Volusia County Schools

CAMPBELL MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Campbell Middle School is a close-knit community committed to fostering academic excellence. Our school leadership team is focused on enhancing student achievement through a comprehensive learning approach, which includes high-quality elective courses and a robust STEAM curriculum. The school offers a vibrant performing arts program that provides students with numerous opportunities to explore their creative and innovative talents. Alongside academics, the school emphasizes civic-mindedness by encouraging community engagement, collaboration, teamwork, and the development of leadership skills. Our goal is to empower students to become creative thinkers and empathetic leaders who are ready to make a positive impact in their communities.

Provide the school's vision statement

Campbell Middle School is a vibrant and inclusive school community where every student feels valued and engaged. Our mission is to create a safe and nurturing learning environment that promotes not only academic excellence but also personal growth and social-emotional development. The school is dedicated to inspiring curiosity, encouraging collaboration, and providing a rigorous curriculum that meets the diverse needs of our learners, fostering a dynamic and engaging learning environment. Through strong partnerships with families and the community, Campbell strives to empower students to achieve their fullest potential and become lifelong learners and responsible citizens.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Marcia Owens

mmowens@volusia.k12.fl.us

Position Title
School Principal

Job Duties and Responsibilities

The Principal, as an instructional leader, is responsible for overseeing the academic performance and implementation of the curriculum across all subjects. This role involves regularly evaluating teaching methods, monitoring student progress, and providing support to educators in meeting educational standards. The instructional leader also collaborates with teachers to identify areas for improvement. One of the most significant responsibilities is developing targeted strategies to enhance learning outcomes, which demonstrates a commitment to student success. Other responsibilities include employee hiring and retention, staff professional development, school safety and improvement plans, budgeting, community relations, parent engagement, and fostering an inclusive school culture.

Leadership Team Member #2

Employee's Name
Nathaniels Anderson

NLAnders@volusia.k12.fl.us

Position Title
Senior Assistant Principal

Job Duties and Responsibilities

The Senior Assistant Principal (SAP) is responsible for managing facility operations, including overseeing facility rentals, supervising custodial staff, processing maintenance work orders, and enforcing student discipline policies to foster a positive school environment. The SAP conducts fire, active shooter, and emergency evacuation drills to ensure proper protocols are followed, ensuring the safety of staff and students. The administrator will lead manifestation and expulsion hearings, address stakeholders' complaints, and host parent-teacher conferences. Additionally, the SAP oversees civic instructional programs, supports 8th-grade teachers, and aligns educational initiatives with the school's goals to enhance student learning and achievement.

Leadership Team Member #3

Employee's Name
Jennifer Mills

jnmills@volusia.k12.fl.us

Position Title
ESE Assistant Principal

Job Duties and Responsibilities

The ESE (Exceptional Student Education) Assistant Principal plays a vital role in creating an inclusive and supportive learning environment for students with diverse needs. Key responsibilities include managing access curricula, training staff on best practices in special education, overseeing student assessments, implementing assistive technology in the classroom to support student learning, participating in individual education plan meetings, ensuring classroom accommodations are implemented, leading manifestation and expulsion hearings, and collaborating with multidisciplinary teams. This role emphasizes the importance of parental involvement, effective behavior management, compliance with special education regulations, and the strategic use of resources to ensure that all students receive a high-quality, personalized education tailored to their individual academic needs. The assistant principal advocates for students with exceptionalities, focusing on their strengths and challenges.

Leadership Team Member #4

Employee's Name
Derek Travis

dotravis@volusia.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The responsibilities of the 7th Grade Assistant Principal (AP) include assisting with state assessments, managing student discipline, and implementing a Positive Behavior Intervention System (PBIS). The AP also oversees professional development for staff, facilitates professional learning communities (PLCs), and conducts data analysis to improve collaboration, planning, and instructional practices. In addition to these duties, the AP provides instructional leadership, evaluates teachers and support staff, and serves as a coach and mentor for personnel. The AP is responsible for overseeing the science department, conducting classroom and hallway walkthroughs, supervising curriculum and lesson implementation, ensuring high-quality instruction, analyzing data, and promoting student engagement and success in mathematics. These responsibilities are essential for creating a supportive and effective educational environment.

Leadership Team Member #5

Employee's Name
Ronald Washington

rawashin@volusia.k12.fl.us

Position Title

Assistant Prinicipal

Job Duties and Responsibilities

The responsibilities of the 6th Grade Assistant Principal include overseeing student attendance, evaluating instructional and support staff, facilitating professional development (PD), and professional learning communities (PLCs). Additionally, the Assistant Principal guides curriculum and teaching practices to enhance instructional leadership, promote teacher collaboration, and improve instructional strategies. A significant part of their role is to assist with student discipline, ensuring a safe and respectful environment. The AP also coordinates after-school dismissal procedures to ensure student safety. Furthermore, the AP leads disciplinary hearings, plans and supervises extracurricular activities, oversees athletic activities, fosters teamwork and school spirit, and works to strengthen parent engagement. These efforts aim to foster a positive and supportive culture that promotes the academic and personal growth of every student.

Leadership Team Member #6

Employee's Name
Tytus Washington

towashin@volusia.k12.fl.us

Position Title
Teacher on Assignment

Job Duties and Responsibilities

The responsibilities of the Administrative Dean include working with teachers to implement effective classroom strategies, addressing stakeholders' concerns, and promoting a positive school culture. Also, the dean is responsible for managing student discipline, ensuring adherence to the student code of conduct and educational policies, conducting hallway and classroom walkthroughs, monitoring student activities, serving on the school-based threat management team (SBTMT), responding to any immediate threats, and supporting school initiatives. The dean participates in professional learning communities, data analysis sessions, and administrative meetings to review academic progress, evaluate outcomes, and identify areas of strength and improvement.

