



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Campbell Middle School

625 S KEECH ST

Daytona Beach, FL 32114

386-239-6250

<http://myvolusiaschools.org/school/campbell/pages/default.aspx>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
90%

Alternative/ESE Center
No

Charter School
No

Minority Rate
74%

School Grades History

2013-14
D

2012-13
D

2011-12
C

2010-11
B

2009-10
B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Campbell Middle School

Principal

Craig Zablo

School Advisory Council chair

Ann Smith

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Craig Zablo	Principal
Myra Chester	Assistant Principal
Tony Goodin	Assistant Principal
Madsen Cange	Assistant Principal
Kimberly Matthews	Academic/Data Coach
Nick Fidance	Math Coach
Karen Kepner	Writing Coach
Teresa Ward	Reading Coach
Latisha Brown	Science Contact
Jeff Levine	TOA/Parent Involvement Coordinator

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A. Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

- Broxton, Monique – Support Staff / Secretary
- Carriveau, Tara – Parent
- Chester, Myra – Assistant Principal
- Devlin, Carla – Parent
- Huger, Sophia – Business Partner
- Levine, Jeff – Teacher

- Olko, Tina – Parent
- Smith, Ann – Chairperson / Community Member
- Strauss, Erin – Parent
- Worsham, Alison – Parent
- Zablo, Craig – Principal

Involvement of the SAC in the development of the SIP

Our School Advisory Council will assist in the preparation and evaluation of our school improvement plan. They will receive the results of the last year’s testing, learn our areas of strength/improvement as well as areas of concern. We will discuss strategies that worked and that we would like to continue as well as new initiatives. SAC stakeholders will have the opportunity for questions, suggestions and input. We will work for consensus and the support of SAC as we move forward with our new School Improvement Plan.

Activities of the SAC for the upcoming school year

Our School Advisory Council will assist in the preparation and evaluation of our school improvement plan, approve the allocation of school improvement funds, and serve to represent all stakeholders in decisions affecting Campbell Middle School.

Projected use of school improvement funds, including the amount allocated to each project

Because the state has not been able to allocate SAC funds, we are very frugal with our remaining School Advisory Council funds. We allow teachers to present SAC fund requests monthly with justification and how the request supports our SIP. SAC then votes to accept, reject or modify the request. Currently we have __\$768.47__ in our SAC budget.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Craig Zablo		
Principal	Years as Administrator: 20	Years at Current School: 3
Credentials	B. A. in Speech Education M.S. in Education Speech (6 – 12) Mathematics (5 – 9) General Science (5 – 9) School Principal (All Levels) ESOL For Administrators	
Performance Record	2012-2013---D School HS (40%R 33%M) LG (63%R 55%M) LQ (61% R 61%M) 2011-2012 ---C School, HS (37%R 33%M) LG (52%R 49%M) LQ (50%R 50%M) 2010-2011 --- D School, AYP 72%, HS (33%R 69%M) LG (40%R 70%M) LQ (40%R 62%M) 2009-2010 --- B School, AYP 72%, HS (38%R 66%M) LG (45%R 71%M) LQ (42%R 64%M) 2008-2009 ---D School, AYP 72%, HS (35%R 65%M) LG (39%R 69% M) LQ (43%R 58%M)	

Tony Goodin		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	B.A. in Middle School Education M.A.- Middle School Education Science Emphasis Specialist Degree- Educational Leadership	
Performance Record	2012-2013---D School HS (40%R 33%M) LG (63%R 55%M) LQ (61% R 61%M) 2011-2012 ---C School, HS (37%R 33%M) LG (52%R 49%M) LQ (50%R 50%M) 2010-2011---B School, AYP 74%, HS (57%R 53%M)LG (62%R 65%M) LQ (66%R 74%M) 2009-2010 --- B School, AYP 74%, HS (58%R 57%M) LG (57%R 70%M) LQ (55%R 76%M)	

