

Pinellas County Schools

CLEARWATER FUNDAMENTAL MIDDLE SCHOOL



2026-27 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

ELA/Reading Department Head

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4**Employee's Name**

Elaine Rubaii

Rubaie@pcsb.org

Position Title

Science Department Head

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5**Employee's Name**

Cassandra Larson

Larsonc@pcsb.org

Position Title

Social Studies Department Head

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6**Employee's Name**

Christine Medina

Medinac@pcsb.org

Position Title

Math Department Head

Job Duties and Responsibilities

No Answer Entered

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 body based on survey results. 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 during community meetings as well as the SAC and PTA board.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	27.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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							240	252	238	730
Absent 10% or more school days							12	21	13	46
One or more suspensions							1	2	7	10
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment							5	9	10	24
Level 1 on statewide Math assessment							2	1	7	10
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	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

Current Year 2026-27

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							0	2	4	6

Current Year 2026-27

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 (2025-26) 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	
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)									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

Prior Year (2025-26) 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							1	2	3	6

Prior Year (2025-26) 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										0
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	86	63	62	84	60	58	85	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	68	60	61	67	59	59	75	58	56
ELA Lowest 25th Percentile	65	51	53	66	52	52	80	53	50
Math Achievement*	89	65	65	92	65	63	95	61	60
Math Learning Gains	66	57	62	67	60	62	80	61	62
Math Lowest 25th Percentile	72	52	57	66	59	57	80	59	60
Science Achievement	87	60	57	85	59	54	83	52	51
Social Studies Achievement*	94	81	77	97	79	73	96	75	70
Graduation Rate									
Middle School Acceleration	91	84	82	89	84	77	93	80	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					49	53		44	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						80%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						718
Total Components for the FPPI						9
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
80%	79%	84%	81%	76%	77%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	48%	No		
English Language Learners	65%	No		
Asian Students	94%	No		
Black/African American Students	68%	No		
Hispanic Students	74%	No		
Multiracial Students	85%	No		
White Students	82%	No		
Economically Disadvantaged Students	75%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS														L
	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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS	
All Students	86%		68%	65%	89%	66%	72%	87%	94%	91%				
Students With Disabilities	48%		33%	32%	60%	55%	56%	30%	67%					
English Language Learners	59%		59%	68%	74%	59%	67%	45%	81%	71%				
Asian Students	100%		95%		100%	78%		100%		93%				
Black/African American Students	64%		47%	38%	78%	51%	65%	80%	91%	100%				
Hispanic Students	78%		65%	63%	82%	63%	65%	71%	91%	85%				
Multiracial Students	88%		76%	70%	100%	79%		85%		94%				
White Students	90%		69%	68%	92%	67%	74%	92%	95%	92%				
Economically Disadvantaged Students	78%		66%	68%	81%	63%	66%	77%	91%	85%				
														10/2026

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.
All Students	84%		67%	66%	92%	67%	66%	85%	97%	89%
Students With Disabilities	41%		65%	70%	68%	51%	58%		55%	
English Language Learners	53%		53%	54%	76%	46%	64%	43%	91%	75%
Asian Students	83%		61%		100%	78%			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%
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
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%	95%				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%

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.

SUBJECT	GRADE	2025-26 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	87%	64%	23%	62%	25%
ELA	7	84%	63%	21%	62%	22%
ELA	8	86%	62%	24%	60%	26%
Math	6	95%	63%	32%	60%	35%
Math	8	78%	62%	16%	61%	17%
Science	8	87%	59%	28%	52%	35%
Civics	7	94%	89%	5%	77%	17%
Algebra	7	100%	97%	3%	96%	4%
Algebra	8	92%	81%	11%	84%	8%
Geometry	8	100%	97%	3%	95%	5%
Algebra	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 Mathematics learning gains among our L25 students. As measured by the State FAST assessment, the learning gains for our L25 scholars increased year over year from 66% to 72%. New actions taken in this area were ensuring our teachers in these tested areas were provided common planning as well as implementing quarterly data chats between students and teachers. Students were provided data monitoring forms and were asked to set academic goals throughout the school year, reflect post PM assessments and adjust based on results. In addition, there were also 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 ELA learning gains of our lowest quartile at 65%. 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 2 data complement that showed the greatest decline from the prior year was our Mathematics proficiency and Social Studies Achievement. Both of these data measures dropped 3 points respectively. Factors that contributed to this decline was two fold, new instructors and new course offering to these tested area as well as an overall need for additional scaffolding and support for our 7th grade cohort.

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 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 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.

Monitor whole group or small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

CRA - Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Discourse - Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Questioning - Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Fluency - Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Struggle - Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and support to engage in productive struggle and develop perseverance as they grapple with mathematical ideas and relationships. Thinking – Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

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.