Leadership Team Member #7

Employee's Name
German Taveras

grtavera@volusia.k12.fl.us

Position Title
Administrative Dean

Job Duties and Responsibilities

The Administrative Dean (AD) has several key responsibilities, including working with administrators, teachers, and academic coaches to implement effective classroom management and instructional strategies. The dean addresses concerns from stakeholders, promotes a positive school culture, and ensures compliance with the student code of conduct, providing a sense of security and confidence to the school community. The AD also manages student discipline, leads manifestation and disciplinary hearings, and serves as the chair of the multi-tiered support system (MTSS), which focuses on student attendance, behavior, and academic challenges. Additionally, the dean assists with preparing the Title I budget proposal and the school improvement plan. Among other duties, the AD acts as the Title IX coordinator, responsible for investigating cases of sexual harassment and discrimination. Furthermore, the dean is a member of the school-based threat management team (SBTMT) and participates in investigating imminent threats using tools such as Fortified and Gaggle.

Leadership Team Member #8

Employee's Name
Darlette Winck-Hall

dwinckha@volusia.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor (SC) is a proactive advocate for students, providing support in academic, behavioral, and social-emotional areas. They assist with course selection, goal setting, Section 504 Plan implementation, and study skills, while offering emotional support for issues such as anxiety, depression, and bullying. Additionally, they guide students in career exploration, conduct workshops on essential life skills, and respond to crises. School counselors also monitor student academic performance, discipline, and absenteeism, actively identifying any issues that may hinder a student's success. By collaborating with teachers, administrators, and parents, they advocate for students' needs, ensuring they have access to resources that promote personal growth and academic success.

Leadership Team Member #9

Employee's Name
Brenda Rayburn

bjraybur@volusia.k12.fl.us

Position Title
Academic Coach

Job Duties and Responsibilities

The English Language Arts (ELA) Instructional Coach is tasked with enhancing instructional practices and improving student outcomes in literacy. This role involves collaborating with teachers through coaching and mentoring, assisting in curriculum development, and delivering professional development training focused on best practices in ELA. The coach analyzes student performance data to inform teaching strategies, fosters collaboration among staff, and supports new teachers as they acclimate to the curriculum. Candidates should possess strong communication and leadership skills. The position requires active involvement within the school environment, participation in professional learning communities, and regular attendance at professional development events.

Leadership Team Member #10

Employee's Name
Sandra Tweedy

sjtweedy@volusia.k12.fl.us

Position Title
Mathematics Intervention Teacher

Job Duties and Responsibilities

The Mathematics Instructional Coach is a key influencer in enhancing teaching and learning. By collaborating with educators to develop customized instructional strategies, providing professional development through workshops and training, and supporting the selection and implementation of curriculum, the coach has a significant impact on student achievement. The instructional coach's analysis of student performance data informs instructional decisions, resource allocation, and mentorship of new teachers. By fostering a collaborative environment among educators and focusing on student outcomes, the instructional coach seeks to enhance overall math instruction and, ultimately, improve student achievement in the classroom.

Leadership Team Member #11

Employee's Name
Barry Powell

tmpowell@volusia.k12.fl.us

Position Title
Family and Community Engagement Coordinator

Job Duties and Responsibilities

A School Community Liaison (SCL) serves as a vital connection between the school and the local community, focusing on enhancing communication and fostering positive relationships. The

community liaison, as a member of a multi-tiered support system, performs home visits to students experiencing chronic absenteeism or truancy and provides referrals to local agencies, community resources, and clothing, hygiene, or personal essentials. Additionally, the SCL facilitates updates on school events, engages families in activities, connects families with resources, and helps mediate conflicts. The liaison role in engaging families in school activities is crucial, as it promotes parental involvement in student success and fosters a stronger sense of community within the school. Additionally, they collaborate with local organizations and agencies to enrich school programs and resources, ultimately aiming to ensure student success and well-being.

Leadership Team Member #12

Employee's Name
Kimberly Sigler

kssigler@volusia.k12.fl.us

Position Title
Science Intervention Teacher

Job Duties and Responsibilities

The Science Intervention Teacher in a middle school setting plays a crucial role in supporting students who may struggle with science concepts. The teacher focuses on identifying students' specific needs and adapting lessons to meet those needs through targeted interventions. The Science Intervention Teacher works closely with classroom teachers to develop individualized learning plans that enhance understanding and engagement in scientific topics. This might involve using hands-on activities, tailored resources, and specialized instructional strategies to help students grasp complex ideas. Additionally, the science intervention teacher regularly assesses student progress, providing feedback and adjusting their approaches as necessary to ensure every student has the opportunity to succeed. They also foster a positive and inclusive learning environment that encourages curiosity and inquiry, helping students develop a love for science while building their confidence and self-esteem. Collaboration with parents and other educators is crucial, as it enables a unified approach to student learning and support.

Leadership Team Member #13

Employee's Name
Rachel McKenzie

rymckenz@volusia.k12.fl.su

Position Title
Reading Intervention Teacher

Job Duties and Responsibilities

A Reading Intervention Teacher is responsible for supporting students who struggle with reading by identifying their needs and providing targeted instruction. They conduct assessments to determine students' reading levels, design personalized intervention strategies, and implement differentiated instruction in small groups or one-on-one settings. Key duties include collaborating with classroom teachers, monitoring student progress, communicating with parents, and creating a positive learning environment that fosters a love of reading. The Reading Intervention Teacher possesses a strong understanding of literacy development and intervention strategies. Ultimately, the goal of the Intervention Teacher is to help students improve their reading skills and achieve academic success.

Leadership Team Member #14

Employee's Name
Cherise Webb-Moore

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Position Title
School Counselor

Job Duties and Responsibilities

The 8th-Grade School Counselor plays a vital role in supporting students during a significant transitional period. They provide academic guidance, promote personal and social development, and facilitate career exploration and development. The counselor's responsibilities include leading workshops, conducting individual and group counseling sessions, and responding to crises. They also collaborate with teachers and parents to monitor student progress. Additionally, the school counselor collaborates with the community to enhance resources available to students and their families. This collaboration fosters a safe and inclusive environment, helping adolescents navigate challenges and preparing them for high school and beyond. The school counselor brings exceptional interpersonal skills and cultural competence, enabling them to effectively connect with diverse student populations and foster a supportive environment that recognizes and values each student's unique background and experiences.

