Campbell Middle School

2015-16 School Improvement Plan

Campbell Middle School

625 S KEECH ST, Daytona Beach, FL 32114

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	89%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	74%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We will provide students with an education that recognizes their uniqueness, enhances their self-esteem, and prepares them to become responsible, productive citizens.

Provide the school's vision statement

Campbell Middle School will develop a culture of academic success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Student surveys, Cross Pointe Demographic reports, and parent and climate surveys are used to gain information about our student population.
The faculty will be involved in a book study that focuses on classroom management and student engagement. The school is planning multiple opportunities for the school to build relationships with families and the community (i.e. Open House, Fall Festival, Parent Nights, Parent Breakfast, Rising Ninth-Grader Extravaganza, STEM nights)
On September 21, 2015, the teachers will be involved in professional development activities related to supporting the SIP goal. The STEM teacher cadre will be receiving the first in a series of trainings for integrating STEM across every discipline area. All teachers will receive training to develop and implement their Deliberate Practice Plan (DPP). Teachers will be encouraged to select components from the Danielson Framework for their DPPs that support the school's vision of creating an academically-focused school culture.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The administrative team, campus advisors, guidance counselors, school resource officer, and teachers are strategically located throughout the campus before, during, and after school in order to maintain high visibility. With adults easily accessible, students have the resources available to express any issues or concerns.
Before school, students are supervised by grade level in specific locations. All students are able to eat a free breakfast at Campbell. We ensure we have adult supervision in all areas. In addition, our administrators and supplemented teachers assist with supervision. During school hours, our campus advisors are assigned to supervisory areas, all teachers come to their doors to assist with transitions, and our administrators are able to view different areas of campus via security cameras in each administrative office. We have a School Resource Officer assigned to Campbell. Each semester we have grade level assemblies to discuss supervision and safety with our students. After school hours we have a specific administrator on call each day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Campbell is one of two school involved with a FDOE endorsed behavior system called Positive Behavior Support. We have developed five simple school-wide rules [Campbell Spartans are always on time and prepared to learn, dressed appropriately, safe and courteous, respectful of all people and property, and sure their electronic devices are off and out of sight]. During the first few weeks of school, these principals are explained, repeated, and practiced by all stakeholders.

Our students are taught why we have these rules and what they look like throughout the school. Our teachers are trained in regard to the levels of discipline infractions and given a flow chart with suggested courses of action. Our PBS team reports back regularly with data on discipline to the faculty. The team uses the data to formulate response interventions.

Tardy Sweeps, the 10/10 rule, and utilizing Early Warning Systems data contribute to the school-wide behavioral plan.

Behavioral data is reviewed each month by PBS in order to evaluate the effectiveness of implementation. Additional efforts are being established this year to promote more consistency among the entire campus community.

The school has four campus advisors who are strategically stationed around the campus to provide extra supervision.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All students have access to a guidance counselor. We also have a Problem Solving Team that meets regularly to address student concerns raised by parents, teachers or administrators. We also have a Multi-Agency Problem Solving Team to assist parents with issues where outside support is needed. We are looking to increase mentoring this year with the addition of a Parent Liaison to our staff and partnerships with Bethune-Cookman University and local churches and businesses.

In order to ensure that the social-emotional needs of the students are being met, the school offers the programs listed below:

Daily Individual/Group Counseling Sessions (when necessary)

