Volusia County Schools

# Campbell Middle School



# 2017-18 Schoolwide 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 and Grades Served** (per MSID File) | **2016-17 Title I School** | **2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Middle School 6-8 | Yes | 94% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 81% |

## School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Grade | C | D | D* | D |

*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 is pending approval by the Volusia County School Board.

## 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

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

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Campbell Middle School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - [LaShawn Russ-Porterfield](#) | - N/A |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

#### a. 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.

#### b. Provide the school's vision statement.

Campbell Middle School will develop a culture of academic success.

### 2. School Environment

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

Campbell Middle School learns students' cultures and builds relationships between teachers and students in many ways (i.e. Sixth Grade Orientation, Open House, Fall Festival, Parent Nights & Breakfast, Rising Ninth-Grade Extravaganza, STEM Nights, Performing Arts Parent Booster Meetings, Empty Bowls Community Project, Check and Connect Mentoring Program). Our Hispanic Heritage and Black History Celebrations provide opportunities for students and families to showcase their cultures.

During pre-planning the Campbell Middle School faculty and administration participated in CHAMPS Classroom Management training facilitated by the Volusia County District CHAMPS coaches. This initial training included the foundations of classroom management, such as establishing an effective classroom structure, teaching routines and procedures, and building positive relationships starting at the very beginning of the school year. Teachers were provided specific strategies and hands on practice, as addressed in the School Improvement Plan. Teachers will receive ongoing support in these strategies and may incorporate their learning into their Deliberate Practice Plan as one or more learning cycle. All teachers received training to develop and implement their Deliberate Practice Plan (DPP) during Pre-planning. Teachers were encouraged to select professional learning cycles for their DPPs that support the school's vision of creating an academically-focused school culture.

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

Before, during and after school hours, the administrative team, campus advisors, school counselors, the School Resource Deputy, and teachers are strategically located throughout the campus in order to maintain high visibility. It's part of the culture that we're creating and working toward. The challenges of social media are a constant challenge for school counselors, administrators and the School Resource Deputy. Anti -bullying and harassment discussions are included in student orientations grade level assemblies, and activities that are planned to improve the school environment. We promote the respect, positive relations, and order that helps prevent bullying throughout our campus. Raptor, the Visitor Management System helps tracks guests, students, faculty, contractors, and volunteers at our school, thus providing a safer and more monitored environment. An administrator is visible and on call each day after school hours.

**c. 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.**

As part of our Positive Behavior Interventions and Supports (PBIS) initiative, we've developed and implemented five simple school-wide rules known as "The Campbell Code".
During the first few weeks Campbell Spartans are taught how to be respectful, responsible, cooperative and safe. These principles are explained, repeated, and practiced throughout the school year.
In an effort to provide quality instructional time where students are actively engaged and to eliminate ongoing behavioral problems, teachers take steps toward preventing disruptions before they occur. Teachers understand the importance of being prepared, having classroom arrangement strategies, rules of conduct, disruption prevention strategies and making classroom connections with students to prevent and address classroom disruption. Behavioral data is reviewed each month in order to evaluate the effectiveness of implementation. This year additional efforts are being established to promote consistency among the entire campus community
Our PBIS team monitors and reports academic areas that were impacted by the behavior, and uses data to formulate response to interventions. The PBIS team has also begun integrating Restorative Practices.

Campbell Middle School Restorative Practices build a strong school culture/climate that help set things right when the integrity of the school is challenged by harmful behaviors. When individuals come together for restorative interactions, they sit in circles. Circle dialogue is a fundamental element of restorative dialogue. Classroom circles also support the two main goals of restorative practices: building a positive climate; and responding to harms through dialogue that sets things right. Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which every member--students, teacher, parent volunteers, aides-- feel that they are seen, heard, and respected. Activities are sequenced to support steady growth in the understandings and skills needed to support authentic dialogue and problem solving. They emphasize fairness through understanding, and including everyone who is immediately affected by challenging circumstances in discovering the solutions.