Leadership Team Member #15

Employee's Name
Robert Cherry

recherry@volusia.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor (SC) plays a vital role in advocating for students by providing support in academic, behavioral, and social-emotional areas. They assist with course selection, goal setting, and the implementation of Section 504 Plans, as well as teaching study skills. The SC also offers emotional support for issues such as anxiety, depression, and bullying. In addition, they guide students in career exploration, conduct workshops on essential life skills, and respond to crises. School counselors monitor students' academic performance, behavior, and attendance, actively identifying any challenges that may hinder a student's success. By collaborating with teachers, administrators, and parents, they advocate for students' needs, ensuring access to resources that promote personal growth and academic achievement.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Campbell is dedicated to fostering student growth through various partnerships and programs, such as the 21st Century Community Learning Centers, which provide grants for before-school and after-school CNA programs as well as offer a wide variety of creative, engaging and educational programs designed to both support and extends the academic and personal enrichment of participating students and their families throughout the school year. CNA provides the following FREE for students: academics—reading, math, and character education, tutoring—reading, math, and science, homework assistance, computer lab access, service-learning projects and community service opportunities, recreation—physical education and team sports, special events and field trips, summer camp, and teen zone.

Campbell also has a partnership with "The Lab - Like A Boss" Spring, Summer, Fall, and Winter Camps, which emphasize career readiness. Students aged 14-21 who are enrolled in school with an Individualized Education Program (IEP) or a 504 plan, or have a documented disability, are eligible to participate. Participants learn about the education and career opportunities available in various industries and enjoy these in-person career camps, which feature hands-on activities, site tours, field trips to worksites, and expert insights from industry leaders. This program is structured as an immersive experience, covering a range of career opportunities within each selected field. A certificate of completion will be awarded to all students who complete the program.

The school hosts curriculum nights and STEAM nights to engage families and spark student interest in key industries in science, technology, engineering, art, and math. The school also features a Student Advisory Committee (SAC) to amplify student voices and works with community nonprofits, such as the Food Brings Hope initiative, to tackle food insecurity. Furthermore, the TeenZone Program supports at-risk students by providing tutoring, nutritious meals, a reward system for progress, educational field trips, college campus tours, motivational speakers, and transportation.

Additionally, Campbell hosts quarterly award ceremonies to recognize students who earn a level three or above on their state assessment or make the honor roll for their achievements. These events also aim to motivate other students to work hard and make the honor roll, as well as to attend Saturday academic boot camps for additional support. The academic boot camps offer small-group instruction, intervention, remediation, and credit recovery opportunities to help students succeed. Other activities that unite the school community include the Campbell talent show, musical plays, dance performances, and pageants, which select a school king and queen, foster community spirit, and celebrate student accomplishments.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The school leadership team will take a proactive approach in monitoring the school improvement plan by conducting regular classroom walkthroughs and detailed observations. These activities are designed to provide effective instructional leadership and ensure that teaching practices are aligned with the goals outlined in the improvement plan.

To identify students who are at risk, teachers, school counselors, administrators, and the MTSS chair will collaborate to develop a comprehensive system for spotting those experiencing issues such as credit denial, chronic absenteeism, truancy, or disciplinary challenges. This collaborative effort will involve early intervention strategies, targeted support services, and resources tailored to meet the needs of these students, thereby helping them overcome barriers to success.

Additionally, the leadership team, along with academic coaches, will emphasize the importance of professional learning communities (PLCs). These PLCs will be dedicated to a

thorough analysis of student academic performance, focusing on identifying students who require remediation, intervention, or enrichment opportunities. By doing so, the team aims to effectively close the achievement gap and foster an environment conducive to learning for all students.

To inform instructional decisions and optimize student outcomes, the leadership team will perform a thorough analysis of district and state assessments during the key periods of PM1, PM2, and PM3. This data-driven approach will enable them to make strategic decisions regarding curriculum adjustments, resource allocation, and the implementation of targeted instructional strategies to support all learners. Regular review cycles will facilitate ongoing reflection and iteration of practices, ensuring continuous improvement throughout the school year.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: D** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							303	306	353	962
Absent 10% or more school days							106	108	151	365
One or more suspensions							210	188	218	616
Course failure in English Language Arts (ELA)							168	195	210	573
Course failure in Math							149	131	121	401
Level 1 on statewide ELA assessment							152	129	156	437
Level 1 on statewide Math assessment							127	132	145	404
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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							152	121	154	427

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	3	4	8
Students retained two or more times							2	2	1	5

Prior Year (2024-25) As Last 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 school days							69	76	84	229
One or more suspensions							127	155	97	379
Course failure in English Language Arts (ELA)							40	45	45	130
Course failure in Math							30	33	23	86
Level 1 on statewide ELA assessment							105	98	93	296
Level 1 on statewide Math assessment							117	103	101	321
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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							114	145	109	368

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2	4	10	16
Students retained two or more times								3	9	12

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	33	52	58	30	48	53	25	44	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	49	54	59	40	51	56			
ELA Lowest 25th Percentile	55	49	52	39	47	50			
Math Achievement*	49	56	63	47	55	60	28	48	56
Math Learning Gains	61	56	62	66	61	62			
Math Lowest 25th Percentile	61	55	57	71	59	60			
Science Achievement	38	56	54	30	53	51	34	49	49
Social Studies Achievement*	42	69	73	46	69	70	54	67	68
Graduation Rate									
Middle School Acceleration	69	76	77	77	71	74	72	62	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	39	50	53	39	47	49	21	31	40

