

Volusia County Schools

Campbell Middle School



2018-19 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) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Middle School 6-8 | Yes | 92% |
| 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 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | C | C | 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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.

2018-19 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 school-wide 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 prides its professional practice learning about our students' cultures and building relationships between teachers and students in many ways. Examples include Sixth Grade Orientation, Campbell Open House, Spartan Fall Festival, CMS Parent Nights, All Pro Dads Community March and Breakfast, Rising Ninth-Grade Extravaganza, Science Technology Engineering & Mathematics (STEM) Nights, Performing Arts Parent Booster Meetings, Empty Bowls Community Project, and finally, Check and Connect Mentoring Program. Also, our Hispanic Heritage and our Black History Celebration provide opportunities for students and families to showcase their culture and tradition.

During school pre-planning, Campbell Middle School faculty and administration participated in CHAMPS Classroom Management and Restorative Practices training facilitated by the Volusia County District specialist trained in the areas mentioned. Initial training included Restorative Circles, which is a concept utilized to connect with students as people to address their social and emotional needs, as well as foundations of classroom management, such as establishing an effective classroom structure, teaching routines, procedures, and building positive relationships starting at the very beginning of the school year. Teachers were provided detailed training with specific strategies and hands on practice, as addressed in the School Improvement Plan. Teachers will receive continued, ongoing support with the above strategies and are encouraged to incorporate their learning as a part of one or more learning cycles included in their Deliberate Practice Plan. This process is highly encouraged to promote and 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.

As a part of the schools' overall safety and security plan, before, during, and after school hours, the administrative team, campus advisors, school counselors, (1) Daytona Beach Police Officer, and assigned teachers are strategically located throughout the campus in order to maintain high visibility. This is part of the culture that we are creating and continuing to work for growth and improvement. The challenges of social media are a constant challenge for school counselors, administrators, and our Daytona Beach Police Officer. Anti-bullying and harassment discussions are included in student orientations, grade level assemblies, and activities that are planned to improve the school culture and climate. Campbell Middle School has an establish Campbell Code: Be Respectful; Be Responsible; Be Cooperative; Be Safe. We promote respect, positive relationships, and structure, which helps prevent bullying throughout our campus. Raptor, the Visitor

Management System helps track all guests, students, faculty, contractors, and volunteers at our school, thus providing a safer and more school-wide 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 utilize and implement our established school-wide "Campbell Code" mentioned above.

During the first few weeks of school, Campbell Spartans are taught the expectations of being respectful, responsible, cooperative, and safe. These principles are explained, repeated, practiced, and restated everyday throughout the school year.

In an effort to provide quality instructional time where students are actively engaged and to eliminate ongoing behavioral concerns, teachers implement strategic steps to prevent disruptions before they occur. In addition, 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. Discipline data is reviewed and monitored 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. Finally, our PBIS team monitors and reports academic areas that were impacted by inappropriate behavior and uses data-driven analysis to formulate response to interventions (RTI). Our PBIS team has also implemented school-wide Restorative Practices.

Campbell Middle School Restorative Practices is having an impact on creating a strong school-wide culture/climate that helps maintain a safe and orderly campus when the integrity of the school is challenged by harmful disruptions. When individuals at our school come together for restorative interactions, they sit in circles to connect as individuals. Circle dialogue is a fundamental element of restorative dialogue. Classroom circles also support 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. These practices build a sense of community where every member, students, teacher, and parent volunteers 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. Restorative Practices emphasize fairness through understanding and including everyone who is immediately affected by challenging circumstances, while discovering continuous 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 meet with a grade level school counselor and school administrators. Campbell also has a Problem-Solving Team (PST) that meets regularly to address particular needs of our students, raised by parents, teachers and/or administrators. Our Multi-Agency Problem-Solving Team assists parents with issues when outside support is needed. In efforts to increase CMS Mentoring, Community/Business Programs, we have added a Parent Liaison to our staff through Title I Funding. This role has provided support to ensure additional social-emotional needs of all students are being met. Campbell also has a new Social Emotional Learning specialist working on our campus as well to address the needs of students needing additional social emotional support. Our on-going partnership with Bethune-Cookman University, Ministerial Alliances, Hope Fellowship, City of Daytona Beach, and Allen Chapel A.M.E., all provide support with school initiatives related to the

overall school achievement. Finally, the school's Crisis Intervention Team, Suicide Prevention Supports, Anti-Bullying initiatives/lessons, and Faculty/Staff Mentoring sessions all provide an enormous amount of resources to help nourish the "whole child." *

