

Volusia County Schools

Campbell Middle School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	20
Budget to Support Goals	22

Campbell Middle School

625 S KEECH ST, Daytona Beach, FL 32114

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

Demographics

Principal: Kimberly Matthews

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (44%) 2017-18: C (47%) 2016-17: C (47%) 2015-16: D (38%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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Purpose and Outline of the SIP	4
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Planning for Improvement	16
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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Campbell Middle School will provide students with an education that recognizes their uniqueness, enhances their self-esteem, confidence, and prepares for college and/or career experiences as productive, responsible citizens, while ensuring a safe environment conducive to learning.

Provide the school's vision statement.

Campbell Middle School will create a school-wide culture and climate, conducive to academic success and student achievement.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Picott, Jerry	Principal	Instructional Leader
Bryer, Kyle	Assistant Principal	Curriculum Assistant Principal
Voges, Robert	Assistant Principal	Data Assistant Principal
Leonard, Nicole	Assistant Principal	ESE Assistant Principal
Rushing, Christopher	Instructional Coach	Instructional Coach-ELA
Wallace, Keisha	Instructional Coach	instructional Coach-Math
Jones , Sandra	Instructional Coach	Instructional Coach-ELA
Babcock, Erica	Instructional Coach	Instructional Coach-Science
Thomas, David	Dean	Dean of Student Relations
Anderson, Nathaniel	Dean	Dean of Student Relations
Hatcher, Darius	Teacher, K-12	Academic Intervention
Nixon, Martha	Teacher, K-12	Academic Intervention
Geiger, Steven	Teacher, K-12	Academic Intervention
Burnam-Hoyt, Ericka	Teacher, K-12	Academic Intervention

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	367	290	280	0	0	0	0	937
Attendance below 90 percent	0	0	0	0	0	0	57	42	30	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	3	3	5	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	70	22	22	0	0	0	0	114
Level 1 on statewide assessment	0	0	0	0	0	0	198	142	166	0	0	0	0	506
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	92	41	34	0	0	0	0	167

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	7	3	9	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	5	4	11	0	0	0	0	20

FTE units allocated to school (total number of teacher units)

67

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - As Reported

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
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	131	59	63	0	0	0	0	253