Myra Chester		
Asst Principal	Years as Administrator: 8	Years at Current School: 29
Credentials	B.A. in English Education M.S. in Educational Leadership Middle Grades Endorsement ESOL for Administrators Certificate	
Performance Record	2012-2013---D School HS (40%R 33%M) LG (63%R 55%M) LQ (61% R 61%M) 2011-2012 ---C School, HS (37%R 33%M) LG (52%R 49%M) LQ (50%R 50%M) 2010-2011---B School, AYP 74%, HS (57%R 53%M)LG (62%R 65%M) LQ (66%R 74%M) 2009-2010 --- B School, AYP 74%, HS (58%R 57%M) LG (57%R 70%M) LQ (55%R 76%M) 2008-2009 ---B School, AYP 82%, HS (59%R 56%M) LG (63%R 64% M) LQ (75%R 69%M)	

Madsen Cange		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	BA Physical Education MA Educational Leadership Physical Education Certificate Educational Leadership Certificate	
Performance Record	2012-2013---D School HS (40%R 33%M) LG (63%R 55%M) LQ (61% R 61%M)	

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kimberly Matthews		
Full-time / School-based	Years as Coach: 7	Years at Current School: 7
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials	B.S. Secondary Math Education ESOL Endorsement	
Performance Record		

Karen Kepner-Cain		
Full-time / School-based	Years as Coach: 2	Years at Current School: 8
Areas	Other	
Credentials	B.A. Creative Writing M.A. English Education Certifications: English 6-12 ESOL Gifted	
Performance Record		

Nick Fidance		
Full-time / School-based	Years as Coach: 2	Years at Current School: 10
Areas	Mathematics	
Credentials	BS Mathematics Education MA in Educational Leadership Mathematics 6-12 (All Levels) Gifted Endorsement NBCT EA Mathematics	
Performance Record		

Teresa Ward		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	65
# receiving effective rating or higher	65, 100%
# Highly Qualified Teachers	100%
# certified in-field	65, 100%
# ESOL endorsed	11, 17%
# reading endorsed	13, 20%
# with advanced degrees	30, 46%
# National Board Certified	1, 2%

first-year teachers

5, 8%

with 1-5 years of experience

12, 18%

with 6-14 years of experience

25, 38%

with 15 or more years of experience

23, 35%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

7, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Campbell Middle School's administrators work diligently to encourage qualified applicants to join the CMS Family. The teacher applicants are screened at the district level for credentials, and we do not recommend applicants who are not certified in field.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We assign "Buddy Teachers" to teachers who are new to our school. these teachers help by welcoming, advising, and supporting the new teachers, along with all administrators. Official mentors are now assigned by the district office in the form of PAR (Peer Assistance Review) teachers for ongoing support.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The current system in place to monitor the fidelity of the school's MTSS and SIP requires weekly PLC and Academic Coaches meetings with the principal and assistant principal for curriculum. In addition, the PST and PBS (Positive Behavior System) meet once a month to review data relevant to student success in academics and behavior

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,000

Before School Tutoring in Math and One Day of Afterschool Tutoring in Math (1 Hour)

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student Attendance Sheets, Scantron Achievement Series Assessments

Who is responsible for monitoring implementation of this strategy?

Data Coach and Math Teachers

Strategy: Before or After School Program

Minutes added to school year: 15,000

Federally Funded Grant Program---Campbell Nights Alive

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Pre-test and Post-Test for Each Unit Taught

Who is responsible for monitoring implementation of this strategy?

Program Coordinators

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Craig Zablo	Principal
Myra Chester	Assistant Principal
Teresa Ward	Reading Coach
Maria O'Brien	Media Specialist
Scott Bane	AVID Coordinantor/Social Studies Contact
Latisha Brown	Science Contact
Karen Kepner	Writing Coach/LA Contact
Nick Fidance	Math Coach and Math Contact
Wanda Lowe	Unified Arts Contact
Joyce Graham	Physical Education Contact
Sandra Jones	Gifted Contact
Yvette Henebury	ELL Contact
Kimberly Matthews	Academic Data Coach

How the school-based LLT functions

The Literacy Leadership Team consists of the principal, assistant principal for curriculum, all subject area contacts (including unified arts and physical education), reading and math coaches, ELL contact and media specialist. The team meets a minimum of once a month to discuss, promote, and develop school-wide literacy initiatives. These initiatives/strategies are shared with the staff and implemented.