Crisis Team Training

Suicide Prevention Training

Anti-Bullying Lessons

Mentoring By Faculty and Staff

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Early Warning Systems provides data on the following: students with attendance below 90%; students with one or more suspensions (in school or out of school); students with a course failure in a language arts or math class; students who scored a Level 1 in math or reading on last school year's FCAT.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	15	13	24	52
One or more suspensions	66	63	51	180
Course failure in ELA or Math	28	16	24	68
Level 1 on statewide assessment	102	73	87	262
BL: Attendance below 90%	15	13	24	52
Qtr1: Attendance below 90%	0	0	0	
Qtr2: Attendance below 90%	0	0	0	
Qtr3: Attendance below 90%	0	0	0	
Qtr4: Attendance below 90%	0	0	0	
BL: One or more suspensions	66	63	51	180
Qtr1: One or more suspensions	0	0	0	
Qtr2: One or more suspensions	0	0	0	
Qtr3: One or more suspensions	0	0	0	
Qtr4: One or more suspensions	0	0	0	
BL: Course failure in ELA or Math	28	16	24	68
Qtr1: Course failure in ELA or Math	0	0	0	
Qtr2: Course failure in ELA or Math	0	0	0	
Qtr3: Course failure in ELA or Math	0	0	0	
Qtr4: Course failure in ELA or Math	0	0	0	
BL: Level 1 on statewide assessment	102	73	87	262
Qtr1: Level 1 on statewide assessment	0	0	0	
Qtr2: Level 1 on statewide assessment	0	0	0	
Qtr3: Level 1 on statewide assessment	0	0	0	
Qtr4: Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	61	59	48	168

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Early Warning System data is reviewed by a committee which includes the following: administrators, school counselors, school psychologist, and Problem Solving Team chair. This committee and staff members suggest the most appropriate meetings or interventions. For many of these students who are not Exceptional Student Education students, Problem Solving Team interventions and meetings will be held. Some struggling students will be referred for evaluations. The MAPT (multi-agency planning team) meets regularly to address the needs of the most at risk students. The PBS (Positive Behavior Support) team meets monthly to address school-wide

strategies which teachers can use to assist students who are having behavioral or academic difficulties. The PBS team is composed of school staff such as administrators, teachers, school counselor, school social worker, and school psychologist.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/180485.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Rotary Club and the Links, Inc. have requested partnerships with CMS this year.
Bethune-Cookman University and several churches have also requested partnerships this school year. These partnerships will provide mentors and other resources to our student population. The local YMCA program has also agreed to mentor students. Project 396, a program sponsored by the YMCA, is a mentoring program that will mentor 25 eight grade girls.
Additionally, recruitment letters are sent to encourage and request businesses to help support our school. When there is a specific need for the entire student body, a particular grade level or an event such as teacher appreciation, contact is made with the businesses to ask for their help. The business partners are recognized for their support annually with a luncheon.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Lewis, Kelly	Principal
Bronson, Adrian	Assistant Principal
Matthews, Kimberly	Assistant Principal
Callahan, Sarah	Dean
Jackson, Jerry	Assistant Principal
Wall, Robert	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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. The academic coaches at our school are intricately involved in this process.
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 after school • Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for on-going staff development as determined by the results of data •
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: • Translation Services for parent/teacher conferences • Parental support through parent/kid activity nights and workshops on school success • 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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ann Smith	Business/Community
Tasha Moseley	Parent
Erin Strauss	Parent
Tracey Brinson	Parent
Monique Montgomery	Education Support Employee
Brian Jackson	Parent
Dionne Jackson	Parent
Sarah Callahan	Teacher
Tina Olko	Parent
Kelly Lewis	Principal
Pedro Dash	Parent
Kimberly Matthews	Education Support Employee
Tamia Dixon	Parent
Trista Davis	Parent
Courtney Kwaku	Parent
Kwasie Kwaku	Parent
Raquel Talton	Parent
Pedro Dash	Parent
Michelle Angelo	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the September 9, 2015, SAC meeting, the members were given a review of last year's school improvement plan which included a review of the goal and the data from the 2015 FCAT Science and Algebra (FSA data to be released in December).
SIP Goal 2014-2015
If students are engaged in instruction that is standards-based, rigorous, and responsive to student data, then student achievement will increase.
The principal shared the data with the SAC that included the four tested areas. The FSA data is not available at this time. The mission and vision was shared with the SAC.
The SAC members asked questions and were given an opportunity to provide input into the plan for this year.

Development of this school improvement plan

Our School Advisory Council assisted in the preparation and evaluation of our school improvement plan. They received the results of the last year's testing, learned about our areas of strength/improvement as well as areas of concern.
SAC stakeholders were given the opportunity to ask questions, offer suggestions and input. We will work for consensus and the support of SAC as we move forward with our new School Improvement Plan.

