Volusia County Schools

Campbell Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Campbell Middle School

625 S KEECH ST, Daytona Beach, FL 32114

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 students 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Matthews, Kimberly	Principal	Instructional Leader monitoring Math
Seidel, Susan	Assistant Principal	Instructional Leader with a focus on SWD
Kelleher, Al	Assistant Principal	Instructional Leader Science/Data AP
Haynes, Lloyd	Assistant Principal	Instructional Leader ELA/Facilities/8th grade
Butts, Rose	Teacher, K-12	Algebra I/Geometry Instructional Leader - Math Department Chair
Shaughnessy, Shawnda	Dean	Sixth Grade Dean/Instructional Leader
Travis, Derek	Teacher, K-12	Admin. TOA/Testing Coordinator/Instruction Leader for Social Studies
Mills, Jennifer	School Counselor	School Counselor/MTSS Chair./Instructional Leader
Anderson, Teresa	Teacher, ESE	ESE Dept. Chair./IEP Facilitator
Babilonia, Jorge	Teacher, K-12	Life Skill Coach/Instructional Leader
Winck-Hall, Darlette	School Counselor	School Counselor/MTSS Chair./Instructional Leader
Taylor, Jasmine	Teacher, K-12	Science Dept. Chair./Instructional Leader
Tweedy, Mark	Teacher, K-12	Social Studies Dept. Chair./Instructional Leader
Rayburn, Brenda	Instructional Coach	Instructional Leader/ELA Dept. Chair
Soli, Joanne	School Counselor	School Counselor/MTSS Chair./Instructional Leader

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SAC, Title I, PLC, Grade Level Parent Nights, and faculty meetings are where the information is reviewed and input is invited.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Data will be collected from: Weekly PLC meetings, District Assessments, Progress Monitoring 1 & 2, Bi-Monthly SLT Meetings, and Classroom Visits by the administration, deans, and instructional coaches.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	124	101	84	309
One or more suspensions	0	0	0	0	0	0	81	144	102	327
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	35	34	45	114
Course failure in Math	0	0	0	0	0	0	41	30	19	90
Level 1 on statewide ELA assessment	0	0	0	0	0	0	132	181	129	442
Level 1 on statewide Math assessment	0	0	0	0	0	0	146	134	111	391
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	23	67	7	97

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	127	159	123	409

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	9	24	17	50
Students retained two or more times	0	0	0	0	0	0	3	7	12	22

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	66	59	89	214
One or more suspensions	0	0	0	0	0	0	125	119	104	348
Course failure in ELA	0	0	0	0	0	0	64	75	32	171
Course failure in Math	0	0	0	0	0	0	29	33	15	77
Level 1 on statewide ELA assessment	0	0	0	0	0	0	117	143	159	419
Level 1 on statewide Math assessment	0	0	0	0	0	0	128	126	127	381
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	103	99	123	325

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	132	134	127	393

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	2	7	13
Students retained two or more times	0	0	0	0	0	0	7	4	2	13

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	66	59	89	214
One or more suspensions	0	0	0	0	0	0	125	119	104	348
Course failure in ELA	0	0	0	0	0	0	64	75	32	171
Course failure in Math	0	0	0	0	0	0	29	33	15	77
Level 1 on statewide ELA assessment	0	0	0	0	0	0	117	143	159	419
Level 1 on statewide Math assessment	0	0	0	0	0	0	128	126	127	381
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	103	99	123	325

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	132	134	127	393

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	2	7	13
Students retained two or more times	0	0	0	0	0	0	7	4	2	13

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	44	49	29	45	50	31		
ELA Learning Gains				34			36		
ELA Lowest 25th Percentile				26			26		
Math Achievement*	28	48	56	30	31	36	28		
Math Learning Gains				46			38		
Math Lowest 25th Percentile				43			42		
Science Achievement*	34	49	49	29	46	53	37		
Social Studies Achievement*	54	67	68	50	49	58	57		
Middle School Acceleration	72	62	73	71	43	49	65		
Graduation Rate					52	49			
College and Career Acceleration					65	70			
ELP Progress	22	31	40	50	69	76	19		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	235
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	10
Percent Tested	95
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	4	4
ELL	21	Yes	3	2
AMI				
ASN				
BLK	39	Yes	3	
HSP	28	Yes	2	1
MUL	34	Yes	1	
PAC				
WHT	56			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	3	3
ELL	30	Yes	2	1
AMI				
ASN				
BLK	37	Yes	2	
HSP	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	43			
PAC				
WHT	49			
FRL	39	Yes	1	