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	32%	51%	54%	32%	51%	52%
ELA Learning Gains	44%	51%	54%	50%	53%	54%
ELA Lowest 25th Percentile	44%	42%	47%	45%	40%	44%
Math Achievement	28%	54%	58%	31%	53%	56%
Math Learning Gains	36%	51%	57%	43%	53%	57%
Math Lowest 25th Percentile	33%	42%	51%	44%	42%	50%
Science Achievement	34%	58%	51%	32%	59%	50%
Social Studies Achievement	63%	71%	72%	71%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	367 (0)	290 (0)	280 (0)	937 (0)
Attendance below 90 percent	57 (14)	42 (20)	30 (22)	129 (56)
One or more suspensions	3 (63)	3 (49)	5 (32)	11 (144)
Course failure in ELA or Math	70 (193)	22 (200)	22 (155)	114 (548)
Level 1 on statewide assessment	198 (229)	142 (115)	166 (112)	506 (456)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	32%	50%	-18%	54%	-22%
	2018	32%	48%	-16%	52%	-20%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	27%	47%	-20%	52%	-25%
	2018	26%	47%	-21%	51%	-25%
Same Grade Comparison		1%				
Cohort Comparison		-5%				
08	2019	33%	50%	-17%	56%	-23%
	2018	40%	56%	-16%	58%	-18%
Same Grade Comparison		-7%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	27%	48%	-21%	55%	-28%
	2018	32%	49%	-17%	52%	-20%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2019	22%	47%	-25%	54%	-32%
	2018	17%	44%	-27%	54%	-37%
Same Grade Comparison		5%				
Cohort Comparison		-10%				
08	2019	15%	29%	-14%	46%	-31%
	2018	25%	37%	-12%	45%	-20%
Same Grade Comparison		-10%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	31%	57%	-26%	48%	-17%
	2018	33%	60%	-27%	50%	-17%
Same Grade Comparison		-2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	68%	-8%	71%	-11%
2018	57%	66%	-9%	71%	-14%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	54%	28%	61%	21%
2018	88%	57%	31%	62%	26%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	55%	37%	57%	35%
2018	78%	55%	23%	56%	22%
Compare		14%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	5	39	42	8	30	32	3	32			
ELL	28	55	64	12	17	8					
BLK	25	40	41	22	35	35	26	60	75		
HSP	39	54	53	32	33	17	36	58			
MUL	39	47		38	29			58			
WHT	52	57	57	46	47	57	70	77	83		
FRL	30	43	42	26	35	34	32	61	76		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	36	43	6	30	34	6	28			
ELL	35	63	67	11	56	58					
BLK	27	42	45	27	38	36	29	53	76		
HSP	35	54	73	28	52	53	38	73			
MUL	48	63		42	55		40				
WHT	54	54	40	56	54	41	56	79	84		
FRL	33	46	47	32	43	39	34	59	73		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	37	42	5	32	37	9	42			
ELL	13	56		20	47						
BLK	25	47	45	27	40	40	22	70	80		
HSP	38	67	67	36	51		50	74	90		
MUL	28	35		24	22			54			
WHT	49	55	26	46	55	56	50	76	74		
FRL	30	49	45	29	41	44	27	71	76		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall, Math Achievement showed the lowest performance. Math Achievement dropped from 34% to 28%, indicating a 18% overall decline. We believe this trend was caused by: vacancies throughout the year, lack of certified teachers in the classrooms, lack of differentiated instruction and lack of proper use of the PAIR process.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The component that showed the greatest decline from the prior year was math learning gains. Prior year learning gains were 43% compared to current year learning gains of 36%. Math learning gains declined by 16%. We believe this trend was caused by: vacancies throughout the year, lack of certified teachers in the classrooms, lack of differentiated instruction and lack of proper use of the PAIR process.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math at Campbell Middle School compared to the state had the largest gap. 6th grade had a 28% gap, 7th grade had a 32% gap and 8th grade had a 31% gap. We believe this was a result of the lack of certified teachers and vacancies. Lack of differentiated instruction and lack of proper use of the PAIR process were also potential causes for the overall gaps between Campbell Middle School's math scores and the state.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was civics. Civics improved from 57% in the previous year to 60% for the current year, indicating a 5% increase. Actions that contributed to the increase in this area were; strict adherence to the curriculum maps and the test item specs as well as progress monitoring and remediation for struggling students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

While reflecting on EWS data, students who scored a level 1 on state tests pose a potential for concern. Campbell Middle School currently has 506 students that have received a level 1 on a state test. This number is up from the previous year where 456 students were identified as receiving a level 1 on a state test.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increasing the overall percentage of ELL students scoring a three or higher on ELA, Math, Science, and Civics FSA's or EOC's.
2. Increasing the overall percentage of Black/African American students scoring a three or higher on ELA, Math, Science, and Civics FSA's or EOC's.
3. Increasing the overall percentage of Students with disabilities scoring a three or higher ELA, Math, Science, and Civics FSA's or EOC's.
4. Increasing the overall percentage of students who report feeling safe at school and believe that Campbell Middle School's environment is conducive to learning. As measured by school climate surveys.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement
Rationale	ELA Achievement declined from 34% to 32% school wide. Learning Gains dropped from 47% to 44% and Lowest Quartile Learning gains dropped from 48% to 44%. These scores were far below both the state and district. In addition our three identified ESSA Subgroups scored: SWD = 5% a 37.5% decline from the previous year, ELL = 28% a 15% decrease from the previous year and Black = 25% a 7% decrease from the previous year.
State the measurable outcome the school plans to achieve	Overall ELA Achievement will increase from 32% to 41% All subgroups will increase in ELA Achievement as follows: SWD will increase from 5% to 15%, ELL students will increase from 28% to 41% and Black/African American Students will increase from 25% to 41%.
Person responsible for monitoring outcome	Jerry Picott (jlpicott@volusia.k12.fl.us)
Evidence-based Strategy	Campbell Middle School will utilize Small group instruction to achieve our desired goal.
Rationale for Evidence-based Strategy	According to John Hattie's research, Teacher-Led small group instruction has a .49 effect size. Florida Center for Reading Research (FCRR) and Just Read Florida Inc. endorses small group instruction to help differentiate core instruction and provide intervention for struggling students in a timely manner.
Action Step	
Description	<p>Action Steps to include:</p> <ol style="list-style-type: none"> 1) Review Lowest Quartile Data to finalize master schedule focused on proper placement of students for interventions, ESE and ESOL support (Coaches.Admin). 2) Facilitate PL on Small Group Instruction (Coaches). 3) Facilitate PL on Gradual Release (Coaches). 4. Develop a plan with Instructional partners to maximize the effect of ELA instruction (Admin) 5. Create Coaching Cycles to support teacher growth in small group instruction (Coaches) 6 Conduct monthly learning walks with coaches and teachers during small group instruction (Admin). 7. Conduct monthly progress monitoring meetings with ESE, ELL, and Intervention Teachers to review data and support services to plan instruction (Admin,Coaches). 8. Conduct PLC's monthly for data chats focused on reviewing student data from the LQ and ESSA Identified Subgroups (Coaches) 9. Monitor small group instruction through ongoing Administrative, Coaching Walkthroughs & Feedback(admin,Coaches)
Person Responsible	Jerry Picott (jlpicott@volusia.k12.fl.us)