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	496
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
50%	49%	39%	41%	38%		43%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	37%	Yes	6	
English Language Learners	39%	Yes	1	
Black/African American Students	50%	No		
Hispanic Students	49%	No		
Multiracial Students	47%	No		
White Students	59%	No		
Economically Disadvantaged Students	49%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	33%		49%	55%	49%	61%	61%	38%	42%	69%			39%
Students With Disabilities	11%		46%	61%	28%	57%	56%	20%	19%				
English Language Learners	24%		34%	33%	43%	63%	58%	22%	31%				39%
Black/African American Students	31%		51%	60%	46%	59%	60%	35%	39%	68%			
Hispanic Students	30%		42%	42%	51%	63%	60%	41%	37%	87%			33%
Multiracial Students	31%		50%	67%	43%	58%		31%	50%				
White Students	45%		50%	55%	62%	68%	69%	57%	54%	69%			
Economically Disadvantaged Students	32%		49%	54%	48%	60%	60%	38%	41%	70%			41%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	30%		40%	39%	47%	66%	71%	30%	46%	77%			39%
Students With Disabilities	10%		28%	33%	22%	54%	65%	11%	19%				
English Language Learners	21%		35%	22%	38%	72%	79%		25%				39%
Black/African American Students	25%		40%	45%	42%	66%	74%	26%	39%	76%			
Hispanic Students	29%		33%	23%	46%	67%	67%	29%	50%				31%
Multiracial Students	35%		41%		62%	76%			53%				
White Students	48%		44%	31%	59%	62%	58%	47%	68%	67%			
Economically Disadvantaged Students	29%		40%	40%	45%	66%	71%	30%	44%	73%			41%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%			21%
Students With Disabilities	11%				9%			15%	26%				
English Language Learners	14%				19%			27%					22%
Black/African American Students	22%				23%			27%	52%	72%			
Hispanic Students	23%				26%			21%	44%				25%
Multiracial Students	27%				29%			39%	40%				
White Students	34%				49%			52%	70%	74%			
Economically Disadvantaged Students	25%				28%			33%	55%	73%			29%

E. 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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	35%	53%	-18%	60%	-25%
ELA	7	28%	51%	-23%	57%	-29%
ELA	8	31%	52%	-21%	55%	-24%
Math	6	37%	50%	-13%	60%	-23%
Math	7	37%	34%	3%	50%	-13%
Math	8	50%	56%	-6%	57%	-7%
Science	8	34%	56%	-22%	49%	-15%
Civics		39%	67%	-28%	71%	-32%
Algebra		71%	49%	22%	54%	17%
Geometry		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The ELA bottom quartile learning gains increased by 16%, which was the data component showing the most improvement. The leadership team conducted walkthroughs and observations, as well as analyzed performance data, to identify teachers who needed instructional support and students who required intervention services. The administrative team collaborated with teachers and students needing assistance by having an administrator support instruction, adding additional support facilitators, and hosting small-group sessions. Furthermore, the leadership team implemented an academic boot camp on Saturdays to help students meet their educational needs.

Lowest Performance

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

The data component with the lowest performance was the learning gains for the bottom 25% of mathematics students, which declined by 10%.

Several factors may have contributed to this decline, including attendance issues for both teachers and students, a misalignment of the curriculum with state standards, and ineffective professional learning communities (PLCs) that struggled to analyze standards and performance data effectively. Additionally, there was a lack of planning and formative assessments to guide instruction, inequities in resource allocation, insufficient professional development and support for teachers, and the absence of a department chair and intervention support teacher.

Socioeconomic factors also impact access to educational resources. Furthermore, natural disasters, such as hurricanes, have displaced families, further affecting student attendance and academic performance.

Greatest Decline

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

The data component with the most significant decline is the 10% decrease in mathematics

learning gains among the lowest 25% quartile. Several factors may have contributed to this decline, including teacher and student attendance, misalignment of curriculum with the state standards, professional learning communities (PLCs) did not take place or were ineffective dissecting the standards and performance data, lack of planning and formative assessment to drive instructions, disparities in resource allocation, insufficient professional development, training, and support for teacher, and the lack of a department chair and intervention support teacher. Socioeconomic factors also play a role, impacting access to educational resources. Furthermore, natural disasters such as hurricanes displaced families and impacted student attendance and academics because they were homeless.

Greatest Gap

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.

The data component with the most significant disparity compared to the state average is Social Studies Achievement, which witnessed a decline in proficiency this year, dropping by 4%. Consequently, the proficiency level in Social Studies is now 28% lower than the state average of 70%. This gap raises concerns about student performance, signaling areas that require improvement and focused interventions.

Several factors may have contributed to this decline, including attendance issues among both teachers and students, a misalignment of the curriculum with state standards, and ineffective professional learning communities (PLCs) that failed to effectively analyze the standards and performance data. Additionally, there was a lack of planning and formative assessments to inform instruction, inequities in resource allocation, insufficient professional development and support for teachers, and the absence of a department chair and intervention support teacher.

Socioeconomic factors significantly influence access to educational resources, with families of lower income often lacking the necessary materials and support for academic success. Additionally, natural disasters like hurricanes displace families, disrupting children's education and contributing to increased absenteeism and lower performance. This combination of socioeconomic challenges and the impact of natural disasters highlights the difficulties many students face in achieving educational equity.

EWS Areas of Concern

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

- **An Early Warning Sign (EWS) has been identified, highlighting significant challenges faced by Exceptional Student Education (ESE) students with disabilities (SWD) in both English Language Arts (ELA) and mathematics.** Alarmingly, 89% of these students scored below the proficient level in ELA, while 75% scored below the proficient level in mathematics.

This indicates substantial gaps in foundational skills. Additionally, data reveal that SWD consistently scores below the 41st percentile, with a Federal Percent of Point Index (FPPI) score of 37 for the 2024-2025 academic year. This situation underscores the urgent need for intervention.

- **An Early Warning Sign (EWS) has been identified, indicating significant challenges faced by English Language Learners (ELLs) and English Speakers of Other Languages (ESOL) in both English Language Arts (ELA) and mathematics.** Alarmingly, 95% of these learners scored below proficiency in ELA, with only 13% achieving a level 2 and 82% receiving a level 1. In mathematics, 73% scored below proficiency; 18% received a level 2, while 55% scored a level 1. This data highlights the urgent need for targeted interventions and support for ELL and ESOL students.