Accountability Components by Subgroup
Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	25			28			34	54	72			22
SWD	11			9			15	26			4	
ELL	14			19			27				4	22
AMI												
ASN												
BLK	22			23			27	52	72		5	
HSP	23			26			21	44			5	25
MUL	27			29			39	40			4	
PAC												
WHT	34			49			52	70	74		5	
FRL	25			28			33	55	73		6	29

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	29	34	26	30	46	43	29	50	71			50
SWD	5	13	12	8	32	34	2	23				
ELL	15	28	20	6	50	60	14					50
AMI												
ASN												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	23	32	25	25	42	39	27	46	71			
HSP	28	39	38	27	54	63	20	40				
MUL	44	28		37	53		27	67				
PAC												
WHT	42	42	25	46	55	67	40	62	63			
FRL	28	33	26	29	45	44	27	49	72			

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	31	36	26	28	38	42	37	57	65			19
SWD	8	21	19	7	32	39	13	15				
ELL	19	29	23	7	28	55	9	45				19
AMI												
ASN												
BLK	22	30	22	20	36	41	24	57	62			
HSP	34	42	54	33	26		36	42	70			13
MUL	42	50		39	48		55					
PAC												
WHT	51	49	20	48	49		65	65	67			
FRL	29	35	26	26	37	41	33	57	64			22

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
07	2023 - Spring	24%	44%	-20%	47%	-23%
08	2023 - Spring	25%	39%	-14%	47%	-22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	20%	42%	-22%	47%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	24%	49%	-25%	54%	-30%
07	2023 - Spring	20%	44%	-24%	48%	-28%
08	2023 - Spring	34%	37%	-3%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	31%	47%	-16%	44%	-13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	32%	59%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	39%	56%	48%	47%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	65%	-15%	66%	-16%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA
Lack of alignment to benchmarks and lack of rigorous activities in the classroom

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

Science
Lack of alignment to benchmarks and lack of rigorous activities in the classroom

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.

ELA and Science
Lack of alignment to benchmarks and lack of rigorous activities in the classroom
Late hires for science positions

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

Acceleration
Implementation of interventions and tutoring every day as well as Boot Camps.
Verified students with a three or higher were placed in Algebra one

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

State Assessments for ESSA groups and all students
Retention area with high data

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

1. Explicit Standards Aligned Instruction
2. Tasks Aligned to the benchmarks
3. Planning
4. Coaching
5. Positive Behavior Supports

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Provide support to meet the needs of new teachers inexperienced in the content area, teaching, and those demonstrating the need for Tier 3 support to increase students' academic achievement.

High turnover and insufficient experience of teachers caused weak instruction for students, including ESSA subgroups.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Using the classroom walk-through tool, observe classroom instruction and identify quality instruction will be observed 80% of the time.
The leadership team will provide defined tiered coaching for 90% of teachers in the core areas.
Establish coaching support plans and coach logs for the fifteen targeted teachers.
Teachers will participate in 100% of the professional trainings to include ERPL and school PL.
Teachers who exhibit quality instruction based on the walkthrough tool will receive PBIS points.
Students will show growth in ELA achievement 29% to 39%, ELA learning gain 34% to 50%, ELA lower quartile 26% to 60%, Math achievement 30% to 40%., Math learning gain 46% to 56%, Math lower quartile 43% to 60%, Science achievement 29% to 40%, and Civics 50% to 65%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

SWD Data will be reviewed monthly.
Instructional practices for teachers with Tier 2 and Tier 3 coaching support will address ESSA subgroups.
Monitoring:
Coaching plans that include:
Identified focus for coaching aligned with the school's instructional look-fors:
Teachers will provide explicit instruction aligned to benchmark and intended learning.
Teachers will provide task(s) aligned to the benchmark(s) and intended learning.
Teachers ask questions to deepen their understanding of intended learning.
Teachers provide students with opportunities to collaborate
Documentation of coaching cycles and targeted look-fors.
Coaching Logs that include:
Actions taken by the coach and the teacher
Outcomes as a result of coaching
Weekly, the administration will review coaching documentation and provide feedback and support to coaches.