Major initiatives of the LLT

Revitalization of Reading Counts and Back Pack Book Programs
 Implementation of Reading Strategies Across the Disciplines
 School-wide Book Read

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

NA

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, “why are we learning this?” to ensure that instruction is always relevant. Teachers are also provided reading materials and “bell ringers” that are based on current events.

How the school promotes academic and career planning, including advising on course selections, so that each student’s course of study is personally meaningful

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year’s curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent’s signature.

Strategies for improving student readiness for the public postsecondary level

Strategies are put in place to assist students with mastery of FCAT 2.0.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	40%	No	56%
American Indian		0%		
Asian		0%		
Black/African American	42%	30%	No	48%
Hispanic	61%	42%	No	65%
White	64%	64%	Yes	68%
English language learners	37%	14%	No	43%
Students with disabilities	24%	11%	No	32%
Economically disadvantaged	48%	37%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	327	39%	41%
Students scoring at or above Achievement Level 4	149	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	318	40%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	115	56%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	42%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		20%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	139	54%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics**

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	33%	No	54%
American Indian		0%		
Asian		0%		
Black/African American	41%	22%	No	47%
Hispanic	46%	23%	No	51%
White	62%	59%	No	66%
English language learners	25%	14%	No	33%
Students with disabilities	28%	12%	No	35%
Economically disadvantaged	46%	30%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	268	32%	40%
Students scoring at or above Achievement Level 4	81	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	100%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	405	52%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	115	56%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	65	76%	78%
Middle school performance on high school EOC and industry certifications	62	95%	96%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	95%	96%
Students scoring at or above Achievement Level 4	25	38%	39%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	35%	38%
Students scoring at or above Achievement Level 4	40	16%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	56	6%	5%
Students who fail an English Language Arts course	72	8%	5%
Students who fail two or more courses in any subject	73	8%	5%
Students who receive two or more behavior referrals	434	35%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	467	38%	35%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

1) Campbell Middle School involves our parents with monthly meetings of The School Advisory Council (SAC) which is responsible for the planning, review, and improvement of the Title I program. All parents are invited to be members of the Campbell Middle School SAC. SAC members provide input on the Parent Involvement Plan and the Title I budget, as well as all other plans related to school improvement. Comments from parents will be documented on SAC meeting minutes. Each student will receive bi-monthly progress report in addition to the Interim progress report. In addition, Campbell provides a monthly meeting of All-Pro Dads and I Moms.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
2) For the school year 2012-13, Campbell Middle had 60% participation in our family involvement programs. For the current school year, our goal is to increase that to 65%.	3476	60%	65%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The goal is to increase literacy for all students in the areas of reading, writing, math, and science as measured by FCAT 2.0. using progress monitoring.

Goals Detail

G1. The goal is to increase literacy for all students in the areas of reading, writing, math, and science as measured by FCAT 2.0. using progress monitoring.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Professional Development in Common Core Standards
- Academic Coaches (Reading, Math, Writing, Data)
- Title I Funding for Additional Resources
- District Support
- Weekly PLC Meetings
- Administrative Support
- Afterschool Tutoring Programs (Campbell Night Alive and STAR)
- Before School Tutoring in Math
- Technology
- State (FAIR) and District Assessments
- Teachers Trained in ELL and ESE Strategies
- Teachers Trained in Effective Classroom Management
- Positive Behavior Support (Pilot School)
- Teachers Trained in the UNRAAVEL Reading Strategy
- Reading Counts and System 44 Reading Programs
- Newspapers in Education
- Training in Higher Order Thinking Questions
- Media Center (More Use); Backpack Books, Classroom Libraries for Students
- FCAT Explorer And Florida Achieves Computerized Reading Programs

- Modeling of Lesson Plans Related to Common Core Standards
- Local College Partnerships (Students and Resources)
- Graphing calculators
- FCAT Goal Sheets;
- Ed-Helper –(for more word problems)
- Extended word problems focusing on context and units;

Targeted Barriers to Achieving the Goal

- Students' Lack of Fundamental Skills

Plan to Monitor Progress Toward the Goal

The goal is to increase literacy for all students in the areas of reading, writing, math, and science as measured by FCAT 2.0.