**d. 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 school counselor and administrators. We also have a Problem Solving Team(PST) that meets regularly to address student concerns raised by parents, teachers and/or administrators. Our Multi-Agency Problem Solving Team assist parents with issues when outside support is needed. To increase CMS Mentoring, Community/Business Programs, we've added a Parent Liaison to our staff. In order to ensure social-emotional needs of all students are being met, the school offers partnerships with Bethune Cookman University, Ministerial Alliances, daily individual/group counseling sessions, Crisis Team Training, Suicide Prevention Training, Anti-Bullying Lessons and Faculty/Staff Mentoring sessions.

## 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school's Early Warning System provides data to identify students who have early warning indicators; attendance (students with attendance below 90%); failing core courses, one or more suspensions (in school or out of school); and retention. Students that have more than one indicator have a higher probability of not being academically successful. Students who also scored a Level 1 in math or reading are included in the Early Warning System(EWS). Students that are identified receive support through Spartan Time Intervention/Remediation, STAR tutoring, After School and Saturday Remediation Programs. The programs support students with getting back on track for academic success.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 20 | 22 | 0 | 0 | 0 | 0 | 56 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 63 | 49 | 32 | 0 | 0 | 0 | 0 | 144 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 193 | 200 | 155 | 0 | 0 | 0 | 0 | 548 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 229 | 115 | 112 | 0 | 0 | 0 | 0 | 456 |
| BL: Attendance below 90% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr1: Attendance below 90% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr2: Attendance below 90% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr3: Attendance below 90% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr4: Attendance below 90% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| BL: One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr1: One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr2: One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr3: One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr4: One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr1: Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr2: Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr3: Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Qtr4: Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| FSA ELA Level One | 0 | 0 | 0 | 0 | 0 | 0 | 113 | 55 | 58 | 0 | 0 | 0 | 0 | 226 |
| FSA Math Level One | 0 | 0 | 0 | 0 | 0 | 0 | 116 | 60 | 54 | 0 | 0 | 0 | 0 | 230 |
| Retentions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 19 | 16 | 0 | 0 | 0 | 0 | 44 |

**c. 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 PBIS (Positive Behavior Interventions and Supports) team meets monthly to address school-wide strategies which teachers can use to assist students who are having behavioral or academic difficulties. The PBIS team is composed of school staff such as administrators, teachers, school counselor, school social worker, and school psychologist. Identified students are referred to PST for evaluations. The MAPT (multi-agency planning team) meets regularly to address the needs of the at risk students. Progress monitoring is implemented to inform classroom instruction. Students who consistently do not perform within the expected level of performance are provided supplemental interventions which include small group instruction and remediation/intervention.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/444084.

### 2. Description

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

**2. 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.**

This year, we have had major partners to join us as business partners including Calvary Christian Center, City of Daytona Beach, City of South Daytona, Earl C. McCrary, III, Daytona Beach Ministerial Alliance (which includes several local churches who will support us on an ongoing basis), C.A.T.A.L.Y.S.T., and Bethune-Cookman University. 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 eighth 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 special recognition dinner.

## C. Effective Leadership

### 1. School Leadership Team

## a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

| Name | Title |
|---|---|
| Polite, Eric | Assistant Principal |
| Matthews, Kimberly | Assistant Principal |
| Picott, Jerry | Principal |
| Korkus, Casey | Assistant Principal |

## b. Duties

*1. 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.

*2. 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.

The School Leadership Team meets regularly with grade level teachers to analyze and interpret student assessment data. Students who are below grade level are scheduled into intervention and remediation programs. Progress will be tracked, graphed and posted in the Data Room. Instructional Coaches (reading, writing, math) help teachers implement effective teaching strategies.

Programs supported by Title I at Campbell Middle include:
Saturday Remediation(Teresa Ward)
Supplemental Tutoring After School and Before(Marie Godino-Faircloth)
Supplemental materials and supplies needed to close the achievement gap(Academic Coaches)

Title I Part C-Migrant 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 Neglect & Delinquent 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. ESOL students also receive support in Core areas except reading/language arts from an ESOL paraprofessional.