Person responsible for monitoring outcome:

Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The administration will review Coaching Cycles
Professional Development will provide various ways to improve the previously mentioned look-fors.
Instructional coach will support core teachers with guided planning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By reviewing coaching cycles, the administration can monitor teacher progress.
Professional Development will help teachers understand the implementation and importance of the look-fors and their impact on student learning. Teachers will also be given opportunities to participate in guided planning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide support facilitation training for ESE teachers and their co-teachers. Support facilitation and intervention teachers will work closely with classroom teachers to provide scaffolding to raise ELL and SWDs achievement levels.

Person Responsible: Susan Seidel (sjseidel@volusia.k12.fl.us)

By When: May 31, 2024

Book Study - Managing the Madness - which will assist teachers in Team Teaching

Person Responsible: Susan Seidel (sjseidel@volusia.k12.fl.us)

By When: December 15, 2023

Determine the level of supports needed for teachers (tiered)

Person Responsible: Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

By When: September 1, 2023

Schedule/calendar for walk-throughs and timely feedback to teachers.

Person Responsible: Lloyd Haynes (lghaynes@volusia.k12.fl.us)

By When: Information will be reviewed monthly in administrative meetings through the end of May.

Create and share coaching log within the admin team.

Person Responsible: Lloyd Haynes (lghaynes@volusia.k12.fl.us)

By When: August 31, 2023

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

New teachers and high teacher turnover led to a lack of high-quality instruction delivered to Campbell Middle School students. To remedy any instructional gaps, teachers will provide an opportunity for additional academic support. Students will be identified by District Test Scores, state standardized test data, teacher recommendations, or student/parent's requests.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To measure the impact of focused planning, professional learning we will use:
*Classroom walk-through data to ensure teachers are 100% aligned to the benchmarks.
*Professional learning (implementation) will be given to the instructional staff and 100% attendance will be expected with 80% of teachers implementing the PL.
*PLC Notes/plans/schedules Dept Head and Coaches will ensure100% of PLC notes are loaded to the school team site for access to everyone.
*Coaching logs will be completed and review during weekly meetings with administration.
*100% of coaching support plans will be shared with administration.
*Student test data student will be monitored & discussed weekly at PLC and administration.
*Students achieving academic growth will be awarded PBIS points.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

*Student achievement data (with a focus on ESSA Groups)
*Observed teacher instructional practice (planning, professional learning)
*Coaching Cycles and Logs
*Classroom walk-through feedback and support
*SLT will monitor data and PBIS outcomes to ensure gains are being made.
*SAC will be kept updated on student achievement and behavior at monthly meetings.
*PLCs & Teams will monitor student behavior and academic performance.

Person responsible for monitoring outcome:

Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional coach will meet with departments once weekly via PLCs.
Instructional coach will monitor district and state assessments.
Teacher clarity emphasizes using research-based best practices, standards-aligned instruction, small groups, differentiation, focus boards, and coaching support in the classroom.
Instructional coach will support core teachers with guided planning.
Substitute tutors will be supporting Math and ELA classes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for using the strategy of standards-based instruction is that all educational stakeholders must align to high rigorous standards of instruction to increase overall student achievement in ELA. John Hatties' effect size of collective teacher efficacy is 1.57, teacher clarity .84, setting standards for self-judgement .62, comprehensive instructional

programs for teachers are .72, learning goals vs no learning goals .68, and teacher feedback .76. Research on standards-based instruction has been conducted by the Florida Department of Education, American Federation of Teachers, and Learning Sciences Marzano Center which recommends standards-based instruction to increase student success rate.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a master schedule allowing for weekly common planning for PLCs and supports the required services for Students With Disabilities to promote growth in core subject areas.

Person Responsible: Al Kelleher (apkelleh@volusia.k12.fl.us)

By When: August 14, 2023

Define the roles and responsibilities of team members (coaches, teachers, admin, district) for before during and after PLC sessions. During PLCs teachers will review curriculum map and plan upcoming lessons. After PLCs, administrators will walkthrough classes weekly to ensure benchmark aligned instruction is occurring in core classes. An administrator will be assigned to each PLC.