Person or Persons Responsible

Administrators, Academic Coaches, All Faculty, SAC

Target Dates or Schedule:

Ongoing Throughout the 2013 School Year

Evidence of Completion:

Formative and Summative Assessments, PLC Minutes, Academic Coaches Meetings, VSET Observations

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The goal is to increase literacy for all students in the areas of reading, writing, math, and science as measured by FCAT 2.0. using progress monitoring.

G1.B9 Students' Lack of Fundamental Skills

G1.B9.S1 Writing---Utilize the Power Ed Writing Program with Fidelity in all language arts classrooms

Action Step 1

Power Ed Writing Program

Person or Persons Responsible

All Language Arts Teachers

Target Dates or Schedule

Supplemented into Core Curriculum

Evidence of Completion

Observations by Writing Coach and Administration

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Writing---Utilize the Power Ed Writing Program with Fidelity in all language arts classrooms

Person or Persons Responsible

All Language Arts Teachers

Target Dates or Schedule

Supplemented into Core Curriculum

Evidence of Completion

Observations by Writing Coach and Administration Teachers have been using PowerEd for several years. There are tutorials that explain each skill of the program. Basically, the lesson is on the PowerPoint, the handout comes with the program, then the students practice what they have learned in subsequent writing sessions. Each Thursday, the skill that students learned is reinforced in a large group setting with Team Teaching, then tested on Friday in an individual setting.

Plan to Monitor Effectiveness of G1.B9.S1

Power Ed Writing Program

Person or Persons Responsible

Language Arts Teachers and Writing Coach

Target Dates or Schedule

Ongoing through February 2014

Evidence of Completion

Observations and Student Writing Data Tracking Progress: Students are Tracking their own progress on their Passports (see attached). Each week they receive several formative grades on the skill that we are practicing, then a summative grade for the skill. For example, this week students were learning Creative Hook. Students started with a PowerEd handout on Tuesday in their individual classes. On Thursday, students completed a model Creative Hook Introduction and Conclusion in Team Teaching. On Friday, students will complete an essay, using the Creative Hook Introduction and Conclusion. They will receive a formative grade for completion of the essay, and a summative grade for the Creative Hook Introduction and Conclusion.

G1.B9.S2 Writing--- Provide thirteen team teaching days in the media center

Action Step 1

Team Teaching Days for Writing

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

October 2013 -February 2014

Evidence of Completion

Observation/ Media Records/ PLC Minutes

Plan to Monitor Fidelity of Implementation of G1.B9.S2

Team Teaching Days for Writing

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

October 2013 through February 2014

Evidence of Completion

Observation, Media Records, Student Data

Plan to Monitor Effectiveness of G1.B9.S2

Team Teaching Days for Writing

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

October 2013 through February 2014

Evidence of Completion

Student Products from Writing Days

G1.B9.S3 Writing--- Conduct one-on-one intervention sessions with students

Action Step 1

One-on-One Intervention Sessions with Selected Students

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

January-February 2014

Evidence of Completion

Documentation of Days---Substitute Teachers Provided

Facilitator:

Karen Kepner-Cain Team Essay Scoring Event Data Review

Participants:

Eighth Grade Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G1.B9.S3

One-on-One Intervention Days

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

January 2014 through February 2014

Evidence of Completion

Students' Data / Substitute Teacher Logs (SEMS)

Plan to Monitor Effectiveness of G1.B9.S3

One-on-One Intervention Days

Person or Persons Responsible

Language Arts Teachers and Writing Coach

Target Dates or Schedule

January/February 2014

Evidence of Completion

Student Essays Intervention Sessions: Students' grades on Volusia Writes will be used to determine one-on-one intervention sessions. Students will also be grouped according to weekly data in some of the later Team Teaching sessions based on skill level.