Use and connect mathematical representations – Concrete-Representational-Abstract (CRA)
Facilitate meaningful discourse Pose purposeful questions Build procedural fluency from conceptual understanding Support productive struggle in learning mathematics Elicit and use evidence of student thinking Direct-Systemic Small Group Instruction for Tier 2 / Tier 3 instruction Cognitive engagement with content Formative assessment and actionable feedback Writing to learn

Monitoring

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

Monitor fidelity of small group instruction and student response to small group instruction by utilizing multiple forms of formative assessment to game plan to utilize differentiated resources to inform future instruction

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:

Ensure instructional supports are in place for all students during core instruction and intervention based on data, including supports for students with exceptional needs, English language supports as well as extensions / more advanced tasks for students needing enrichment.

Rationale:

Currently, students not meeting benchmarks are identified at the end of a unit of instruction. Interventions must occur in a timely fashion. We will implement a plan for identifying students not meeting benchmarks early in the instructional units through frequent progress monitoring and provide additional opportunities for remediation / intervention.

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:

Area of Focus #2

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 2026 FL Statewide Science Assessment (SSA) was 87%. In 2025, our 8th grade students' performance was 85% earning a level 3 or higher (as measured by the FL SSA). In 2024, our 8th grade students' performance was 83% 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.

The percentage of 8th grade students earning a level 3 or higher on the 2026 FL Statewide Science Assessment (SSA) was 87%. In 2025, our 8th grade students' performance was 85% earning a level 3 or higher (as measured by the FL SSA)

We expect our 8th grade performance level to be 89% on the FL SSA by May 2027.

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:

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 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

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 reflect and to determine gaps in knowledge. Teachers will adjust instruction and remediate 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.

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

Action Step #3

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.

Area of Focus #3

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 earning a Level 3 or higher on the 2026 Civics EOC Assessment was **94%**, compared to **97%** on the 2025 Civics EOC Assessment. Although there was a slight decline in overall proficiency, analysis of student performance indicates that instruction across the Civics curriculum continues to be effective. Standards-level data demonstrates strengths across multiple reporting categories, and school data indicates that **five students scored within four points of earning a Level 3**, representing approximately one assessment question.

Based on this analysis, the Social Studies department will continue implementing the instructional practices established during the previous school year by engaging students in rigorous learning experiences that emphasize primary source analysis, reading, writing, and higher-order thinking. Teachers will use benchmark-level and classroom assessment data to provide timely intervention for students approaching proficiency while continuing to provide enrichment opportunities for all learners.

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 **2027 Civics EOC Assessment** will increase to **98%** 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

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 Social Studies teachers' ability to engage students in complex tasks and in reading, writing, and higher order thinking skills.

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:

On Going

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:

Cassandra Larson

By When/Frequency:

On Going/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 calibrate task alignment and task complexity.

Action Step #3

Monitoring and Feedback

Person Monitoring:

Mary Reynolds

By When/Frequency:

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 classroom, benchmark, and Civics Cycle assessment data to modify and adjust instruction. Teachers will use formative assessment results to identify students approaching proficiency, provide timely reteaching and enrichment, and implement research-based interventions aligned to individual benchmark needs.

Action Step #4

Improving Students Reading, Writing, Higher Order Thinking

Person Monitoring:

By When/Frequency:

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:

Mary Reynolds

By When/Frequency:

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 assessments, classroom assessments, and benchmark analysis will drive student grouping and instructional decision making.

Area of Focus #4

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.

The percentage of students achieving proficiency on the 2026 ELA FAST assessment was 86% (overall) compared to 84% in 2025. This is an increase in overall proficiency by 2 points. The grade breakdown of proficiency is as follows: 6th grade = 87%, 7th grade = 84%, 8th grade = 86%.

Of our subgroups, 64% of our Black/African American population achieved proficiency, and 47% made learning gains. The prior year, 74% achieved proficiency and 64% made learning gains. This is a 10 point drop in proficiency and a 17 point drop in learning gains.

48% of students with disabilities achieved proficiency compared to 44% the prior year. However, 33% of students with disabilities made gains this year, compared to 65% the prior year.

Based on this data, our areas of focus for the 2026-27 school year will be on the increased achievement of both our Black/African American students and students with disabilities subgroups.

Additionally, our focus will also be on the overall proficiency of our rising 8th graders as their proficiency was the lowest of the 3 grade levels for the 2025-26 school year.

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.

For the 2026-27 school year, our goal will be an overall proficiency achievement of 88% on the ELA FAST assessment.

For the Black/African American subgroup, our goal will be an overall proficiency of 70% and learning gains of 70% or higher.

For the students with disabilities subgroup, our goal will be an overall proficiency of 50% and learning gains of 70% or higher.

For the 8th grade group, our goal will be increasing their overall proficiency from 84% to 86%.