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Campbell Middle 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 ELA/RE and Mathematics are included and monitored in the Early Warning System (EWS). Students that are identified receive continuous academic and social emotional support through Spartan Time Intervention/Remediation, STAR tutoring, After School and Saturday Remediation Programs. Campbell also has Intervention Teachers designated to support students during and after instruction. These programs support students with strategies that enables them to improve academic performance from proficiency up to mastery for continuous 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 Campbell Early Warning System data is reviewed by our School Improvement Plan Committee and School Leadership Team, which includes the following: Administrators, School Counselors, School Psychologist, Teachers on Assignment, and Problem-Solving Team Chair. Committees and staff members suggest the most appropriate action plans, meetings, or interventions. For many of our students who are not Exceptional Student Education students, Problem-Solving Team protocols, interventions, and follow up meetings will be held. Some of our struggling students will be referred and recommended for evaluations. The Multi-Agency Planning Team (MAPT) meets regularly to address the needs of our most under-served students. The Positive Behavior Interventions and Supports team (PBIS) meets monthly to address school-wide strategies, which teachers can use to assist students who are having behavioral and/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. Students who consistently do not perform within the expected level of performance are provided supplemental interventions, which include small group instruction and remediation/intervention, and accommodations as required. *

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/655448>.

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 at Campbell Middle School, we are fortunate to have several additional major business partners to join us in our quest to provide the very best resources to support our students. Some of our business partners includes Calvary Christian Center, Kingdom Family Church, City of Daytona Beach, The Volusia County Sheriff's Department, Daytona Beach Police Department, City of South Daytona, Earl C. McCrary, III, Daytona Beach Ministerial Alliance, (which includes several local churches who support Campbell on an ongoing basis), C.A.T.A.L.Y.S.T., Jewish Federation, Wal-Mart, and Bethune-Cookman University. These partnerships continue to provide mentors, materials/supplies, and other resources to help support our student population. Our 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 even an event such as teacher appreciation, contact is made with our business partners to ask for their continuous help and support. Finally, our business partners are recognized for their support annually with a special end-of-year 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 |
|-------------------|---------------------|
| Lockamy, Marci | Assistant Principal |
| Picott, Jerry | Principal |
| Knight, Shatonya | Instructional Coach |
| Edwards, Quinetta | Dean |

b. Duties

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

At Campbell Middle School, the school-based Multi-Tiered Systems of Support (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.

In addition, Campbell Middle School has a faculty and staff of professionals that understand our students' cultures and social-emotional needs. School-wide events include Sixth Grade Orientation, CMS Open House, FACT Fair, Fall Festival, Parent Nights & Breakfast, Rising Ninth-Grade Extravaganza, STEM Nights, Men of Promise, All Pro Dads, Performing Arts Parent Booster Meetings, Culinary Arts, Campbell Night Alive, Empty Bowls Community Project, Check and Connect Mentoring Program. In addition, our Hispanic Heritage and Black History Celebrations provide opportunities for students and families to showcase their traditions and learn about different cultures.

School Leadership Team Roles and Responsibilities:

- *Assists the principal in making decisions to govern the school (shared decision-making)
- *Ensures a focus on learning and continuous improvement
- *Guides the work of the collaborative teams
- *Supports and monitors the work of the collaborative teams
- *Serves as the steward of the school's mission, vision, and core values (commitments)
- *Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals
- *Identifies gaps in performance or processes and plans for their improvement
- *Aligns school's work with the district and classroom
- *Build the collective capacity of collaborative teams of teachers

Finally, at Campbell Middle School, our leadership team involves teachers in decisions about curriculum, assessment, instruction, and professional learning. We truly understand that teachers know their students—and what they themselves—need to succeed. Through Professional Learning Communities, our teachers are involved in examining data and making important decisions based on data that inform how they continuously improve student achievement and ensure that everyone in the building is focused on improving student learning outcomes. *

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 Campbell Middle 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, Multi-Tiered System Supports (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 Response to Intervention (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 our students/school. Building the SIP within the context of MTSS results in our school determining the areas of most significant need and, as importantly, enables our school to develop a plan that can be addressed based on existing resources. 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.