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

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

| Name | Stakeholder Group |
|------|-------------------|
| Ann Smith | Business/Community |
| Tasha Moseley | Parent |
| Tamla Dixon | Parent |
| Trista Davis | Parent |
| Dr. Jerry Picott | Teacher |
| Sandra Jones | Teacher |
| Rose Haile | Parent |
| Octavia Freeman | Education Support Employee |
| Quinetta Edwards | Teacher |
| Antoinette Noelien | Parent |
| Desmond Noelien | Parent |
| Heather Prince | Parent |
| Valerie Ray-Greer | Parent |
|  | Student |
| Ekara Nichols | Parent |
| Ernest Sheffield | Business/Community |

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

During the October 17,2017 meeting, members will be given an opportunity to review last year's SIP goals and FSA data. SAC members assist in the implementation and evaluation of the School Improvement Plan.
During monthly meetings, members gain a better understanding of the , given an opportunity to ask questions or provide input and feedback.

SIP Goal 2017-2018
If Campbell Middle School implements a school wide system for standards-based instruction and social learning, responsive to student data, then overall student achievement will increase academically and socially.

The principal will share the school data with SAC that included the four tested areas. The FSA data will be available at this time. The mission and vision will also be shared with the SAC.

SAC members will be allowed to ask questions and have an opportunity to provide input into the plan for this year.

*b. 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.

*c. 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.

***2. 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---$300 for Mid morning snack (sessions after three quarters)
National Junior Honor Society Medallions---$300
Calculators for Math Classrooms---$900
Funds for Saturday Science camp --- $475

The amount sent from the state from school improvement funds will be 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.

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

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

### 3. Literacy Leadership Team (LLT)

**a. Membership**
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

| Name | Title |
|------|-------|
| Picott, Jerry | Principal |
| Faircloth, Maria | Instructional Coach |
| Matthews, Kimberly | Assistant Principal |
| Knight, Shatonya | Teacher, K-12 |
| Edwards, Quinetta | Administrative Support |
| Sheppard, Lashawnia | Instructional Coach |

### b. Duties

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. 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 are methods used to build collaborative relationships. PLC's meet weekly during common planning. Administrators and instructional coaches emphasize collaboration and communication among all members of a team to meet the needs of all students. Teachers are provided a variety of resources and tools(i.e. student data, common planning). Teachers shared planning time, learned about data to guide instructional decision making
Instructional coaches bring teachers together to examine data and work on specific goals during department meetings, PLC's, ERPL's and professional development opportunities. The leadership team, which is open to all faculty members, meets weekly to communicate cross-curricular concerns and to review and discuss student achievement in every discipline area.

**2. 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

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**3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

*1. 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.

#### b. Instructional Strategies

*1. 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.

*2. 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*

To provide extra support for students in EOC courses and level two students...

*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


## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

*1. 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.

### b. College and Career Readiness

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

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

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

*4. 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.*

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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"Â? 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.

### C. Strategic Goals

# 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 Campbell Middle School implements a school wide system for standards-based instruction and social learning, responsive to student data, then overall student achievement will increase academically and socially.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If Campbell Middle School implements a school wide system for standards-based instruction and social learning, responsive to student data, then overall student achievement will increase academically and socially. `1a`

🔑 G094556

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| ELA/Reading Gains | 80.0 |
| ELA/Reading Lowest 25% Gains | 80.0 |
| Algebra I EOC Pass Rate | 95.0 |
| Math Gains | 80.0 |
| Civics EOC Pass | 75.0 |
| Math Lowest 25% Gains | 80.0 |
| FSA ELA Achievement | 40.0 |
| FCAT 2.0 Science Proficiency | 60.0 |
| FSA Mathematics Achievement | 40.0 |
| Geometry EOC Pass Rate | 100.0 |

### Targeted Barriers to Achieving the Goal `3`

- No Clear plan-of-action for Response to Intervention (RTI)

- Lack of implementation of a Multi-tiered System of Support

### Resources Available to Help Reduce or Eliminate the Barriers `2`

- SLT

- Intensive rigorous school-wide literacy development

- Title I Parent Educator Liaison

- Instructional coaches(NTC training model)

- Schoolwide PLC growth/development

- Title One funding

- SAC funds

- PBIS/PST teams

- Curriculum Maps

- Leadership training and district coaching

- Canvas and personalized blended learning training

- Test item specification for students/teachers

- School-wide model classrooms(word walls)

- Consistent school-wide IEP reviews

- Spartan Time

**Plan to Monitor Progress Toward G1.** `8`

Data will be collected from district and state assessments, grade-level and classroom data, and individual data chats to monitor progress through content area PLCs, staff-wide professional development days, and targeted individual remediation. Discipline data will also be collected to monitor the fidelity of the Multi-tiered System of Supports.