Preparation of the school's annual budget and plan

SAC stakeholders had and will continue to 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 and how we spend out allocations.
Our School Advisory Council assists in the preparation and evaluation of our school improvement plan, approves the allocation of school improvement funds, and serves to represent all stakeholders in decisions affecting Campbell Middle School.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year there were no school improvement funds allocated from the state. There was a balance remaining from years past of $1,512.40. Itemized expenditures from last year are listed below.
Saturday Remediation for Core Courses---$200 for Mid morning snack (sessions after three quarters)
National Junior Honor Society Medallions---$300
Materials for Math Classrooms---$200
Language Arts Team Teaching Activities---$300
This year the state has sent a preliminary funding amount of $8,835.00. This amount will be adjusted based on the number of students who enroll this year..
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.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lewis, Kelly	Principal
Faircloth, Maria	Instructional Coach
Stark, Geraldine	Instructional Coach
Speidel, Teresa	Instructional Coach
Ward, Teresa	Instructional Coach
Matthews, Kimberly	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

School-wide Book Read
Promotion of literacy fair
Provides literacy strategies for use across content areas

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional Learning Communities (PLC's), academic coaching, and common planning (reading and math) are methods used to build collaborative relationships. The PLC's meet weekly during the Professional Service Period and most reading and math teachers have common planning time. Lesson Study is scheduled to occur this school year starting with the language arts department and then followed by the math department.
All teachers are part of a professional learning community made up of the people in their subject area. Each PLC meets at least weekly before school. An administrator is attached to each PLC [not to run the PLC, but as a member]. Our schedule this year also allowed our Reading and Math [except for one teacher] to share a common planning period. We also use Title 1 dollars to provide days of in-service to our individual PLCs for common planning, digging into data and working on strategies to respond to the data. Each month we recognize a Teacher and Staff Member of the Month. We also have formed a recognition committee to recognize faculty and staff on a more regular basis.
Additionally, our academic coaches assist with teacher collaboration during department meetings and during professional development opportunities. The leadership team, which includes academic coaches, meets weekly to communicate cross-curricular concerns and to review and discuss student achievement data.
Approximately 100 seventh graders have been identified and placed into STEM courses as part of the development of the STEM program at the school. Teachers involved in STEM will receive special training and work collaboratively to plan integrated units and STEM-based activities. The STEM program is being developed in partnership with Bethune-Cookman University.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Interviews with applicants are held by administrators (and academic coaches, if possible). Detailed information on the school philosophy, demographics and cultures are discussed. We look for the best fit for our school and not just someone who is certified.
Additional strategies are listed below:
Participation in New Teacher Programs: District E3 Program (District Level), "Buddy Teachers" and First Year Teacher PLC (School Level)

Providing Leadership Opportunities through PLCs and Professional Development
Recognizing Teacher Accomplishments (Monthly)
Inclusion in District Job Fair
A separate job fair was held for Campbell Middle with district support
.

Describe the school's teacher mentoring program, including the rationale for pairings and 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 instructional coaches and administrators. The teachers are paired with a teacher from the same subject area who has exhibited effective teaching practices. Official mentors for first-year teachers are assigned by the district office in the form of PAR (Peer Assistance Review) teachers for ongoing support. PAR teachers visit the campus weekly. The First-Year Teacher PLC meets regularly with support from coaches, administrators, and PAR teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Volusia County School District recruits teachers to create curriculum maps and resources for all grade levels and content areas. These curriculum guides are aligned to Florida Standards. The curriculum guides are the required manuals for course instruction.
We have Academic Coaches as well as district support to help us monitor instructional programs. Administrators are expected to visit their assigned teachers' classes on a weekly basis.
Administration meets weekly and one of the agenda items for every meeting is Faculty concerns. The Principal and Curriculum Assistant Principal are scheduled to meet 3 times a month with our Academic Coaches [once a month the Academic Coaches meet with the district] and one of the agenda items is always a discussion of core instructional programs.
In addition, formative and summative assessments to monitor student achievement, also aligned to Florida Standards, are provided by the school district. These assessments are used in all core instructional programs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is disaggregated during PLC meetings. They then determine [with the assistance of academic coaches and district support] the best course of action to respond. For the last two years our district and school professional development has centered around the gradual release model and differentiated instruction. Title 1 money is used to provide before and after school tutoring. The tutoring will be prescriptive to meet the needs of students that are invited to attend the sessions.
Differentiated Instruction
Each assignment is attached to a standard or multiple standards. We identify the standards that do not show student mastery through Eduphoria data collection, and we conference individually through Data Chats. Assignments are completed in a formative setting moving toward a summative grade. Summative testing reports back to teachers areas of weakness and from there teachers will assign individual students a tutorial or a remediation task based on his/her area of need. Those tasks are