Highest Priorities

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

Campbell Middle School has identified five key priorities for school improvement in the upcoming year:

1. Increase the proficiency rate of Exceptional Student Education (ESE) for Students with Disabilities (SWD) to 55% in both English Language Arts (ELA) and Mathematics.
2. Raise the proficiency rate for English Language Learners (ELLs) and English Speakers of Other Languages (ESOL) to 50% in English Language Arts (ELA) and 55% in Mathematics.
3. Improve English Language Arts (ELA) achievement by 7% to reach a total of 40%, enhance ELA learning gains by 11% to achieve 60%, and improve outcomes for the bottom quartile by 15% to reach 70%. ELA is essential for success in all academic areas.
4. Boost Mathematics achievement by 6% to reach 55%, improve learning gains by 9% to achieve 70%, and boost the proficiency of the bottom quartile by 4% to reach 65%.
5. Enhance Social Studies/Civics achievement by 10% to attain a proficiency rate of 52%.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Campbell Middle School's top priority is to improve the performance of the Exceptional Student Education (ESE) program, which concentrates on the educational needs of students with disabilities (SWD). This initiative guarantees that SWD receive the necessary support and resources to succeed academically. The goal is to enhance educational outcomes through targeted interventions, specialized instructional strategies, and comprehensive support services tailored to each student's individual needs. Additionally, this focus encourages educational equity and inclusion in the classroom for students with disabilities.

This was identified as an area of concern based on recent state assessments, highlighting significant challenges for SWD in English Language Arts (ELA) and mathematics. A staggering 89% scored below proficient in English Language Arts (ELA), with only 25% scoring a level 2, demonstrating a basic level of comprehension, and 64% at level 1, indicating limited understanding. The situation in mathematics is also alarming, with 75% below proficient; only 18% reached level 2, indicating a basic level of knowledge, while 57% scored at level 1, reflecting severe gaps in foundational skills. Data also demonstrates that SWD has persistently fallen below the 41st percentile, with a Federal Percent of Point Index (FPPI) score of 37 for the 2024-2025 year, highlighting the need for urgent intervention.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- **To increase the proficiency of Students with Disabilities (SWD) in English Language Arts (ELA) to 55%**, because 89% of SWD scored below proficiency in ELA. Among these students, 25% achieved a Level 2, indicating a basic understanding of the subject, while 64% scored at Level 1, reflecting significant skill deficiencies in reading and writing.

- **To raise the proficiency of Students with Disabilities (SWD) in mathematics to 55%**, because 75% of SWD scored below proficiency. Of these students, 18% reached a Level 2, demonstrating a basic understanding of the subject, while 57% scored at Level 1, indicating significant skill deficiencies.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To effectively monitor the goals of increasing proficiency for Students with Disabilities (SWD) in both English Language Arts (ELA) and mathematics, the middle school can implement the following strategies:

1. Regular Assessments: Conduct formative assessments every quarter to track student progress in ELA and mathematics. Use a mix of quizzes, tests, and performance tasks that align with grade-level standards.
2. Data Analysis: Analyze assessment data to identify trends, gaps, and areas of improvement. This can be achieved through a centralized data system that enables teachers to access and interpret student performance information easily.
3. Individualized Learning Plans: Develop personalized learning plans for each SWD, setting specific, measurable goals in ELA and mathematics. Regularly review and adjust these plans based on student progress.
4. Progress Monitoring Tools: Utilize progress monitoring tools, such as curriculum-based measurements or benchmarks, to observe the growth of students over time. Track data to ensure students are moving towards their proficiency goals.
5. Intervention Programs: Implement targeted intervention programs for students who are struggling, regularly assessing their effectiveness and making adjustments as needed. This may include tutoring, small group instruction, or after-school programs.
6. Professional Learning Communities and Professional Development for Teachers: Provide ongoing professional development focused on effective instructional strategies for teaching SWD. Encourage collaboration among staff to plan lessons, share best practices, and successful strategies.
7. Parent and Community Engagement: Involve parents in the monitoring process by providing them with regular updates on their child's progress and offering strategies to support learning at home.
8. Regular Review Meetings: Hold monthly data review meetings with educators to discuss student progress, share insights, and strategize on interventions or adjustments to instruction based on data.
9. Student Reflection: Encourage students to actively participate in tracking their own progress through self-assessments or goal-setting exercises. This can foster a sense of ownership and motivate them towards achieving their proficiency goals.

10. Annual Evaluations: At the end of the academic year, conduct a comprehensive evaluation of the proficiency goals for SWD. Analyze data from state assessments and overall classroom performance to determine the effectiveness of strategies employed throughout the year.

By implementing these monitoring strategies, the middle school can ensure that they are on track to meet its goals of increasing the proficiency of SWD in ELA and mathematics.

Person responsible for monitoring outcome
Principal, ESE Assistant Principal, and Instructional Coach