### Person Responsible
Kimberly Matthews

### Schedule
Weekly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*
District and State Assessments, Grade-level and classroom data, Individual student data, and discipline 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 Campbell Middle School implements a school wide system for standards-based instruction and social learning, responsive to student data, then overall student achievement will increase academically and socially. 1

🔑 G094556

**G1.B1** No Clear plan-of-action for Response to Intervention (RTI) 2

🔑 B254048

**G1.B1.S1** CMS Big Three: Instructional Modeling, Remediation with Interventions/Accommodations, and Test Preparation 4

🔑 S268353

**Strategy Rationale**

To ensure that standards are being taught at the appropriate level of rigor and with fidelity

**Action Step 1** 5

Data-based strategies will be researched/discussed in PLCs.

**Person Responsible**

Kimberly Matthews

**Schedule**

Weekly, from 8/7/2017 to 5/30/2018

*Evidence of Completion*

Agendas, meeting minutes

**Action Step 2** 5

The faculty members will be trained on data-based strategies for teaching standards (ERPLs).

**Person Responsible**

Kimberly Matthews

**Schedule**

Monthly, from 8/7/2017 to 5/30/2018

*Evidence of Completion*

Agendas, sign-in sheets, meeting minutes

## Action Step 3 `5`

The data-based strategies will be implemented in the content areas.

### Person Responsible

Jerry Picott

### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Classroom walk-throughs, learning walks, PLC minutes

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Coaching

### Person Responsible

Maria Faircloth

### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Coaching cycle notes and Logs

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Learning walks will be conducted by the Leadership team

### Person Responsible

Jerry Picott

### Schedule

Monthly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Learning Walk data/notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** `7`

Administrators will conduct Walk-Throughs

**Person Responsible**

Jerry Picott

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

True North Logic documentation and teacher conferences

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** `7`

Data will be collected and utilized across content areas

**Person Responsible**

Kimberly Matthews

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

PLC agendas and minutes

**G1.B12** Lack of implementation of a Multi-tiered System of Support  2

🔑 B254059

**G1.B12.S1** Behavioral Multi-tiered Systems of support will be implemented school-wide  4

🔑 S268354

### Strategy Rationale

?

### Action Step 1  5

The levels and components will be identified/developed for the Multi-tiered System of Support before school-wide implementation.

**Person Responsible**

Eric Polite

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

meeting minutes, teacher feedback from surveys

### Action Step 2  5

The faculty/staff members will receive training for implementing the Multi-tiered System of Support.

**Person Responsible**

Eric Polite

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

agendas and meeting minutes

**Action Step 3** `5`

The Multi-tiered System of Supports will be implemented school-wide.

**Person Responsible**

Eric Polite

**Schedule**

Daily, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

walk-through data, discipline reports, and teacher feedback

**Plan to Monitor Fidelity of Implementation of G1.B12.S1** `6`

Teachers will receive support with MTSS implementation from Coaches

**Person Responsible**

Eric Polite

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Coaching Cycle notes and Logs

**Plan to Monitor Fidelity of Implementation of G1.B12.S1** `6`

Learning Walks and Walk-throughs will be conducted to monitor implementation of the MTSS

**Person Responsible**

Eric Polite

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Learning Walk data/Notes

**Plan to Monitor Effectiveness of Implementation of G1.B12.S1** `7`

Discipline data will be collected and analyzed by the leadership team.

### Person Responsible

Eric Polite

### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Discipline reports, meeting agendas /minutes