then reported back to the teacher where further scaffolding can take place if necessary. Those students meeting the standards will be given enrichment activities to work on as other students are engaging in level up tutorials or activities. Students with ESOL status are being provided a text both in English and their home language.

Differentiated Instruction is delivered through some of the following ways; Kagan Strategies, flexible grouping(centers), computer generated individualized lessons, project based learning, labs(science), real world problem solving and application, varied activities on similar content, online simulations that reflect content and projects that research and review specific learning goals.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,000

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

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Faircloth, Maria , mpfaircl@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Attendance Sheets, Formative and Summative Assessments

Strategy: Weekend Program

Minutes added to school year: 2,160

Saturday Remediation

Strategy Rationale

To allow students that fail courses to remediate and demonstrate proficiency

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Matthews, Kimberly, kdmatthe@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative and summative data

Strategy: After School Program

Minutes added to school year: 15,000

Federally Funded Program---Campbell Nights Alive

Strategy Rationale

The after school program provides academic support for core classes and enrichment activites

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre-Test and Post Test for Each Unit Taught

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Before the school year ends, the sixth grade guidance counselor visits all of our feeder elementary schools to provide an orientation to middle school. This orientation includes information about the types of courses that will be offered as well as transitioning from class to class. In addition, upcoming sixth grade students and parents are invited to our school for a night of information, entertainment, and touring. Students and parents are able to get their questions answered and their fears allayed about the "new experience."
High school counselors come to our school to assist our eighth grade students with their registration information and transition to high school. Sports teams and cheerleading /dance teams also begin recruiting our eighth grade students which helps to generate positive energy in anticipation of entering high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school is involved in establishing a partnership with Bethune-Cookman University. This partnership will include mentoring and exposure to college and career choices. Additionally, the Rotary organization will sponsor a leadership conference in January. This conference will increase our students' awareness of the opportunities available to them.
The guidance department plans to organize a Career Day in February for all students to receive information about career choices, and finally, the school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and life skills. The district also provides support via a Career and Technical Education liaison who speaks to eighth grade students about high school academies and future career options.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and life skills. The school has begun the process of developing of a school-wide STEM program.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The school is in the process of developing a school-wide STEM program. Additionally, instructional coaches are collaborating with CTE teachers to support literacy in instruction.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Not applicable

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If students are engaged in instruction that is standards-based, rigorous, and responsive to student data, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If students are engaged in instruction that is standards-based, rigorous, and responsive to student data, then student achievement will increase. 1a

Targets Supported 1b

🔍 G069502

Indicator	Annual Target
AMO Math - All Students	
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	64.0
FSA Mathematics - Achievement	54.0
Algebra I EOC Pass Rate	73.0
Math Gains	57.0
Math Lowest 25% Gains	61.0
FCAT 2.0 Science Proficiency	33.0

Resources Available to Support the Goal 2

- State and District Assessments
- Teachers Trained in ELL and ESE Strategies
- Teachers Trained in Effective Classroom Management
- Bethune-Cookman University Partnership
- Title I Parent Educator Liaison
- Professional Development, collaboration with peers across all content areas.
- New text book aligned to the standards and testing, a full staff of ELA teachers
- Instructional coaches
- Eduphoria Data
- Title One funding

Targeted Barriers to Achieving the Goal 3

- Students' lack of prior knowledge/skills

Plan to Monitor Progress Toward G1. 8

Data will be collected from district and state assessments, grade-level and classroom data, and individual data to monitor progress.

