missing standards.

Lowest Performance

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

Our lowest performing data component was our mathematic learning gains of our lowest quartile at 66%. Contributing factors considered are the need for more in-class scaffolding, lesson differentiation, and ensuring attendance with afterschool ELP.

Greatest Decline

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

The data component that showed the greatest decline was the learning gains of our lowest quartile for both English and Math. Contributing factors that those areas we feel were the loss of instructional days due to 2 major hurricanes that affected our community. That coupled with new teachers in those testing/ measured areas.

Greatest Gap

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

Based on available data at this time, CFMS is performing above district and state average.

EWS Areas of Concern

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

One area of concern we see is related to student attendance. Last year, roughly 5% of our students of

our students missed over 10% of the school year.

Highest Priorities

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

1) Data chats and tracking in all tested areas

2) Monitored evidence of higher order thinking in all classes

3) Implementation of lessons that meet the depth and rigor of the benchmark

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

The percentage of students on the 2025 Civics EOC Assessment earning a level 3 or higher was 97%.

In 2024, our students' performance was 96% earning a level 3 or higher.
Although the percentage of students earning a level 3 or higher increased, the problem/gap is occurring due to inconsistent scaffolding with regards to learning and encouraging higher order thinking.

Measurable Outcome

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

The percentage of students on the 2026 Civics EOC Assessment will increase to 100% earning a level 3 or higher.

Monitoring

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

This Area of Focus will be monitored for the desired outcome by using the Civics Cycle 1, Civics Cycle 2 and Civics Cycle 3 data. Additionally, our teachers will engage in monthly PLCs where teachers discuss data, remediation strategies, reading/writing/higher order thinking in class, and collaboration.

Person responsible for monitoring outcome
Kinnan Johnston

Evidence-based Intervention:

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

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

Description of Intervention #1:
Strengthen SS teachers' ability to engage students in complex tasks and in reading, writing, and higher order thinking skill

Rationale:
The Civics EOC requires students to analyze items such as historical quotes, charts, and political cartoons to answer questions. Eighty percent of those questions are level 2 or level 3 in complexity. If we increase student engagement in complex tasks, their Civics EOC scores will improve. If we also increase students' skills in reading, writing and higher order thinking, their Civics EOC scores will improve.

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

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

Action Steps to Implement:

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

Action Step #1
Utilization of Primary Source Documents

Person Monitoring:	**By When/Frequency:**
Kinnan Johnston	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will increase the utilization of primary source documents at varying complexity levels with appropriate reading/AVID strategies.

Action Step #2
Professional Learning Community

Person Monitoring:	**By When/Frequency:**
Kinnan Johnston	Ongoing/ Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During our monthly Social Studies Department PLCs, teachers will review student data and collaborate on instructional strategies/lessons that meet the remediation and enrichment needs of students. Additionally, during PLC's, teachers will analyze student work (DBQ's, etc.), to systematically callibrate task alignment and task complexity.

Action Step #3
Monitoring and Feedback

Person Monitoring:	**By When/Frequency:**
Kinnan Johnston	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment (unit and cycle assessments) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

Action Step #4
Improving Students Reading, Writing, Higher Order Thinking

Person Monitoring:	**By When/Frequency:**
Kinnan Johnston	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will increase their use of supplemental resources (provided by the district/state), of primary sources, and of short challenging passages that elicit critical reading, writing in response to text, and higher order thinking.

Action Step #5
Support and Intervention

Person Monitoring:	**By When/Frequency:**
Mary Reynolds	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students in need to support and intervention will be encouraged to attend our after school ELP program through home contact by a school administrator. Those unable to attend after school will be included in our targeted bi-weekly pull out/intervention groups. These students will also be encouraged/ incentivized to participate in all District challenges occurring during breaks. Data from cycle and classroom assessments will drive our student grouping and decision making.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

84% of students at CFMS scored Level 3 or above on the 2025 PM3 assessment. Our area of focus for 2025-26 is to increase student FAST ELA scores by 3% overall. To accomplish this, the ELA and Reading department will build culture and community as we utilize opportunities for professional collaboration through shared planning, department specific ELPs, personalized on-site professional development aligned to the B.E.S.T benchmarks, and careful monitoring of real-time data to meet the needs of all students. The department will provide additional opportunities to encourage and celebrate student literacy and writing success through school-wide literacy events and competitions. The ELA department will provide targeted student intervention based on the iReady diagnostic assessments and PM1 and PM2 data.

Measurable Outcome

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

The percent of students performing at or above grade level in Reading/Writing will increase by 3% as measured by the 2025-26 FAST Reading/Writing Assessment.

Monitoring

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

This will be monitored through the use of formative assessments, state and district cycle data, and department-focused data chats.

Person responsible for monitoring outcome

Eric Krause

Evidence-based Intervention:

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

Description of Intervention #1:
ELA/Reading teachers will focus on co-planning and consistency in our department and work on implementing standards-based lessons aligned to district resources. Teachers will consistently utilize data to evaluate students' progress towards standards mastery and use this information to differentiate and scaffold instruction.