G1.B9.S4 Reading---Use data to target specific student needs and drive instruction in all reading classes

Action Step 1

Use data from FAIR and benchmark assessments to target specific student needs and drive instruction in all reading classes

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observations, PLC Meetings, Assessments

Facilitator:

Teresa Ward, CMS Reading Coach--- October 23 PLC

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B9.S4

Data Driven Instruction

Person or Persons Responsible

Reading Teachers, Reading Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

VSET Observations and Conferences, PLC Meetings, Data Chats The department has been discussing data with the Reading and Academic Coaches. The data being used is from the Interim Assessments. The teachers are having data chats with their students. The teacher are having data chats in their PLC. The students FCAT DSS is also included in the conversation. The teachers are using the Interim Diagnostic Grade Level Assessment to drive instruction. This assessment has the benchmarks with relevant reading goals.

Plan to Monitor Effectiveness of G1.B9.S4

Data Driven Instruction

Person or Persons Responsible

Reading Teachers, Reading Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR Results and District Assessment Results

G1.B9.S5 Reading---Revitalize the Reading Counts program with a specific target of 6th grade students

Action Step 1

Reading Counts for 6th Grade Students

Person or Persons Responsible

All 6th Grade Reading Teachers, Unified Arts Teachers, Media Specialist, Reading Coach

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

Reading Counts Data Provided by Media Specialist

Plan to Monitor Fidelity of Implementation of G1.B9.S5

Reading Counts for Sixth Grade Students (Target Group)

Person or Persons Responsible

Reading Teachers, Unified Arts Teachers, Reading Coach, Academic Data Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Counts Data The Reading Department collaborated as a PLC and decided to start with the 6th grade students and then add the Core 7th and 8th grade classes. The classes that are not using reading counts will use supplemental material from the curriculum map to help meet the students' reading needs. The students will receive immediate feedback as to their progress and the data will help to determine who needs more help with reading comprehension skills.

Plan to Monitor Effectiveness of G1.B9.S5

Reading Counts Program

Person or Persons Responsible

Reading Teachers, Unified Arts Teachers, Reading Coach, Academic Data Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Counts Data

G1.B9.S6 Math---Provide tutoring and remediation in basic skills

Action Step 1

Math Tutoring in Basic Skills

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative and Summative Assessments

Plan to Monitor Fidelity of Implementation of G1.B9.S6

Math Tutoring

Person or Persons Responsible

Math Teachers, Math Coach, Academic Data Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Tutoring/Remediation Logs Many of our students have been identified by their math teachers to attend tutoring in the morning. In addition to making announcements to all of their students, the math teachers have also identified individual students based on their progress in math and spoken with their parents to make arrangements for those students to attend tutoring.

Plan to Monitor Effectiveness of G1.B9.S6

Math Tutoring

Person or Persons Responsible

Math Teachers, Math Coach, Academic Data Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

District Assessments

G1.B9.S7 Math---Administer a school-wide Basic Skills Assessment; imbed basic skills in warm-ups

Action Step 1

Math Basic Skills Assessment

Person or Persons Responsible

Math Department

Target Dates or Schedule

October 2013

Evidence of Completion

Assessment Results

Plan to Monitor Fidelity of Implementation of G1.B9.S7

Math Basic Skills Assessment

Person or Persons Responsible

Math Teachers, Math Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Assessment Results The warm-up activities will cover the same topics school-wide; however, they will differ from one math teacher to the next based on the needs of the students for each class.

Plan to Monitor Effectiveness of G1.B9.S7

Math Basic Skills Assessment

Person or Persons Responsible

Math Teachers, Math Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Assessment Results

G1.B9.S8 Math---Monitor students' progress of benchmarks/standards using charts

Action Step 1

Math Progress Charts

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

October 2013- April 2014

Evidence of Completion

Observation

Facilitator:

Volusia District Math Specialist, Sandra Tweedy PLC Math Data Review and Planned Intervention to Chart Progress

Participants:

CMS Math Teachers

Plan to Monitor Fidelity of Implementation of G1.B9.S8

Math Progress Charts

Person or Persons Responsible

Math Teachers, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Progress Charts The charts are displayed in the classrooms so that the students have a visual representation of the standards that they have or have not made proficiency on, and it also opens dialogue between the student and their teachers regarding their progress in math. Some teachers have created individual charts for their students to track their own progress.