Person Responsible
Kimberly Matthews

Schedule
Weekly, from 6/30/2015 to 6/10/2016

Evidence of Completion
District and State Assessments, Grade-level and classroom data, Individual student data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. If students are engaged in instruction that is standards-based, rigorous, and responsive to student data, then student achievement will increase. [1]

🔑 G069502

G1.B3 Students' lack of prior knowledge/skills [2]

🔑 B180881

G1.B3.S1 Professional development will be provided to teachers to meet the needs of low-performing students, provide enrichment opportunities, and support rigorous instruction and engagement for all students. [4]

🔑 S192264

Strategy Rationale

Professional development will empower teachers to support students performing below grade level and work toward achieving grade-level proficiency and beyond. Professional development will promote an academically-focused culture. District personnel are also supporting teachers with professional development.

Action Step 1 [5]

The faculty will participate in a book study focused on effective classroom management and student engagement.

Person Responsible

Kimberly Matthews

Schedule

Monthly, from 9/23/2015 to 5/30/2016

Evidence of Completion

Teacher reflection and implementation guide

Action Step 2 5

PLC Training

Person Responsible

Kimberly Matthews

Schedule

Monthly, from 9/23/2015 to 5/30/2016

Evidence of Completion

PLC meeting agendas, meeting minutes, and data tracking.

Action Step 3 5

Professional Development for Instructional Strategies

Person Responsible

Kimberly Matthews

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teacher reflection and implementation guides, student scores

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators and coaches will conduct walkthroughs to monitor implementation.

Person Responsible

Kelly Lewis

Schedule

Weekly, from 9/23/2015 to 5/30/2016

Evidence of Completion

Feedback from walkthroughs, meeting minutes, teacher reflections and implementation guides, teacher Deliberate Practice Plans, and the results from state data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Professional development will empower teachers with tools for increasing student engagement, differentiating instruction, collaborating with colleagues, and responding to data.

Person Responsible

Kimberly Matthews

Schedule

Weekly, from 9/30/2015 to 5/30/2016

Evidence of Completion

Feedback from walkthroughs, meeting minutes, teacher reflection and implementation guides, teacher Deliberate Practice Plans

G1.B3.S2 After-school tutoring (STAR) targeting math and reading will be offered twice a week to students in the lowest quartile. `4`

S192265

Strategy Rationale

STAR tutoring provides structured support that will fill in gaps in academic skills.

Action Step 1 `5`

Lowest-quartile students will be identified and referred to tutoring.

Person Responsible

Maria Faircloth

Schedule

On 5/31/2016

Evidence of Completion

List of students for tutoring, parent contact logs

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Teachers will use program data to monitor student progress.

Person Responsible

Maria Faircloth

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Program data

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

The STAR tutoring coordinator will monitor student progress along with the teachers.

Person Responsible

Maria Faircloth

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Program data, including pre-tests and post-tests.

G1.B3.S3 Instructional coaches support teachers through one-on-one coaching, lesson planning, engagement strategies, data analysis, and PLCs. 4

S192266

Strategy Rationale

Coaches meet the needs of individual teachers to empower them to increase student achievement.

Action Step 1 5

Coaches facilitate professional development and follow-up with teachers. Instructional coaches collaborate with teachers to develop a system to identify and respond to student needs.

Person Responsible

Kelly Lewis

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Meeting minutes, agendas, professional development materials

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

The administrators will monitor the implementation of coaching activities.

Person Responsible

Kelly Lewis

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Weekly coaches meetings, calendars, minutes, teacher feedback form, , district and state data

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 `7`

Effectiveness will be evaluated by district and classroom data.

Person Responsible

Kelly Lewis

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

District and classroom data, lesson plans, coaching feedback, meeting minutes

G1.B3.S4 The parent liaison reaches out to parents and facilitates educational opportunities about strategies to support student learning at home. The liaison creates opportunities for community involvement at the school. `4`

🔑 S192267

Strategy Rationale

The parent liaison helps to foster a positive relationship between the school, parents, and community.

Action Step 1 `5`

The parent liaison will organize opportunities for parental and community involvement at the school.

Person Responsible

Kelly Lewis

Schedule

Every 2 Months, from 9/1/2015 to 5/31/2016

Evidence of Completion

Agendas, contact logs, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S4 `6`

Implementation will be monitored by walkthroughs, student data, and feedback.