Rationale:
Through monthly department PLCs at which ELA and Reading teachers evaluate student data and areas of instructional focus, the department will be able to closely monitor student progress and discuss opportunities for instructional intervention and student successes.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1
Peer-observations

Person Monitoring:	**By When/Frequency:**
Eric Krause	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The ELA department will implement quarterly peer-observation opportunities to ensure department wide consistency.

Action Step #2
Data-focused PLC meeting

Person Monitoring:	**By When/Frequency:**
Eric Krause	After PM2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The department will participate in a data-focused PLC TDE to evaluate PM2 testing data for the purpose of informing instruction and identifying students who would benefit from additional reading intervention and/or more rigorous instructional interventions to ensure students at all levels are making gains. Teachers will create action plans and create resources to support students they've identified for support.

Action Step #3
Small Group Interventions

Person Monitoring:	**By When/Frequency:**
Eric Krause	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use ongoing formative assessments to gather data and tailor teaching methods and tasks to meet the diverse learning needs, interests, and readiness levels of students. All literacy teachers will commit to providing specific, immediate feedback and differentiated instruction during independent practice to ensure students that need scaffolded support or enrichment—are appropriately challenged and engaged (e.g., Pop-Up Small Groups). When implemented with intention and consistency, differentiated instruction in ELA promotes equity, supports literacy growth, and increases student ownership of learning by meeting learners where they are and helping them reach rigorous goals.

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

In an effort to increase student achievement as measured by Florida EOC's, our teachers will utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Mathematical Thinking and Reasoning Standards and rigorous performance tasks aligned to the B.E.S.T. Benchmarks for Mathematics.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all L25 students will increase learning gains by six points, from 66% to 72%, as measured by end-of-year FAST assessment and Algebra/Geometry EOC exams.

Monitoring

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

Student data from cycle and unit assessments will be analyzed by teacher, department and administration. Teachers will engage in data chats with students throughout the year and utilize data trackers with students to monitor and plan for success.

Person responsible for monitoring outcome
Christine Medina

Evidence-based Intervention:

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

Description of Intervention #1:
CFMS is not identified for ATSI or TSI

Rationale:
Differentiation and equity for all students should be a focus across all grade levels within the math department. A variety of instruction strategies including but not limited to AVID structures will be evident in all mathematics classrooms to ensure highest student achievement.

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

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

Action Steps to Implement:

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

Action Step #1
Focused PD

Person Monitoring:	**By When/Frequency:**
Christine Medina	on going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mathematics teachers participate in professional learning opportunities around the B.E.S.T. Standards, the Mathematical Thinking & Reasoning Standards, and Differentiation in the Math

Classroom.

Action Step #2
Data Trackers/Data Chats

Person Monitoring:	By When/Frequency:
Mary Reynolds	PM Cycles

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration with meet with all Mathematics teachers to review data after each PM cycle and assist with planning for individual data chats. Individual support will be provided as needed.

Area of Focus #4

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

Instructional Practice specifically relating to Science

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

The percentage of 8th grade students earning a level 3 or higher on the 2025 FL Statewide Science Assessment (SSA) was 85%. In 2024, our 8th grade students' performance was 83% earning a level 3 or higher (as measured by the FL SSA). In 2023, our 8th grade students' performance was 78% level 3 or higher.

Although the percentage of 8th grade students earning a level 3 or higher increased, the problem/gap is occurring due to inconsistencies in embedding Nature of Science (NOS) content and higher order thinking into the lessons. If we improve teacher ability to implement rigorous lessons that include scientific thinking/skills and complex tasks aligned to the benchmark, we should improve student proficiency on the 8th grade FL Statewide Science Assessment.

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

We expect our 8th grade performance level to be 88% on the FL SSA by May 2026.

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

This Area of Focus will be monitored for the desired outcome by using FL Statewide Science Assessment (SSA) data. Also, we will use teacher-made checklists of NOS standards/benchmarks,

teacher assessments, cycle assessment data, mock SSA assessment data, grade-level teacher collaboration, and Professional Learning Community (PLC) monthly meetings to discuss data, remediation strategies, reading/writing/higher order thinking in class.

Person responsible for monitoring outcome

Elaine Rubaii

Evidence-based Intervention:

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

Description of Intervention #1:

We will strengthen staff ability to engage students in complex tasks using scientific thinking skills, processes and procedures of science (ex, experimenting/observing, hypothesizing, data gathering and recording, analyzing charts and graphs). We will also increase instances of spiraling NOS standards and embedding them into lessons across the middle school curriculum.