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
To achieve measurable outcomes in increasing proficiency for Students with Disabilities (SWD) in English Language Arts (ELA) and mathematics, the following evidence-based interventions and practices can be implemented. First, a multi-tiered approach known as Response to Intervention (RTI) can provide varying levels of support tailored to each student's needs. Tier 1 includes high-quality classroom instruction, while Tier 2 offers targeted interventions for students who require additional support. Tier 3, on the other hand, provides intensive, individualized interventions tailored to meet the specific needs of each student. Another effective strategy is the implementation of peer tutoring programs. This approach allows SWD to receive personalized support from their peers, and research has demonstrated the effectiveness of peer-mediated instruction in enhancing learning outcomes and motivation. Structured literacy programs also play a crucial role in improving reading skills among SWD. These systematic and explicit approaches focus on essential components, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, yielding significant benefits for students with diverse learning needs. In mathematics, utilizing programs like Bridges in Mathematics, Number Talks, or Math XL can promote number sense and mathematical reasoning through visual strategies and collaborative learning. These methods make mathematics more accessible and engaging for SWD. Additionally, cognitive behavioral strategies can empower students by helping them set goals, manage anxiety, and build self-regulation skills. Programs that incorporate goal-setting and self-monitoring enable students to take charge of their learning progress. The use of assistive technology is another vital intervention. Tools and software such as text-to-speech, speech-to-text, and graphic organizers can provide SWD with essential support to access the curriculum and effectively demonstrate their knowledge in both ELA and mathematics. Professional development focused on differentiated instruction is also critical. Ongoing training for educators ensures that their practices are informed by the latest research and effectively meet the diverse needs of SWD in the classroom. Behavioral interventions are essential as well. Programs centered on positive behavior support can address disruptive behaviors that may hinder learning. By reinforcing positive behaviors and providing clear expectations, educators can create a more conducive learning environment for all students. Lastly, family engagement programs are essential for strengthening the home-school connection. Initiatives such as workshops and informational sessions equip parents with tools and strategies to support their children's learning at home. By implementing these evidence-based interventions, middle schools can create a supportive framework aimed at enhancing learning outcomes for SWD in ELA and mathematics, ultimately leading them toward increased proficiency.

Regular monitoring and adjustments based on individual student progress will ensure that these practices remain practical and responsive to their needs.

Rationale:
The rationale behind implementing evidence-based interventions and practices for Students with Disabilities (SWD) in English Language Arts (ELA) and mathematics centers on the need to create an inclusive and effective learning environment. One key aspect of this rationale is recognizing diverse needs; SWD often have unique learning profiles that require tailored approaches. By utilizing a multi-tiered system, such as Response to Intervention (RTI), educators can provide differentiated support that aligns with each student's specific needs. Another critical point is the value of peer support. Peer tutoring harnesses the power of social interaction and collaborative learning. Research indicates that learning alongside peers can enhance understanding and motivation, creating a positive feedback loop for SWD. Additionally, structured literacy programs offer a systematic approach to teaching reading, which is particularly beneficial for SWD. These programs break down skills into manageable components, making it easier for students to grasp complex concepts. In the realm of mathematics, accessibility plays a crucial role. Programs like Mathematics XL focus on visual strategies that help demystify math, encouraging SWD to engage with the content in a meaningful way. Moreover, cognitive behavioral strategies act as tools for empowerment through self-regulation, fostering self-discipline and goal-setting skills. By empowering students to manage their learning journey, motivation and academic resilience are enhanced. Technology also serves as an invaluable tool for SWD. Assistive technology levels the playing field by providing alternative means to access information and express understanding, which can dramatically improve engagement and learning outcomes. Further, the importance of educator preparedness cannot be overstated. Continuous professional development equips educators with the latest instructional strategies, ensuring they are well-prepared to meet the diverse requirements of SWD and promoting equity in education. Creating a positive learning environment is also essential. Behavioral interventions provide a framework for addressing challenges that can disrupt learning. By focusing on positive behaviors, schools can cultivate a productive and supportive classroom atmosphere. Additionally, home-school collaboration plays a critical role in this process. Engaging families in the educational experience fosters a supportive network for students, extending learning into the home, and encouraging consistent support for academic growth. Overall, these interventions are grounded in a commitment to enhancing educational outcomes for SWD. By systematically addressing their unique challenges and leveraging evidence-based strategies, schools can improve proficiency in ELA and mathematics, equipping students with essential skills for their future success. Regular monitoring and responsive adjustments to these interventions ensure they remain effective and adaptable to individual needs.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implementing evidence-based interventions for Students with Disabilities (SWD) in English Language Arts (ELA) and mathematics involves several actionable steps. The first key action is to assess student needs. Conduct thorough assessments to identify the diverse learning profiles of SWD, utilizing data from formative and summative evaluations to understand individual strengths and challenges. Based on these assessments, develop Individualized Education Plans (IEPs) in collaboration with special education professionals. These plans should reflect the unique needs of

each student and set specific, measurable goals for ELA and mathematics. Next, adopting a Multi-Tiered System of Support (MTSS), such as Response to Intervention (RTI), is essential. This approach provides varying levels of support based on student need, allowing educators to evaluate student progress and adjust tier levels accordingly regularly. In conjunction with this, implementing structured literacy programs is vital. Selecting evidence-based programs that prioritize systematic instruction in reading can help enhance literacy skills. Providing professional development for educators on how to utilize these programs effectively will further ensure their success. Peer support strategies can significantly enhance learning for SWD. Organizing peer tutoring sessions will enable students to collaborate with classmates, thereby fostering social interaction and mutual understanding. Additionally, training student tutors on effective strategies for supporting their peers will enhance this approach. In mathematics, it is essential to utilize accessible math programs that emphasize visual strategies. Programs like Mathematics XL can aid in demystifying mathematical concepts, and training teachers on integrating these resources into their lessons is crucial for effective implementation. Cognitive behavioral strategies should also be incorporated into the learning environment. Teaching self-regulation and goal-setting skills through these strategies will empower students to manage their learning effectively. Providing students with tools and resources that encourage them to monitor their progress and behaviors can further facilitate their independence. Another critical component is leveraging technology; identifying and providing access to assistive technologies can significantly enhance learning engagement for SWD. Ensuring educators receive training on integrating technology into their teaching will help maximize its potential benefits. Creating a positive learning atmosphere through behavioral interventions is essential. Establishing school-wide behavioral expectations and interventions focused on positive behaviors will cultivate a supportive classroom environment. Regularly monitoring and reinforcing these positive behaviors is critical for sustaining this atmosphere. Enhancing educator preparedness through ongoing professional development is also necessary. Workshops and training on the latest instructional strategies will equip educators with the skills needed to meet the diverse requirements of SWD. Engaging families through collaboration can extend the supportive network for SWD. Hosting workshops and informational sessions for families will help them understand their role in supporting their children's learning. Encouraging regular communication about student progress and strategies to reinforce learning at home will foster a strong home-school connection. Lastly, it is crucial to monitor and adjust interventions to ensure their effectiveness regularly. Collecting data to evaluate the effectiveness of the implemented strategies will ensure they remain responsive to individual needs, allowing for necessary adjustments based on ongoing assessments and feedback. By systematically following these action steps, schools can create an inclusive learning environment that effectively meets the specific needs of SWD in ELA and mathematics. This structured approach enhances educational outcomes and empowers students for their future success.