Our 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 our school's Data Room. Instructional Coaches (literacy, writing, math, science, and social studies) help teachers implement effective teaching strategies.

*Programs supported by Title I at Campbell Middle include:

*Saturday Remediation (Teresa Anderson)

*Supplemental Tutoring After School and Before (certified faculty and staff)

*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

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 English Speakers of Other Languages (ESOL) Coordinator and staff provide ongoing support and Professional Learning to teachers to ensure instructional best practices are utilized. Teachers consistently progress-monitor the ELL students to identify specific needs, target interventions/enrichment 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 Title X Coordinator, Mrs. Pam Woods 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
- Counseling As Related Services (CARS)

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 |
| Dr. Jerry Picott | Teacher |
| Sandra Jones | Teacher |
| Rose Haile | Parent |
| Octavia Freeman | Education Support Employee |
| Quinetta Edwards | Teacher |
| Antoinette Noelien | Parent |
| Heather Prince | Parent |
| Valerie Ray-Greer | Parent |
| Ekara Nichols | Parent |
| Trisha Scheuerman | Parent |
| Brian Jackson | Parent |
| Erin Strauss | Parent |

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 September 18, 2018 SAC meeting, School Principal, Dr. Jerry L. Picott presented the 2018-19 School Improvement Plan and opened the table for discussion allowing all members to have the opportunity to review last year's SIP goals/FSA data and make recommendations to our current SIP 18-19 draft. SAC members assist in the implementation and evaluation of the School Improvement Plan.

SIP Goal 2018-2019

If Campbell Middle School implements a school-wide system for standards-aligned instruction, responsive to student data, then overall student achievement will increase.

School Principal, Dr. Jerry L. Picott shared the school data with SAC that included the nine component tested areas (Acceleration, Science, Civics, ELA Proficiency, Mathematics Proficiency, Learning Gains ELA, Learning Gains Mathematics, Lower Quartile ELA, and Lower Quartile Mathematics. The mission and vision will be continuously reviewed and shared with the SAC. *

b. Development of this school improvement plan

Our School Advisory Council assisted in the preparation and evaluation of our School Improvement Plan. Results from last year's FSA and EOC assessment scores, which provided opportunities for our committee to learn about and discuss areas of strength/improvement as well as areas of concern and follow up strategies implementing our CMS Action Plan.

School Advisory Council (SAC) stakeholders were given the opportunity to ask questions, offer suggestions, and provide input. The SAC committee will continuously collaborate and work for

consensus, supporting the overall vision, mission, and goals of Campbell Middle School, as we move forward with our new 18-19 School Improvement Plan. *

c. Preparation of the school's annual budget and plan

School Advisory Council stakeholders will continue to have the opportunity to provide feedback, questions, suggestions, and ongoing input to completing our School Improvement Plan. We will continue to collaborate for consensus and the support of our SAC members, as we move forward with our new 2018-19 School Improvement Plan and how all Title I Funds and allocations are being utilized.

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 school 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 afternoon 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 as to how the request supports our School Improvement Plan. 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 |
| Knight, Shatonya | Teacher, K-12 |
| Edwards, Quinetta | Administrative Support |
| Lockamy, Marci | Assistant Principal |

b. Duties

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

The goal of the Campbell Middle School Literacy Team is to build a symbolic relationship between the ELA and Reading Departments that embraces the understanding that we share students through our work to teach the "SAME" standards. Our work as a team promotes the literacy vision for Campbell Middle School.

For the 2018-2019 school year, the ELA and Reading Departments will have (3) writing workshops to be held on the (3) Wednesdays prior to the FSA Writing and (3) Literacy boot camps to be held the (3) Saturdays prior to the FSA ELA/ Reading Assessments. Assessment data will be used for grouping in order to provide the best placement for more individualized instruction to meet the needs of ALL students.

In addition to the writing workshops and literacy boot camps, teachers will utilize weekly Professional Learning Communities (PLC) time to discuss and analyze student data, as well as, have planning conversations about lessons planned during the summer to maintain appropriate department pacing. This time will also be used to create joint remediation plans for standards below mastery on District Interim Assessments.