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.MA1 M381849 | Data will be collected from district and state assessments, grade-level and classroom data, and... | Matthews, Kimberly | 8/14/2017 | District and State Assessments, Grade-level and classroom data, Individual student data, and discipline data | 5/30/2018 weekly |
| G1.B1.S1.MA1 M381842 | Administrators will conduct Walk-Throughs | Picott, Jerry | 8/14/2017 | True North Logic documentation and teacher conferences | 5/30/2018 monthly |
| G1.B1.S1.MA4 M381843 | Data will be collected and utilized across content areas | Matthews, Kimberly | 8/14/2017 | PLC agendas and minutes | 5/30/2018 weekly |
| G1.B1.S1.MA1 M381844 | Coaching | Faircloth, Maria | 8/14/2017 | Coaching cycle notes and Logs | 5/30/2018 weekly |
| G1.B1.S1.MA3 M381845 | Learning walks will be conducted by the Leadership team | Picott, Jerry | 8/14/2017 | Learning Walk data/notes | 5/30/2018 monthly |
| G1.B1.S1.A1 A357423 | Data-based strategies will be researched/discussed in PLCs. | Matthews, Kimberly | 8/7/2017 | Agendas, meeting minutes | 5/30/2018 weekly |
| G1.B1.S1.A2 A357424 | The faculty members will be trained on data-based strategies for teaching standards (ERPLs). | Matthews, Kimberly | 8/7/2017 | Agendas, sign-in sheets, meeting minutes | 5/30/2018 monthly |
| G1.B1.S1.A3 A357425 | The data-based strategies will be implemented in the content areas. | Picott, Jerry | 8/14/2017 | Classroom walk-throughs, learning walks, PLC minutes | 5/30/2018 weekly |
| G1.B12.S1.MA1 M381846 | Discipline data will be collected and analyzed by the leadership team. | Polite, Eric | 8/14/2017 | Discipline reports, meeting agendas /minutes | 5/30/2018 weekly |
| G1.B12.S1.MA1 M381847 | Teachers will receive support with MTSS implementation from Coaches | Polite, Eric | 8/14/2017 | Coaching Cycle notes and Logs | 5/30/2018 weekly |
| G1.B12.S1.MA2 M381848 | Learning Walks and Walk-throughs will be conducted to monitor implementation of the MTSS | Polite, Eric | 8/14/2017 | Learning Walk data/Notes | 5/30/2018 monthly |
| G1.B12.S1.A1 A357426 | The levels and components will be identified/developed for the Multi-tiered System of Support... | Polite, Eric | 8/14/2017 | meeting minutes, teacher feedback from surveys | 5/30/2018 monthly |
| G1.B12.S1.A2 A357427 | The faculty/staff members will receive training for implementing the Multi-tiered System of... | Polite, Eric | 8/14/2017 | agendas and meeting minutes | 5/30/2018 monthly |
| G1.B12.S1.A3 A357428 | The Multi-tiered System of Supports will be implemented school-wide. | Polite, Eric | 8/14/2017 | walk-through data, discipline reports, and teacher feedback | 5/30/2018 daily |

# V. Professional Development Opportunities

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

**G1.** If Campbell Middle School implements a school wide system for standards-based instruction and social learning, responsive to student data, then overall student achievement will increase academically and socially.

**G1.B1** No Clear plan-of-action for Response to Intervention (RTI)

**G1.B1.S1** CMS Big Three: Instructional Modeling, Remediation with Interventions/Accommodations, and Test Preparation

### PD Opportunity 1

Data-based strategies will be researched/discussed in PLCs.

**Facilitator**

Academic Coaches/District Specialists

**Participants**

Faculty

**Schedule**

Weekly, from 8/7/2017 to 5/30/2018

### PD Opportunity 2

The faculty members will be trained on data-based strategies for teaching standards (ERPLs).

**Facilitator**

Academic Coaches

**Participants**

Faculty

**Schedule**

Monthly, from 8/7/2017 to 5/30/2018

## VI. Technical Assistance Items

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

## VII. Budget

| 1 | G1.B1.S1.A1 | Data-based strategies will be researched/discussed in PLCs. | $0.00 |
|---|---|---|---|
| 2 | G1.B1.S1.A2 | The faculty members will be trained on data-based strategies for teaching standards (ERPLs). | $0.00 |
| 3 | G1.B1.S1.A3 | The data-based strategies will be implemented in the content areas. | $0.00 |
| 4 | G1.B12.S1.A1 | The levels and components will be identified/developed for the Multi-tiered System of Support before school-wide implementation. | $0.00 |
| 5 | G1.B12.S1.A2 | The faculty/staff members will receive training for implementing the Multi-tiered System of Support. | $0.00 |
| 6 | G1.B12.S1.A3 | The Multi-tiered System of Supports will be implemented school-wide. | $0.00 |
| | | Total: | $0.00 |