Rationale:

The FL Statewide Science Assessment contains one or two context-dependent item sets where students respond to several items associated with a set of text(s), diagrams, tables, and/or graphs. Students will need to use reading/thinking skills as well as diagram/table/graph analysis skills to be able to accurately answer these questions. The 8th grade statewide science assessment contains 19% of questions directly about the nature of science (NOS), and NOS thinking/skills may be embedded in earth, life, and physical science questions as well. If we increase student engagement in complex tasks related to the nature of science (NOS), their SSA scores will improve. If we also increase students' skills in reading, writing and higher order thinking, their SSA scores will improve.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Intentional Planning

Person Monitoring:	By When/Frequency:
Elaine Rubaii	monthly PLC

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will intentionally increase the embedding of nature of science (N.O.S.) standards and higher order thinking into lessons. Teachers will purposely design lessons that include reading, writing, inquiry, and analysis tasks. Teachers will work with students to analyze and solve higher order thinking questions. Teachers will use District pacing guides and other resources to effectively plan

science units aligned to the standards/benchmarks. Grade-level teachers will collaborate as much as possible for more school-wide consistency in delivering rigorous, standards-based, N.O.S.-infused lessons.

Action Step #2
Professional Development

Person Monitoring:
Eric Krause

By When/Frequency:
yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will attend professional development focused on helping teachers provide opportunities for students to engage in inquiry and complex tasks aligned to the rigor of the standard/benchmark.

Action Step #3
Using Data to Inform Instruction

Person Monitoring:
Elaine Rubaii

By When/Frequency:
monthly PLC's

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use progress monitoring data from various sources and reviews of standards/benchmarks to determine gaps in knowledge. Teachers will modify and adjust instruction based on the data. Teachers will embed previous standards related to earth science, life science, physical science, as well as the nature of science (N.O.S.) to strengthen and reinforce student understanding of middle school science standards.

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

The prior year level of ELA proficiency indicates that our Black students are 69.6% proficient as measured by the FAST PM3 compared to our White students at 89.1%. Teachers will utilize monthly PLCs that focus on student data and how assure they monitor and differentiate instructions. The support within the ELA classes should increase the ELA proficiency rate to 79% for Black students in an effort to reduce the gap between in half.

Measurable Outcome

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

Teachers will work collaboratively unit to utilize data and implement instructional decisions to improve

the proficiency rate from 69.6% to 79% as measured by the ELA PM3 assessment.

Monitoring

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

Teachers will use the Progress Monitoring Assessments (FAST) as well as common classroom assessments to implement and support meeting the students stretch goals. The teachers will conference with students to check for understanding and all teachers will attend PLCs and confer with administration about student progress. CFMS will host PM data chats with families at various information meetings throughout the year to collaborate with families.

Person responsible for monitoring outcome

Eric Krause

Evidence-based Intervention:

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

Description of Intervention #1:

CFMS will implement high-yield strategies such as cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction. Teachers will establish a data-driven structure in PLC's to identify and support Black students through targeted instruction, incorporating the achievement level descriptors to improve student outcomes. Teachers will monitor student progress through frequent checks for understanding and provide targeted feedback.

Rationale:

Gathering student achievement input through various assessment and ensuring our Black students are receiving all the support necessary meet their stretch goals are being maximized (i.e., personalized data chats, goal setting, PLC's). Multiple strategies will be incorporated to help teachers maximize their instructional impact on our targeted subgroup. The criteria used to make this determination is our ESSA Federal Index and input from the PCS District offices.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

As a fundamental school, our system has been more punitive in nature. Our students deserve to have a strong positive culture and support system embedded into their school environment. School-wide positive expectations for classrooms, hallways, restrooms and cafeteria will be shared, discussed and posted in student view. We will build a common language around the expectations. Individual classes will create look like/sound like charts with their classes on classroom expectations. We will also have our expectations on morning announcements and reviewed regularly in classrooms.

Measurable Outcome

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

Last year our school scored less than 60% on our PBIS walkthrough. Our students and staff did not have a common language or understanding of our school expectations. This kept us from being able to apply as a PBIS model school. Our goal is to earn a score greater than 60% so we can apply in July of 2026.

Monitoring

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

We will monitor this by conducting regular walkthroughs of classrooms to locate evidence of expectations. We will ask staff and students during the walkthroughs to explain the expectations. We will also walkthrough hallways and the cafeteria for evidence of students meeting the expectations and being able to tell what the expectations are and what they look like/sound like.

Person responsible for monitoring outcome

Mary Reynolds

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
PBIS is an initiative throughout Pinellas County Schools. We will utilize the PBIS resources on the PBIS website. Expectations will be posted throughout the school. We will build a common language around the expectations through explicit instruction and discussions. We will build a recognition system celebrating student success for meeting expectations.

Rationale:
By embedding our expectations into our day and posting them throughout the school environment, our school will interact with the expectations regularly. Recognizing student success will model the importance of the system for students and staff.

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

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

Action Steps to Implement:

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

Action Step #1
PBIS School Expectations

Person Monitoring:	**By When/Frequency:**
Mary Reynolds	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Walkthroughs to collect evidence. Student and staff questioning for evidence of understanding and common language.

Action Step #2

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

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

List the school's webpage where the SIP is made publicly available.
No Answer Entered

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).
No Answer Entered

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).
No Answer Entered

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

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

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