Person Monitoring:
Principal, Assistant Principal, and Instructional Coaches

By When/Frequency:
Initial action steps should be taken at the beginning of the semester, with follow-up sessions scheduled on a weekly basis.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To monitor the impact of these action steps, the school will employ a multi-faceted approach. First, data collection will be a priority, involving the regular collection of both quantitative and qualitative data through assessments, observations, and feedback from teachers, students, and families. This process will include tracking student progress toward IEP goals and academic benchmarks. Next, progress monitoring will be systematically implemented within the MTSS framework to evaluate student performance over time. This will involve frequent check-ins to assess the effectiveness of interventions and to determine whether students are making adequate progress. Additionally,

professional development feedback will be gathered after trainings and workshops to evaluate educators' understanding and confidence in implementing evidence-based strategies. This feedback will help identify areas where further support may be needed. The school will also schedule review meetings with educators and special education professionals to discuss student data, progress, and any challenges faced in implementing interventions. Strategies will be adjusted based on collective insights shared during these meetings. Moreover, family engagement will be a crucial component of this approach. Input from families will be solicited through surveys and meetings to gain their perspectives on their children's progress and the effectiveness of the school's strategies. This engagement will help strengthen the home-school connection and enhance support for students with disabilities (SWD). Finally, the school will focus on longitudinal tracking of student outcomes over time to assess the long-term effectiveness of the interventions. This will include monitoring academic achievement, social-emotional well-being, and post-school outcomes for students with disabilities. By implementing these monitoring strategies, the school can ensure that the action steps taken are practical in meeting the needs of SWD in ELA and mathematics, fostering an inclusive and supportive learning environment.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The second priority at Campbell Middle School is to enhance the academic achievement of English Language Learners (ELLs) and English Speakers of Other Languages (ESOL) in both English Language Arts (ELA) and mathematics. This is centered on improving proficiency levels among ELLs, as evidenced by recent performance metrics indicating a substantial percentage of students are scoring below proficiency.

The rationale for this area of focus stems from the significant achievement gaps identified in ELL students' performance. Among English Language Learners (ELL), 5% achieved a level 3, demonstrating proficiency. In contrast, 95% scored below proficiency, with 13% receiving a level 2, and 82% scoring a level 1. In mathematics, 27% of ELLs demonstrated proficiency by scoring a level 3. On the other hand, 73% scored below proficiency; 18% received a level 2, while 55% scored a level 1. There is a clear need for targeted interventions and support for ELLs.

Addressing these gaps is not only crucial for the academic success of ELL students but also for their overall integration and confidence in the educational system. By prioritizing these areas, we aim to provide the necessary resources and educational strategies that cater to the unique needs of ELLs, ultimately fostering a more inclusive learning environment and promoting equitable outcomes.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- **To increase English language learners' (ELLs) proficiency in ELA to 50%**, because 95% ELLs scored below proficiency, with 13% receiving a level 2, and 82% scoring a level 1.
- **To increase English language learners' (ELLs) proficiency in Mathematics to 55%**, because 73% scored below proficiency, with 18% receiving a level 2, while 55% scored a level 1.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To effectively monitor the implementation and impact of the Area of Focus, which aims to increase the proficiency of English Language Learners (ELLs) in English Language Arts (ELA) and Mathematics, a comprehensive evaluation plan will be established. This plan will consist of several key components to ensure that progress is tracked and outcomes are achieved.

1. Routine Data Collection: Implement regular assessments (standardized tests, formative assessments, classroom quizzes) to collect quantitative data on student performance. Gather qualitative data through observations and teacher feedback to evaluate instructional effectiveness. Employ a multi-faceted approach to provide a comprehensive view of student progress.
2. Progress Monitoring: Conduct bi-monthly evaluations to assess ELLs' progress toward proficiency goals (50% in ELA and 55% in Mathematics). Analyze trends in assessment scores to identify areas of improvement. Facilitate timely interventions for students who are not making sufficient progress.
3. Ongoing Professional Development: Prioritize professional development for teachers to equip them with the necessary skills and resources. Offer workshops, collaborative planning sessions, and access to best practice resources for teaching language alongside content. Empower teachers to enhance the quality of instruction for ELLs.
4. Professional Learning Communities (PLCs): Establish PLCs to foster collaboration among educators focused on improving ELLs' academic success. Create opportunities for teachers to share strategies, resources, and successes while discussing challenges and solutions. Encourage regular meetings to analyze student data collectively and develop targeted instructional approaches that address the specific needs of ELLs.
5. Targeted Support Programs: Monitor and evaluate programs such as tutoring and after-school assistance. Assess engagement metrics (participation rates, student feedback) to determine program impact on student learning outcomes. Ensure that support systems meet the needs of students to create a conducive learning environment.

6. Stakeholder Communication: Engage with students, parents, and the community to gather input on program effectiveness. Conduct regular surveys and focus groups to collect insights from stakeholders. Use stakeholder feedback to inform future strategy adjustments.
7. Comprehensive Year-End Evaluation: Assess the overall impact of initiatives on student proficiency levels at the end of the academic year. Compare baseline data to end-of-year results and assess the effectiveness of professional development. Provide recommendations for future improvements to support ELLs' academic success.
8. Continuous Assessment and Refinement: Implement monitoring strategies in a structured manner to continually assess and refine practices. Aim to help ELLs achieve and exceed desired proficiency outcomes in both ELA and Mathematics.

By implementing these monitoring strategies in a structured and thoughtful manner, the Area of Focus can be continually assessed and refined, ultimately helping ELLs achieve and exceed the desired proficiency outcomes in both ELA and Mathematics.