Person Responsible

Kelly Lewis

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Survey results, state data

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 `7`

Surveys and student data will be used to monitor effectiveness.

Person Responsible

Kelly Lewis

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

State, district, and classroom data; Climate survey

G1.B3.S5 The SLAM strategy will be implemented across content areas to support rigorous literacy instruction. 4

Strategy Rationale

SLAM is a strategy to support students' ability to respond to higher-order questions using text-based citation and analysis.

Action Step 1 5

The SLAM strategy will be implemented across content areas to support rigorous literacy instruction.

Person Responsible

Kimberly Matthews

Schedule

Monthly, from 11/1/2015 to 6/3/2016

Evidence of Completion

Student writing samples, teacher feedback, VLT data, state assessment data

Plan to Monitor Fidelity of Implementation of G1.B3.S5 6

Progress monitoring of VLT data throughout the school year

Person Responsible

Kimberly Matthews

Schedule

Quarterly, from 10/1/2015 to 6/3/2016

Evidence of Completion

VLT data, state assessment data, student samples, teacher feedback

Plan to Monitor Effectiveness of Implementation of G1.B3.S5 `7`

Ongoing progress monitoring of VLT data

Person Responsible

Kimberly Matthews

Schedule

Quarterly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Student scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	The faculty will participate in a book study focused on effective classroom management and student engagement.	Matthews, Kimberly	9/23/2015	Teacher reflection and implementation guide	5/30/2016 monthly
G1.B3.S2.A1	Lowest-quartile students will be identified and referred to tutoring.	Faircloth, Maria	9/1/2015	List of students for tutoring, parent contact logs	5/31/2016 one-time
G1.B3.S3.A1	Coaches facilitate professional development and follow-up with teachers. Instructional coaches collaborate with teachers to develop a system to identify and respond to student needs.	Lewis, Kelly	9/1/2015	Meeting minutes, agendas, professional development materials	5/31/2016 weekly
G1.B3.S4.A1	The parent liaison will organize opportunities for parental and community involvement at the school.	Lewis, Kelly	9/1/2015	Agendas, contact logs, sign-in sheets	5/31/2016 every-2-months
G1.B3.S5.A1	The SLAM strategy will be implemented across content areas to support rigorous literacy instruction.	Matthews, Kimberly	11/1/2015	Student writing samples, teacher feedback, VLT data, state assessment data	6/3/2016 monthly
G1.B3.S1.A2	PLC Training	Matthews, Kimberly	9/23/2015	PLC meeting agendas, meeting minutes, and data tracking.	5/30/2016 monthly
G1.B3.S1.A3	Professional Development for Instructional Strategies	Matthews, Kimberly	9/1/2015	Teacher reflection and implementation guides, student scores	6/3/2016 monthly
G1.MA1	Data will be collected from district and state assessments, grade-level and classroom data, and individual data to monitor progress.	Matthews, Kimberly	6/30/2015	District and State Assessments, Grade-level and classroom data, Individual student data	6/10/2016 weekly
G1.B3.S1.MA1	Professional development will empower teachers with tools for increasing student engagement, differentiating instruction, collaborating with colleagues, and responding to data.	Matthews, Kimberly	9/30/2015	Feedback from walkthroughs, meeting minutes, teacher reflection and implementation guides, teacher Deliberate Practice Plans	5/30/2016 weekly
G1.B3.S1.MA1	Administrators and coaches will conduct walkthroughs to monitor implementation.	Lewis, Kelly	9/23/2015	Feedback from walkthroughs, meeting minutes, teacher reflections and implementation guides, teacher Deliberate Practice Plans, and the results from state data	5/30/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA1	The STAR tutoring coordinator will monitor student progress along with the teachers.	Faircloth, Maria	9/1/2015	Program data, including pre-tests and post-tests.	5/31/2016 weekly
G1.B3.S2.MA1	Teachers will use program data to monitor student progress.	Faircloth, Maria	9/1/2015	Program data	5/31/2016 weekly
G1.B3.S3.MA1	Effectiveness will be evaluated by district and classroom data.	Lewis, Kelly	9/1/2015	District and classroom data, lesson plans, coaching feedback, meeting minutes	5/31/2016 weekly
G1.B3.S3.MA1	The administrators will monitor the implementation of coaching activities.	Lewis, Kelly	9/1/2015	Weekly coaches meetings, calendars, minutes, teacher feedback form, , district and state data	5/31/2016 weekly
G1.B3.S4.MA1	Surveys and student data will be used to monitor effectiveness.	Lewis, Kelly	9/1/2015	State, district, and classroom data; Climate survey	5/30/2016 monthly
G1.B3.S4.MA1	Implementation will be monitored by walkthroughs, student data, and feedback.	Lewis, Kelly	9/1/2015	Survey results, state data	5/31/2016 weekly
G1.B3.S5.MA1	Ongoing progress monitoring of VLT data	Matthews, Kimberly	10/1/2015	Student scores	6/3/2016 quarterly
G1.B3.S5.MA1	Progress monitoring of VLT data throughout the school year	Matthews, Kimberly	10/1/2015	VLT data, state assessment data, student samples, teacher feedback	6/3/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If students are engaged in instruction that is standards-based, rigorous, and responsive to student data, then student achievement will increase.