Plan to Monitor Effectiveness of G1.B9.S8

Math Progress Charts

Person or Persons Responsible

Math Teachers, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Progress Charts

G1.B9.S9 Science---Use science vocabulary in bell ringers or warm-ups

Action Step 1

Science Vocabulary Focus

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

September 2013 -May 2014

Evidence of Completion

Word Walls and Bell Ringers

Plan to Monitor Fidelity of Implementation of G1.B9.S9

Science Vocabulary Focus

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Meetings The science vocabulary will be chosen from the unit of study the teachers are teaching according to the curriculum map.

Plan to Monitor Effectiveness of G1.B9.S9

Science Vocabulary Focus

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Assessments

G1.B9.S10 Science---Engage students in concept mapping and use of flash cards

Action Step 1

Concept Mapping

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

September 2013 ---May 2014

Evidence of Completion

Observation and PLC Meetings

Plan to Monitor Fidelity of Implementation of G1.B9.S10

Concept Mapping

Person or Persons Responsible

Science Teachers, Science Contact, Administration, District Support (Science Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Products • Teachers will be looking for academic language to be used as they walk around listening to the groups • Using Interactive Science Notebook activities—Compare/Contrast, creating analogies, developing a rap, poem or song, etc. • Teachers can also ask moderate to higher level questions that prompt engagement among the groups

Plan to Monitor Effectiveness of G1.B9.S10

Concept Mapping

Person or Persons Responsible

Science Teachers, Science Contact, Administration, District Support (Science Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

District Assessments

G1.B9.S11 Science---Utilize formative and summative assessments to determine mastery of benchmark/ standards

Action Step 1

Formative and Summative Science Assessments

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Results

Facilitator:

District Science Coach and District Science Specialist

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G1.B9.S11

Formative and Summative Science Assessments

Person or Persons Responsible

Science Teachers, Academic Data Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Results The following steps are in place if students are not reaching mastery. • Bell ringers to reinforce the standards • Integrate the standards into other areas of content through-out the year • Grouping of students that are struggling with students that have mastered the standard for peer teaching

Plan to Monitor Effectiveness of G1.B9.S11

Formative and Summative Science Assessments

Person or Persons Responsible

Science Teachers, Academic Data Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Results

G1.B9.S12 All Classes---Implement the UNRAAVEL strategy in all classes with fidelity every Wednesday

Action Step 1

Implementation of UNRAAVEL Strategy

Person or Persons Responsible

All Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative and Academic Coach Observations, PLC Meetings

Plan to Monitor Fidelity of Implementation of G1.B9.S12

Implementation of UNRAAVEL Strategy

Person or Persons Responsible

Academic Coaches, Subject Area Contacts, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, PLC Meetings UNRAAVEL strategies are being used in the Reading classed regularly. The teachers are teaching the steps and reading the articles with the students.

Plan to Monitor Effectiveness of G1.B9.S12

Implementation of UNRAAVEL Strategy

Person or Persons Responsible

Academic Coaches, Subject Area Contacts, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR and District Assessments

G1.B9.S13 All Classes---Infuse Writing Across the Disciplines Using Common Core Standards

Action Step 1

Writing Across the Disciplines

Person or Persons Responsible

All Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations and PLC Meetings

Plan to Monitor Fidelity of Implementation of G1.B9.S13

Writing Across the Disciplines

Person or Persons Responsible

Subject Area Contacts and Administration

Target Dates or Schedule

PLC Meetings

Evidence of Completion

PLC Minutes All teachers are receiving training from the subject area contacts and district specialists on what writing should look like in the various disciplines.