Once a month, the ELA and Reading departments will collaborate to review student concerns and student data. This data includes:

- i-Ready Diagnostic Data
- District Interim Assessments/State Mandated Test/Semester Summative Tests
- Volusia Literacy Tests
- Common Formative and Summative Assessments

Campbell Middle School: Literacy Across the Curriculum

The Literacy and Academic coaches have asked several teachers to participate as members of Campbell Middle School Literacy Team for 2018-2019. The team will work to help promote literacy school-wide in all content areas, help provide Professional Learning (PL) for Campbell Middle School's teachers and assist with the planning of writing and reading boot camps throughout the school year. Coaches will also provide follow-up of PL with planning, modeling and implementation of instructional strategies presented.

2018-2019 Proposal:

- "In class" Argumentative Writing Workshop (September)
- "In class" Informative Writing Workshop (January)
- Writing Workshops scheduled for (3) Early Release Wednesdays prior to FSA Writing
- Literacy Boot Camps scheduled for (3) Saturdays prior to FSA ELA/Reading
- Joint remediation of standards from DIAs.
- i-Ready and/or SuccessMaker to be used during Spartan Time Remediation

*

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.

At Campbell Middle School, it starts with collaborative discussion in content area during Professional Learning Communities (PLC's), academic coaching, and common planning, which are critical best

practices used to build collaborative relationships. Our 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 drive their instructional decision-making. Finally, instructional coaches bring teachers together to examine data, analyze student work samples, and work on specific goals for maximum remediation, interventions, accommodation efforts to ensure student success. Our 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.

Campbell Middle School's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to our school, start with interviewing applicants based on qualifications, needs, and overall fit for our school. These interviews are held by administrators (and academic coaches, if possible). Detailed information on the school's 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)

CMS Mentoring Group

Providing Leadership Opportunities through PLCs and Professional Learning

Recognizing Teacher Accomplishments (Monthly)

Inclusion in District Job Fair

*

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

We assign "Mentor Teachers" to our teachers who are new to our school. These teachers help by welcoming, advising, and supporting our new teachers, along with all instructional coaches and administrators. New 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 Peer Assistance Review (PAR) 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 recruit teachers to create curriculum maps and resources for all grade levels and content areas. These curriculum guides are aligned to Florida State 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 three 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 State 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.

School-wide data is disaggregated during and for Professional Learning Community (PLC) meetings. This allows us the ability to determine [with the assistance of academic coaches and district support] the best course of action to respond when students are not successful academically. In past years, our district and school professional learning has centered around instructional strategies, rigorous instruction, professional learning, highly effective PLCs, and differentiated instruction. Title I funds are used to provide before and after school tutoring. This tutoring will be prescriptive to meet the specific needs of our students who are invited and encouraged to attend the sessions.

Differentiated Instruction

Each lesson/assignment is attached to a standard or multiple standards. We identify the standards that do not show student proficiency/mastery through Eduphoria or PowerBI data collection, and we conference individually with students through Data Chats. Assignments are completed in a formative setting moving toward a summative grade. Summative Assessments provide teachers with documented areas of student weakness and from then teachers will assign individual students tutorial remediation/accommodations based on his/her area of need. Those interventions, remediation supports, and accommodations are then reported back to the teacher where further scaffolding can take place if necessary. Those students meeting at least standard proficiency 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; flexible grouping (centers), online computer-generated individualized lessons, Spartan Time Wednesdays, individual stations for 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)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Knight, Shatonya, srknight@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

Lockamy, Marci, mdlockam@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 activities

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, Â§ 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, our sixth-grade school counselor, school administrator, and Individual Educator Plan Facilitator visit all current Campbell Middle School feeder elementary schools to provide an orientation to middle school transition. This orientation includes information about the types of courses and course work that will be offered, as well as day-to-day operations at middle school. 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."

As a process to transition our eighth-grade students, high school counselors come to our school to assist our eighth-grade students with registration information and transition to high school. Sports teams, academies, and cheer-leading/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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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" 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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Campbell Middle School implements a school wide system for standards-aligned instruction, responsive to student data, then overall student achievement will increase.