#2	
Title	Math Achievement
Rationale	Math Achievement declined from 34% to 28% school wide. Learning Gains dropped from 43% to 36% and Lowest Quartile Learning gains dropped from 39% to 33%. These scores were far below both the state and district. In addition our three identified ESSA Subgroups scored: SWD = 8%, 33% increase from the previous year, ELL = 12%, 25% decline from the previous year and Black = 22% proficiency in Math Achievement, this represents a 19% decline from the previous year.
State the measurable outcome the school plans to achieve	Overall Math Achievement will increase from 28% to 41% All subgroups will increase in Math Achievement as follows: SWD will increase from 8% to 18%, ELL students will increase from 12% to 22% and Black/African American Students will increase from 22% to 32%.
Person responsible for monitoring outcome	Jerry Picott (jlpicott@volusia.k12.fl.us)
Evidence-based Strategy	Campbell Middle School will utilize research based small group instructional practices to achieve our measurable goals.
Rationale for Evidence-based Strategy	According to John Hattie's research, Teacher-Led small group instruction has a .49 effect size. Small group instruction provides the optimal setting to provide needed differentiation and gradual release.
Action Step	
Description	<p>Action Steps to include:</p> <ol style="list-style-type: none"> 1) Review Lowest Quartile Data to finalize master schedule focused on proper placement of students for interventions, ESE and ESOL support (Coaches.Admin). 2) Facilitate PL on Small Group Instruction (Coaches). 3) Facilitate PL on Gradual Release (Coaches). 4. Develop a plan with Instructional partners to maximize the effect of Math instruction (Admin) 5. Create Coaching Cycles to support teacher growth in small group instruction (Coaches) 6 Conduct monthly learning walks with coaches and teachers during small group instruction (Admin). 7. Conduct monthly progress monitoring meetings with ESE, ELL, and Intervention Teachers to review data and support services to plan instruction (Admin,Coaches). 8. Conduct PLC's monthly for data chats focused on reviewing all student's data with an emphasis on LQ and ESSA Identified Subgroups (Coaches) 9. Monitor small group instruction through ongoing Administrative Walkthroughs & Feedback (Admin).
Person Responsible	Jerry Picott (jlpicott@volusia.k12.fl.us)