Plan to Monitor Effectiveness of G1.B9.S13

Writing Across the Disciplines

Person or Persons Responsible

Subject Area Contacts and Administration

Target Dates or Schedule

PLC Meetings

Evidence of Completion

FCAT Writing Test

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Campbell Middle School include:

- Supplemental Tutoring before school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data
- AVID (Advancement via Individual Determination) Program

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student mentoring program
- Crisis training program
- Suicide prevention program
- Anti-Bullying program
- CARS (Counseling As Related Services)

Nutrition Programs

Campbell Middle School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Health Unit in Physical Education classes
- Physical Education Classes

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The goal is to increase literacy for all students in the areas of reading, writing, math, and science as measured by FCAT 2.0. using progress monitoring.

G1.B9 Students' Lack of Fundamental Skills

G1.B9.S3 Writing--- Conduct one-on-one intervention sessions with students

PD Opportunity 1

One-on-One Intervention Sessions with Selected Students

Facilitator

Karen Kepner-Cain Team Essay Scoring Event Data Review

Participants

Eighth Grade Language Arts Teachers

Target Dates or Schedule

January-February 2014

Evidence of Completion

Documentation of Days---Substitute Teachers Provided

G1.B9.S4 Reading---Use data to target specific student needs and drive instruction in all reading classes

PD Opportunity 1

Use data from FAIR and benchmark assessments to target specific student needs and drive instruction in all reading classes

Facilitator

Teresa Ward, CMS Reading Coach--- October 23 PLC

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observations, PLC Meetings, Assessments

G1.B9.S8 Math---Monitor students' progress of benchmarks/standards using charts

PD Opportunity 1

Math Progress Charts

Facilitator

Volusia District Math Specialist, Sandra Tweedy PLC Math Data Review and Planned Intervention to Chart Progress

Participants

CMS Math Teachers

Target Dates or Schedule

October 2013- April 2014

Evidence of Completion

Observation

G1.B9.S11 Science---Utilize formative and summative assessments to determine mastery of benchmark/standards

PD Opportunity 1

Formative and Summative Science Assessments

Facilitator

District Science Coach and District Science Specialist

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Results

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The goal is to increase literacy for all students in the areas of reading, writing, math, and science as measured by FCAT 2.0. using progress monitoring.	\$10,795
Total		\$10,795

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I Funding		\$1,795
Title I		\$9,000
Total		\$10,795

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The goal is to increase literacy for all students in the areas of reading, writing, math, and science as measured by FCAT 2.0. using progress monitoring.

G1.B9 Students' Lack of Fundamental Skills

G1.B9.S1 Writing---Utilize the Power Ed Writing Program with Fidelity in all language arts classrooms

Action Step 1

Power Ed Writing Program

Resource Type

Evidence-Based Program

Resource

This writing program supplements our core writing curriculum. It addresses the lack of basic skills in writing and promotes prescriptive teaching of writing.

Funding Source

Title I Funding

Amount Needed

\$295

G1.B9.S3 Writing--- Conduct one-on-one intervention sessions with students

Action Step 1

One-on-One Intervention Sessions with Selected Students

Resource Type

Evidence-Based Program

Resource

Writing teachers work one on one with selected students to target and correct writing deficiencies. Substitute teachers are needed for writing teachers who will do pull-outs.

Funding Source

Title I Funding

Amount Needed

\$1,500

G1.B9.S4 Reading---Use data to target specific student needs and drive instruction in all reading classes

Action Step 1

Use data from FAIR and benchmark assessments to target specific student needs and drive instruction in all reading classes

Resource Type

Evidence-Based Program

Resource

PLC Days for Reading Teachers

Funding Source

Title I

Amount Needed

\$3,000

G1.B9.S8 Math---Monitor students' progress of benchmarks/standards using charts

Action Step 1

Math Progress Charts

Resource Type

Evidence-Based Program

Resource

Math PLC / Data Review Days

Funding Source

Title I

Amount Needed

\$3,000

G1.B9.S11 Science---Utilize formative and summative assessments to determine mastery of benchmark/standards

Action Step 1

Formative and Summative Science Assessments

Resource Type

Evidence-Based Program

Resource

Science PLC / Data Review Days

Funding Source

Title I

Amount Needed

\$3,000