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-aligned instruction, responsive to student data, then overall student achievement will increase. 1a

G101035

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Proper selection of professional learning to support instruction
- Effectiveness of high-performing PLCs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intensive rigorous school-wide literacy development
- Instructional coaches (NTC training model)
- Schoolwide PLC growth/development
- Title One funding
- PBIS/PST teams
- District ERPL, Leadership Training, and District Coaching Support
- Test item specification for students/teachers
- School-wide model classrooms (word walls)
- Consistent school-wide IEP reviews
- Spartan Time
- 2nd Quarter Best Practices Prof. Learning

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

Jerry Picott

Schedule

Weekly, from 8/15/2018 to 5/31/2019

Evidence of Completion

District and State Assessments, Grade-level and classroom data, Individual student data, and discipline data

Plan to Monitor Progress Toward G1. 8

Administration and Coaching Team will conduct Learning walks.

Person Responsible

Jerry Picott

Schedule

Biweekly, from 9/25/2018 to 5/31/2019

Evidence of Completion

Improved overall instruction related to instructional shifts, teaching best practices, Learning Targets, teaching Standards

Plan to Monitor Progress Toward G1. 8

Administration will conduct walks-throughs.

Person Responsible

Jerry Picott

Schedule

Monthly, from 9/25/2018 to 5/31/2019

Evidence of Completion

Monitor Standards-Aligned Instruction, Learning Targets, Questions Techniques, Student Engagement, Interventions during instruction

Plan to Monitor Progress Toward G1. 8

Data collected across all content areas and utilized to drive classroom instruction

Person Responsible

Shatonya Knight

Schedule

Weekly, from 9/20/2018 to 5/31/2019

Evidence of Completion

Data-driven decision related to student success and proper intervention

Plan to Monitor Progress Toward G1. 8

PLC Common Formative Assessments

Person Responsible

Shatonya Knight

Schedule

Biweekly, from 9/20/2018 to 5/31/2019

Evidence of Completion

Standards-aligned assessments for collaboration and action planning to ensure student success

Plan to Monitor Progress Toward G1. 8

New Teacher Center Coaching Model

Person Responsible

Shatonya Knight

Schedule

Biweekly, from 9/24/2018 to 5/31/2019

Evidence of Completion

Designed to support teachers with "Best Practices" related to classroom instruction

Plan to Monitor Progress Toward G1. 8

Implementation of Literacy Across Content Areas

Person Responsible

Shatonya Knight

Schedule

Weekly, from 9/27/2018 to 5/31/2019

Evidence of Completion

Plan to Monitor Progress Toward G1. 8

Implementation of Highly Effective PLCs w/ District Support

Person Responsible

Shatonya Knight

Schedule

Weekly, from 9/20/2018 to 5/31/2019

Evidence of Completion

Data-driven practices to implement highly effective PLCs, with established norms, minutes, CFAs, and action plan for remediation.

Plan to Monitor Progress Toward G1. 8

Discipline Data Chats w/ Leadership Team

Person Responsible

Jerry Picott

Schedule

Monthly, from 9/21/2018 to 5/31/2019

Evidence of Completion

To maintain a consistent orderly, safe culture and climate conducive to student achievement

Plan to Monitor Progress Toward G1. 8

Teachers will receive support with Restorative Practices

Person Responsible

Jerry Picott

Schedule

Monthly, from 9/27/2018 to 5/31/2019

Evidence of Completion

To increase relationship strategies and restorative circles school-wide

Plan to Monitor Progress Toward G1. 8

Differentiated Instruction support and techniques

Person Responsible

Shatonya Knight

Schedule

Monthly, from 9/27/2018 to 5/31/2019

Evidence of Completion

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-aligned instruction, responsive to student data, then overall student achievement will increase. **1**

 **G101035**

G1.B8 Proper selection of professional learning to support instruction **2**

 **B272378**

G1.B8.S1 *Strategy #1: School-wide Professional Learning Action Step #1: Develop a plan for school-wide professional learning. Action Step #2: Communicate professional learning plan and gather input. Action Step #3: Attend content sessions during pre-planning. Action Step #4: Incorporate aligned instruction from professional learning with coach observing. Action Step #5: Teachers observe each other implementing aligned instruction to include district ERPLs using a designated peer observation tool. **4**

 **S288398**

Strategy Rationale

To maximize classroom instructional shifts and consistently teaching standards.

Action Step 1 **5**

Monitor the implementation of the school wide Professional Learning plan.