Person Responsible: Lloyd Haynes (lghaynes@volusia.k12.fl.us)

By When: August 18, 2023

Monthly PLC to determine progress of lowest quartile, including ESSA subgroups, making progress towards 70% proficiency on Unit/Chapter Assessments in ELA and Math.
•Bi-weekly checkpoints of targeted students - make adjustments to the intervention, as needed, through data analysis, while considering ICEL.
•Monitoring fidelity of Tier 2 and Tier 3 interventions of LQ students through walkthroughs.
Students that continue to need further supports/intervention would be identified in order to move them to Tier 3.

Person Responsible: Susan Seidel (sjseidel@volusia.k12.fl.us)

By When: June 2024

Administrators will create a shared document to note coaching cycles and walkthrough evidence. The leadership team will conduct classroom observations and provide actionable feedback on a weekly basis to ensure Standards-based instruction is being delivered. A support plan will be developed, and teachers will receive coaching support (coaching cycle, side-by-side, push in support based on their specific needs.

Person Responsible: Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

By When: 05/31/2024

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The total number of referrals increased by 113 from the 21/22 school year to the 22/23 school year. The number of fourth quarter referrals was double that in 3rd quarter.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reduction in Discipline Referrals by 30%
Reduction in Level 2/Level 3 Offences by 30%
Reduction in Out-of-School Suspensions by 30%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Reduction in discipline referrals
Reduction in level two and three offences
Reduction in out of school suspensions

Person responsible for monitoring outcome:

Lloyd Haynes (lghaynes@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Meet with District discipline personnel quarterly.
Review grade level referrals –Admin.
Establish school-wide norms
PL for all teachers on discipline procedures.
Use of "Common Language" by all faculty and staff.
Behavior Expectations are posted in common areas.
Behavior Expectations are posted in all classrooms.
Behavior Expectations reviewed by teachers.
Expand parent involvement in behavior.
Utilize Life Skill Coaches to support positive behaviors
PBIS app will be purchased with UNISIG funds to capture positive behavior

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By implementing the strategies, school culture and climate will be conducive for academic growth.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Meet with District discipline personnel quarterly to review discipline, EWS, and MTSS data.

Person Responsible: Lloyd Haynes (lghaynes@volusia.k12.fl.us)

By When: June 2024

Purchase and utilize the PBIS app to promote positive behavior. The PBIS team will meet bi-monthly to monitor the impact of interventions.

Person Responsible: Derek Travis (dotravis@volusia.k12.fl.us)

By When: June 2024

Provide professional learning to teachers on discipline procedures.

Person Responsible: Lloyd Haynes (lghaynes@volusia.k12.fl.us)

By When: August 14, 2023

Life skill coaches will provide lessons to support positive behavior and improve campus climate and culture.

Person Responsible: Shawnda Shaughnessy (sashaugh@volusia.k12.fl.us)

By When: June 2024

Provide parents with an opportunity to become involved in activities that will improve school culture and climate. Parent Academy will occur monthly.

Person Responsible: Darlette Winck-Hall (dwinckha@volusia.k12.fl.us)

By When: June 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SAC, SLT, administration & coaches will make sure that all funding is used in the targeted areas as identified in the SIP.
This will be reviewed regularly throughout the year in SAC and SLT meetings.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan, UNISIG budget, and SWP is disseminated to all stakeholders at Open House and in SAC meetings. The school's webpage is https://campbell.vcsedu.org/

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Counselors will hold regular meetings to provide support for parents.
The school's Family Engagement plan can be accessed at https://campbell.vcsedu.org/.
Teachers will communicate positive behaviors and achievements with parents and other stakeholders regularly throughout the year.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The teachers will have support through intervention, PBIS, academic coaches, and administration to strengthen their practice(coaching).
PLCs will also help teachers incorporate best practices and rigor in their instruction throughout the year.
Instruction will occur from bell to bell using every instructional minute available.
The CNA program will provide support to students in core areas.
Saturday school programs will target all academic levels to improve academic achievement for every student.
Tutoring programs will be established for students, in addition to individual teachers providing assistance to students as needed.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our school offers Free lunch to all students attending school. Academics are supported through district-based curriculum specialists, and academic coaches that work with our teachers. The teacher on assignment and Life Skill coaches work with all teachers and students. School counselors and outside agencies provide information to parents and guardians in regard to housing, clothing, food banks and community resources.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				$33,041.74
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	110	0745 - Campbell Middle School	UniSIG	0.0	$2,800.00
			Notes: Stipends AP Summer Planning - The 120 hours are needed to focus on data analysis, instructional planning, and systems planning. The focus for the AP is ELA, Math,			