Monitoring

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

Our areas of focus will be monitored by utilizing the summative data from both the FAST ELA PM assessments (PM 3 (2025-26), PM1, and PM2) **and** the PCS-created end-of-module assessments.

Through use of a school-wide ELA data tracking tool used by each student, teachers will consistently refer to data and review post-assessment to adjust instruction and align small group interventions and "pop-up" mini lessons to students' needs.

In addition to the consistent review of data at department meetings, teachers in the ELA department will meet for in-depth data-specific PLC meetings after both PM1 and PM2 cycle assessments.

Person responsible for monitoring outcome

Deanna Barthel/ 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:

The ELA department will, collectively, work to improve our interpretation of student data, use that knowledge to adjust instruction, and will implement engaging, timely instruction and interventions to meet students' needs and challenge students who are ready to move on to more complex tasks. This will be accomplished through an emphasis on real-time pop-up small group interventions (designed to both provide scaffolded support and opportunities to challenge students) and targeted pull-out intervention groups.

Rationale:

The adaptive nature of the Reading FAST warrants both intervention for students scoring below grade level and opportunities to engage and challenge our high percentage of students scoring above grade level. The data provided through FAST PM testing, end-of-module assessments, and iReady will be utilized to determine which students would benefit from such interventions. We believe if the ELA department approaches student data and subsequent interventions with a collective shared understanding and plan, our student scores will increase accordingly.

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

Department-wide data analysis and planning

Person Monitoring:

Deanna Barthel

By When/Frequency:

Monthly

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

A portion of every monthly ELA department meeting will be devoted to reviewing data from iReady, end-of-module assessment, and FAST PM data. The department will collaborate to create a teacher monitoring tool aligned to our school-wide student-used data monitoring tool.

Additionally, the ELA department will conduct data review and planning meetings during PLC times after FAST PM1 (September) and FAST PM2 (January).

Action Step #2

Intervention and challenge groups via pull-outs and pop-up small groups

Person Monitoring:

Deanna Barthel/ Eric Krause

By When/Frequency:

Weekly/Monthly

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

After reviewing data and determining opportunities for student growth, the ELA department will use district-created resources for interventions and pop-up small groups. The department head will model the implementation of both intervention groups and pop-up groups in the classroom. Additionally, students in subgroups who are identified as needing additional support will work with an ELA teacher during literacy targeted learning time for more consistent and intensive interventions.

Action Step #3

Professional development aligned to our areas-of-focus and intervention plan

Person Monitoring:

Eric Krause

By When/Frequency:

Monthly

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

The ELA department will attend district module-roll-out trainings supporting pop-up small groups and small group interventions. If possible, the ELA department head will coordinate with district staff developers to bring on-site training specific to the needs of our students and staff.

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 65% proficient as measured by the FAST PM3 compared to our White students at 89%. 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 70% 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 65% to 77% 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

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

Implement Bi-Weekly PLC Data Reviews

Person Monitoring:

Eric Krause

By When/Frequency:

on going

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

During PLC meetings, teachers will analyze formative assessment data and checks-for-understanding to identify Black students who are not meeting proficiency targets and determine specific instructional supports based on Achievement Level Descriptors (ALDs).

Action Step #2

Monitor and Document Student Progress

Person Monitoring:

Eric Krause

By When/Frequency:

on going

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

Teachers will track student performance biweekly using common formative assessments, student work samples, and progress-monitoring tools. Results will be documented and reviewed during PLCs to adjust interventions and provide timely feedback to students.

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.

Our students deserve to have a strong positive culture and support system embedded into their school environment. We will implement a schoolwide positive behavior program where students will earn privileges aligned to fundamental guidelines quarterly. As no program is currently in place, this will be rolled out through the PBIS committee to staff during preschool activities. We will begin holding grade level assemblies in the gym regularly to reinforce and recognize positive behavior as well as academic success.

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 currently have no schoolwide positive behavior program in place. This has been noted on our PBIS walkthroughs as an area of opportunity. We will gather baseline implementation data this year through staff surveys, student surveys and quantitative data of student recognition.

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 collecting data through student and staff surveys. We will also monitor the number of students receiving recognition quarterly.

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. Last school year expectations were posted throughout the school where we built a common language around the expectations through explicit instruction and discussions. This year we will build a recognition system celebrating student success for meeting expectations.

Rationale:

Recognizing student success will model the importance of the Positive Behavior system for students, families 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

Schoolwide Positive Behavior Recognition

Person Monitoring:

Mary Reynolds

By When/Frequency:

Quarterly

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

Students will be able to earn privileges and rewards based on meeting fundamental expectations of behavior quarterly. A grade level assembly will be held to recognize student success and kick-off the next quarter.

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 ATSI, TSI, or 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 2026-27 UniSIG funds but has chosen
NOT to apply.

No

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