G1.B3 Students' lack of prior knowledge/skills

G1.B3.S1 Professional development will be provided to teachers to meet the needs of low-performing students, provide enrichment opportunities, and support rigorous instruction and engagement for all students.

PD Opportunity 1

The faculty will participate in a book study focused on effective classroom management and student engagement.

Facilitator

School Leadership Team and Teacher Leaders

Participants

All faculty members and administrators

Schedule

Monthly, from 9/23/2015 to 5/30/2016

PD Opportunity 2

PLC Training

Facilitator

School Leadership Team and Teacher Leaders

Participants

All faculty members and administrators

Schedule

Monthly, from 9/23/2015 to 5/30/2016

PD Opportunity 3

Professional Development for Instructional Strategies

Facilitator

School Leadership Team and Teacher Leaders

Participants

All faculty members and administrators

Schedule

Monthly, from 9/1/2015 to 6/3/2016

G1.B3.S5 The SLAM strategy will be implemented across content areas to support rigorous literacy instruction.

PD Opportunity 1

The SLAM strategy will be implemented across content areas to support rigorous literacy instruction.

Facilitator

Beth Jensen (District writing coach), School-based instructional coaches

Participants

CMS teachers

Schedule

Monthly, from 11/1/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B3.S1.A1	The faculty will participate in a book study focused on effective classroom management and student engagement.				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0745 - Campbell Middle School	Title I Part A		$1,500.00
			Notes: "If You Can't Manage Them, You Can't Teach Them"			
2	G1.B3.S1.A2	PLC Training				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0745 - Campbell Middle School			$0.00
			Notes: PLC/Data Training (data notebooks, minutes)			
3	G1.B3.S1.A3	Professional Development for Instructional Strategies				$0.00
4	G1.B3.S2.A1	Lowest-quartile students will be identified and referred to tutoring.				$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0745 - Campbell Middle School	Title I Part A		$9,000.00
			Notes: Before and After School Tutoring			
			0745 - Campbell Middle School	Title I Part A		$0.00
			Notes: Saturday FSA Tutoring Session			
5	G1.B3.S3.A1	Coaches facilitate professional development and follow-up with teachers. Instructional coaches collaborate with teachers to develop a system to identify and respond to student needs.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0745 - Campbell Middle School	Title I Part A		$0.00
			Notes: Academic Coach			
			0745 - Campbell Middle School	Title I Part A		$0.00
			Notes: Math Coach			

Budget Data

			0745 - Campbell Middle School	Title I Part A		$0.00
			Notes: Writing Coach			
			0745 - Campbell Middle School	Title I Part A		$0.00
			Notes: Science Coach .5			
6	**G1.B3.S4.A1**	**The parent liaison will organize opportunities for parental and community involvement at the school.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0745 - Campbell Middle School	Title I Part A		$0.00
			Notes: Parent TOA			
7	**G1.B3.S5.A1**	**The SLAM strategy will be implemented across content areas to support rigorous literacy instruction.**				**$0.00**
					Total:	**$10,500.00**