			and Science and all areas reflected on the School Improvement Plan. The total cost for this activity is $5,091.24 (1 x 8 days x 10 hrs x $35/hr = $3,394.16).			
	6300	210	0745 - Campbell Middle School	UniSIG	0.0	$379.96
			Notes: Retirement 13.57%			
	6300	220	0745 - Campbell Middle School	UniSIG	0.0	$214.20
			Notes: Social Security 7.65%			
	6300	120	0745 - Campbell Middle School	UniSIG	0.0	$18,095.00
			Notes: Supplements for SLT Leaders - Leaders wills support grade level/department teacher teams with the effective management and implementation of the curriculum and standards. These leaders are expected to set an example for others through their demonstration of integrity and professionalism. All instructional leaders will participate in ongoing professional learning. They will also support with the delivery of professional learning for all teachers. They will participate in Learning Walks and Data Chats with administration, and following each, they will be expected to share out at a faculty meeting or professional learning (11 x $1,645 = $21,934.76)			
	6300	210	0745 - Campbell Middle School	UniSIG	0.0	$2,455.49
			Notes: Retirement 13.57%			
	6300	220	0745 - Campbell Middle School	UniSIG	0.0	$1,384.27
			Notes: Social Security 7.65%			
	5100	510	0745 - Campbell Middle School	UniSIG	0.0	$7,712.82
			Notes: Materials and Supplies for every classroom to increase student engagement to include: Chart Paper, Sticky Notes, Expo Markers, Dry Erase Boards, Highlighters, Highlighter tape, Binders, Tab Dividers, Folders and Paper. PBIS student ID's. PBIS Rewards student ID badges to help simplify your PBIS initiative and the use of PBIS Rewards. Scannable IDs will help your staff to save time and will enable them to more accurately assign points to students and staff members. Student ID badges can be a powerful force, allowing schools to improve campus security, classroom behavior, and school climate. Scannable student ID badges allow your staff to quickly and accurately award points. Recognize student behavior anywhere with a simple scan.			
2	**III.B.**	**Area of Focus: Instructional Practice: Benchmark-aligned Instruction**				**$248,084.96**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0745 - Campbell Middle School	UniSIG	1.0	$49,577.10
			Notes: Salaries Intervention Teacher - The intervention teacher to mentor, build relationships, set goals with academics via multisensory activities and monitoring progress working with students. They will primarily work with students that showed little to no learning gains to support the intensive intervention need to help these students close their academic gaps. In addition to direct student contact, the intervention teacher would monitor student progress and meet with admin and coaches every other week to share student progress and action plan for the following two weeks. The total cost for this activity is $67,624.29.			
	5100	210	0745 - Campbell Middle School	UniSIG	0.0	$6,727.61
			Notes: Retirement 13.57%			
	5100	220	0745 - Campbell Middle School	UniSIG	0.0	$3,792.65