Person Responsible

William Smith

Schedule

Monthly, from 2/26/2019 to 6/5/2019

Evidence of Completion

Completion of sign in sheets and collection of agendas.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B9 Effectiveness of high-performing PLCs 2

 B272379

G1.B9.S1 Strategy #2: Highly Effective Professional Learning Communities Action Step #1: Common Planning Action Step #2: Administration communicate clear expectations of PLCs with use of template submitted to administration weekly. Action Step #3: Implement Common Assessments. (formative & summative) *Remediation/Intervention/Accommodation *Re-assess (online remediation, stations, ppt, oral assessment, handwritten tests) *Ongoing Progress-monitoring Action Step #4: Analyze data from 2017-18 and create/follow set SMART Goals. 4

 S288399

Strategy Rationale

To maximize analyzing data and through teacher collaboration, focus on data-driven decision to ensure student achievement.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Person Responsible

Schedule

Evidence of Completion

V. Professional Development Opportunities

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


















VI. Technical Assistance Items

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

VII. Budget

| | | | |
|--------|-------------|---|--------|
| 1 | G1.B8.S1.A1 | Monitor the implementation of the school wide Professional Learning plan. | \$0.00 |
| 2 | G1.B9.S1.A1 | | \$0.00 |
| Total: | | | \$0.00 |

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--|--|------------------|-------------------------------|---|-------------------------|
| 2019 | | | | | |
| G1.B8.S1.MA1  M428263 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.B8.S1.MA1  M428264 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.B9.S1.MA1  M428265 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.B9.S1.MA1  M428266 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.B9.S1.A1  A391224 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.MA1  M428267 | Data will be collected from district and state assessments, grade-level and classroom data, and... | Picott, Jerry | 8/15/2018 | District and State Assessments, Grade-level and classroom data, Individual student data, and discipline data | 5/31/2019 weekly |
| G1.MA2  M428268 | Administration and Coaching Team will conduct Learning walks. | Picott, Jerry | 9/25/2018 | Improved overall instruction related to instructional shifts, teaching best practices, Learning Targets, teaching Standards | 5/31/2019 biweekly |
| G1.MA3  M428269 | Administration will conduct walks-throughs. | Picott, Jerry | 9/25/2018 | Monitor Standards-Aligned Instruction, Learning Targets, Questions Techniques, Student Engagement, Interventions during instruction | 5/31/2019 monthly |
| G1.MA4  M428270 | Data collected across all content areas and utilized to drive classroom instruction | Knight, Shatonya | 9/20/2018 | Data-driven decision related to student success and proper intervention | 5/31/2019 weekly |
| G1.MA5  M428271 | PLC Common Formative Assessments | Knight, Shatonya | 9/20/2018 | Standards-aligned assessments for collaboration and action planning to ensure student success | 5/31/2019 biweekly |
| G1.MA6  M428272 | New Teacher Center Coaching Model | Knight, Shatonya | 9/24/2018 | Designed to support teachers with "Best Practices" related to classroom instruction | 5/31/2019 biweekly |
| G1.MA7  M428273 | Implementation of Literacy Across Content Areas | Knight, Shatonya | 9/27/2018 | | 5/31/2019 weekly |
| G1.MA8  M428274 | Implementation of Highly Effective PLCs w/ District Support | Knight, Shatonya | 9/20/2018 | Data-driven practices to implement highly effective PLCs, with established norms, minutes, CFAs, and action plan for remediation. | 5/31/2019 weekly |
| G1.MA9  M428275 | Discipline Data Chats w/ Leadership Team | Picott, Jerry | 9/21/2018 | To maintain a consistent orderly, safe culture and climate conducive to student achievement | 5/31/2019 monthly |
| G1.MA10  M428276 | Teachers will receive support with Restorative Practices | Picott, Jerry | 9/27/2018 | To increase relationship strategies and restorative circles school-wide | 5/31/2019 monthly |
| G1.MA11  M428277 | Differentiated Instruction support and techniques | Knight, Shatonya | 9/27/2018 | | 5/31/2019 monthly |
| G1.B8.S1.A1  A391223 | Monitor the implementation of the school wide Professional Learning plan. | Smith, William | 2/26/2019 | Completion of sign in sheets and collection of agendas. | 6/5/2019 monthly |