#3	
Title	Science Achievement
Rationale	Science Achievement declined from 37% to 34% school wide. These scores were far below both the state and district averages. In addition our three identified ESSA Subgroups scored: SWD = 0%, 100% decrease from the previous year, ELL = no score report shown and Black = 26% proficiency in Science Achievement as opposed to 29% the previous year. This represents a 10% decrease.
State the measurable outcome the school plans to achieve	Overall Science Achievement will increase from 34% to 41% All subgroups will increase in Science Achievement as follows: SWD will increase from 0% 12%, ELL students will increase from 0% to 12% and Black/African American Students will increase from 26% to 41%.
Person responsible for monitoring outcome	Jerry Picott (jlpicott@volusia.k12.fl.us)
Evidence-based Strategy	Campbell Middle School will use Standards-Based Instruction to achieve our measurable goals.
Rationale for Evidence-based Strategy	Marzano's research shows that Standards-Based Instruction has a high impact on student achievement specifically when the instruction clearly articulates the desired learning purpose of the standard and when teachers use specific, standards related scales/rubrics to define success.
Action Step	
Description	<p>Action Steps to include:</p> <ol style="list-style-type: none"> 1. Teachers will be trained on who their SWD,ESOL Students are what their accommodations are (Admin,Coaches) 2. PLC's will monitor all Science Data overall for students and by Lowest Quartile and ESSA Subgroups(Coaches) 3. Professional Learning on Standards-Based Instruction (Coaches) 4. District Support to walk classrooms, model instruction and provide feedback on Standards-Based Instruction (admin, Coaches) 5. Develop a plan with Instructional Partners for Science specific instructional best practices (Admin) 6. Monthly data chats to monitor all data available in Science including Lowest Quartile, ESSA Subgroups (Admin,Coaches) •7. ESE Support Facilitators and Intervention Teachers will attend Science PLCs in order to analyze data and plan instructional strategies to best serve all students (Coaches) 8. Conduct learning walks with teachers,admin,coaches and district staff to monitor Standards-Based Instruction (Admin, Coaches, District Specialists).
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Data from the 5Essentials Survey revealed that 65% of students feel that the school-wide climate is not conducive to learning. 30% of our student population feel unsafe at some point during the school-day. Data analysis also reveals that supervision in the hallways needs improvement as well. Our School Leadership Team decided to focus on research-based best practices on improving the safety and security/climate for overall school-wide student achievement. To address this focus, Campbell Middle Will adopt into it's curriculum, Restorative Practice Circles, CHAMPS classroom and school wide expectations for behavior and procedures and PBIS positive behavioral systems. All components will be taught through explicit instruction.

Part IV: Title I Requirements**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Campbell Middle School involves our parents with monthly meetings for the School Advisory Council (SAC), which is responsible for the overall planning, reviewing, and implementation of the School Improvement Plan and the Title I program. All parents are invited to be members of the Campbell Middle School SAC. SAC members provide input on the Parent Involvement Plan and the Title I budget, as well as all other plans related to school improvement. Comments from parents and recommendations will be documented on SAC meeting minutes. Each student will receive a quarterly progress report, in addition to the Interim Progress Report. Finally, Campbell Middle School also provides a monthly meeting for All-Pro Dads and Daughters Of Virtue, Excellence, and Standards (D.O.V.E.S.).

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

This school year, Campbell Middle School has been fortunate to have been assigned a Social and Emotional Learning (SEL) Specialist. His primary role is to facilitate a process through which our students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Also, all Campbell Middle School students have access to a grade level school counselor and administrators. In addition, we 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 assists parents with issues when outside support is needed. To increase CMS Mentoring, Community/Business Programs, we have added a Parent Liaison to our staff to ensure social-emotional needs of all students are being met and supported. Our school offers partnerships with Bethune Cookman University, Daytona State College, Ministerial Alliances, daily individual/group counseling sessions, Crisis Team Training, Suicide Prevention Training, Anti-Bullying Lessons, and Faculty/Staff Mentoring sessions. Restorative Practice/

Circles have been added to the curriculum and all teachers will hold Restorative Practice Circles on a regular basis.

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

Before the Volusia County School year ends, our sixth grade school guidance counselor and Individual Education Plan facilitator visit all of our feeder elementary schools to provide an orientation and exploration of middle school transition. This orientation includes information about the types of courses that will be offered as well as transitioning from elementary to middle school level. In addition, upcoming sixth grade students and parents are invited to Campbell Middle School for a night of information, entertainment, and touring. Students and parents are able to get their questions answered and their fears alleviated about the "new middle school 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.

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, 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 the students/schools.

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, 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)

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

Targeted strategies that will be utilized by Campbell Middle School to advance college and career awareness are: Establishing partnerships with: Bethune Cookman University, Daytona State College and Embry Riddle University as well as support from our local business partners and continued support from our local clergy.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Achievement	\$0.00
2	III.A.	Areas of Focus: Math Achievement	\$0.00
3	III.A.	Areas of Focus: Science Achievement	\$0.00
Total:			\$0.00