			Notes: Social Security 7.65%			
	5100	230	0745 - Campbell Middle School	UniSIG	0.0	$6,780.00
			Notes: Medical Flat Rate			
	5100	230	0745 - Campbell Middle School	UniSIG	0.0	$3.27
			Notes: Life .0066%			
	5100	240	0745 - Campbell Middle School	UniSIG	0.0	$743.66
			Notes: Workmen's Comp 1.5%			
	5100	120	0745 - Campbell Middle School	UniSIG	1.0	$49,577.10
			Notes: Salaries Intervention Teacher - The intervention teacher to mentor, build relationships, set goals with academics via multisensory activities and monitoring progress working with students. They will primarily work with students that showed little to no learning gains to support the intensive intervention need to help these students close their academic gaps. In addition to direct student contact, the intervention teacher would monitor student progress and meet with admin and coaches every other week to share student progress and action plan for the following two weeks. The total cost for this activity is $67,624.29.			
	5100	210	0745 - Campbell Middle School	UniSIG	0.0	$6,727.61
			Notes: Retirement 13.57%			
	5100	220	0745 - Campbell Middle School	UniSIG	0.0	$3,792.65
			Notes: Social Security 7.65%			
	5100	230	0745 - Campbell Middle School	UniSIG	0.0	$6,780.00
			Notes: Medical Flat Rate			
	5100	230	0745 - Campbell Middle School	UniSIG	0.0	$3.27
			Notes: Life .0066%			
	5100	240	0745 - Campbell Middle School	UniSIG	0.0	$743.66
			Notes: Workmen's Comp 1.5%			
	5000	750	0745 - Campbell Middle School	UniSIG	0.0	$43,200.00
			Notes: Stipends - Substitute to provide Reading tutoring through the day (2 sub x 180 days x $120 per day) The total Cost for this activity is $46,504.80			
	5000	220	0745 - Campbell Middle School	UniSIG	0.0	$3,304.80
			Notes: Social Security 7.65%			
	6300	120	0745 - Campbell Middle School	UniSIG	0.0	$54,720.00
			Notes: Stipends for Collaborative Planning Weekly - Math, ELA, Science- Teams will analyze data from formative, district, and state assessments. The teams will create intervention and enrichment action plans for individual students, classes, and grade levels.			

			The team will monitor and adjust instructional groups based on OPM data for intervention and enrichment. The team will pace instruction using the curriculum map, assessment calendar, and for mative assessment data to choose appropriate standards/benchmarks needed for core instruction and intervention groups. The team will monitor progress towards achievement of the SIP focus areas. The team will participate in weekly collaborative planning with the instructional coaches, support facilitation, general education teachers, and intervention teachers to develop clarity of the standard, target task aligned activities, and develop rigorous questions to ensure the mastery of standards being taught. (19 Teachers x 24 weeks x 4 hours @ $30/hr = $66,331.58)			
	6300	210	0745 - Campbell Middle School	UniSIG	0.0	$7,425.50
			Notes: Retirement 13.57%			
	6300	220	0745 - Campbell Middle School	UniSIG	0.0	$4,186.08
			Notes: Social Security 7.65%			
3	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$71,887.71**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	730	0745 - Campbell Middle School	UniSIG	0.0	$2,630.00
			Notes: Dues & Fees PBIS rewards system to aid in the SIP goal to create a positive and culturally sensitive environment and to decrease referrals. By increasing the positives and being proactive it should cause a decrease in the inappropriate behaviors. PBIS Rewards is a Software-as-a-Service solution that provides a digital schoolwide PBIS management system. Our system simplifies the implementation and tracking of the PBIS framework within a school. With PBIS Rewards, school administration can clearly see how teachers are utilizing PBIS and how PBIS is improving school culture. PBIS Rewards is easy-to-use, fun for both students and staff, and provides accountability for everyone in the school. Our suite of Apps includes a Parent App that gives parents a view into how their child is doing with respect to the PBIS program.			
	5100	370	0745 - Campbell Middle School	UniSIG	0.0	$5.00
			Notes: Shipping for PBIS ID Cards			
	5100	360	0745 - Campbell Middle School	UniSIG	0.0	$1,000.00
			Notes: Site License - Personalized supplemental learning through on-line instruction to assist with student achievement. Personalized supplemental learning reports are generated and reviewed monthly to determine usage and student progress. This information is shared with Administrators, teachers and district personnel.			
	6120	130	0745 - Campbell Middle School	UniSIG	0.0	$50,089.14
			Notes: Salaries - School Counselor - Guidance Counselor to work with students and/or teachers to achieve school improvement goals through tasks aligned with their individual essential job functions. The total cost for this activity is $68,252.71			
	6120	210	0745 - Campbell Middle School	UniSIG	0.0	$6,797.10
			Notes: Retirement 13.57%			
	6120	220	0745 - Campbell Middle School	UniSIG	0.0	$3,831.82
			Notes: Social Security 7.65%			
	6120	230	0745 - Campbell Middle School	UniSIG	0.0	$6,780.00
			Notes: Medical Flat Rate			

	6120	230	0745 - Campbell Middle School	UniSIG	0.0	$3.31
			Notes: Life .0066%			
	6120	240	0745 - Campbell Middle School	UniSIG	0.0	$751.34
			Notes: Workmen's Comp 1.5%			
					Total:	**$353,014.41**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No