Person responsible for monitoring outcome
Principal, Assistant Principal, and Instructional Coaches

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
To achieve the measurable outcomes of increasing English Language Learners' (ELLs) proficiency in English Language Arts (ELA) and Mathematics, several evidence-based interventions and programs are being implemented. These initiatives are designed to support ELLs in their language development and academic achievement. One key program is Structured English Immersion (SEI), which integrates language instruction with content area learning. ELLs engage in lessons that enhance their English proficiency while mastering academic content. Research indicates that SEI can significantly boost language development and academic success for ELLs. Another critical approach is Response to Intervention (RTI), a tiered framework that focuses on identifying students at risk and providing targeted instruction based on their specific needs. ELLs receive differentiated support tailored to their proficiency levels, ensuring that all students receive appropriate challenges and support. Bilingual Education Programs also play a critical role by providing instruction in both students' native languages and English. This dual approach helps maintain students' linguistic skills in their first language while promoting English proficiency, ultimately leading to improved overall academic performance. Collaborative Learning Strategies are implemented to foster peer-assisted learning and collaboration among students. Pairing ELLs with native English speakers enhances language acquisition through social interaction and collaborative problem-solving in both ELA and Mathematics. The use of Technology and Interactive Tools in the classroom further supports learning. Educational software and online resources provide interactive experiences and personalized learning paths for ELLs, offering immediate feedback and diverse formats to engage different learners. Additionally, Culturally Relevant Pedagogy is employed, adapting lessons to include culturally relevant materials

and examples. This approach increases engagement and motivation among ELLs by validating their backgrounds and experiences, making learning more relatable and compelling. Professional Development Workshops are offered for educators to enhance their teaching strategies for ELLs, focusing on vocabulary development, language scaffolding, and culturally responsive teaching. Such training equips teachers with the skills necessary to support their students effectively. Before-school and After-school Tutoring and Support Programs provide targeted interventions beyond regular classroom hours, allowing ELLs to receive additional practice and support in a smaller, more personalized setting. This targeted instruction addresses individual learning gaps. Finally, Family Engagement Initiatives encourage family involvement in the educational process through workshops, resources, and communication in the family's home language. Engaged families can reinforce the skills being taught at school, contributing significantly to ELLs' overall success. These evidence-based interventions and practices create a comprehensive approach to support ELLs, addressing their unique needs while tracking progress toward achieving defined proficiency goals in ELA and Mathematics. Each initiative is designed to deliver measurable outcomes and continuously refine instructional strategies to enhance academic success.

Rationale:
The rationale for implementing these evidence-based interventions for English Language Learners (ELLs) centers on the unique challenges they face and the need for tailored educational strategies that effectively support their language development and academic success. Structured English Immersion (SEI) is grounded in the understanding that ELLs benefit from language instruction that is closely integrated with academic content. By immersing students in an English-rich environment while simultaneously teaching them essential academic skills, SEI promotes both language acquisition and content mastery. Research shows that this approach can lead to significant improvements in language proficiency and educational outcomes. Response to Intervention (RTI) provides a systematic method for identifying and addressing the diverse needs of students. Given that ELLs often have varying levels of language proficiency, RTI allows for differentiated instruction that meets students where they are. This tiered approach ensures that ELLs receive appropriate support based on their individual learning needs, thereby maximizing their potential for academic success. Bilingual Education Programs recognize the importance of students' native languages in their overall development. By allowing ELLs to learn in both their first language and English, these programs not only help to maintain linguistic skills but also reinforce cognitive development. Research indicates that bilingual education facilitates deeper learning and can lead to better academic performance across subjects. Collaborative Learning Strategies leverage social interaction as a powerful tool for language development. By pairing ELLs with native English speakers, these strategies encourage peer learning and language practice in a supportive environment. This social aspect not only enhances language acquisition but also fosters a sense of belonging and community among students. The use of technology and interactive tools responds to the diverse learning styles and needs of ELLs. Digital resources offer engaging, individualized learning experiences that can be tailored to the proficiency levels of each student. Technology also provides instant feedback, which is essential for language development and helps maintain student motivation. Culturally Relevant Pedagogy acknowledges that students' backgrounds and cultural experiences significantly influence their learning. By integrating culturally relevant materials into the curriculum, educators can create a more inclusive and engaging learning environment. This approach validates students' identities and experiences, thereby enhancing their motivation and investment in their education. Professional Development Workshops for teachers are crucial in equipping educators with the necessary skills to teach ELLs effectively. Continuous training on best practices ensures that teachers are well-versed in the latest strategies for supporting language development, which ultimately benefits student learning. When teachers are confident and knowledgeable, they can provide more effective and responsive instruction. After-school tutoring and Support Programs offer additional opportunities for ELLs to practice and reinforce skills in a less formal setting. This targeted support enables more personalized instruction, allowing

students to address specific learning gaps they may have, thereby contributing to their overall academic growth. Finally, Family Engagement Initiatives highlight the importance of involving families in the educational process. By fostering communication and providing resources in families' native languages, schools can build stronger partnerships with families, leading to a more supportive learning environment for ELLs. Engaged families can reinforce the skills taught at school, directly benefiting the students' academic outcomes. In summary, the rationale for these interventions is centered on the understanding that ELLs require specialized support to navigate academic challenges effectively. Implementing evidence-based practices ensures that their unique needs are addressed, promoting their language proficiency and overall success in school.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
To support the academic success of English Language Learners (ELLs), schools must implement evidence-based interventions tailored to their unique challenges in language acquisition and content mastery. The key action steps to implement these interventions include: Conducting Needs Assessments is crucial for understanding the language proficiency and academic requirements of English Language Learners (ELLs). This can be accomplished through standardized testing, teacher observations, and input from parents. The insights gained from these assessments will inform the selection and implementation of suitable interventions. Next, developing a Structured English Immersion (SEI) curriculum is crucial. This curriculum should integrate language instruction with academic content, incorporating English-rich activities that are relevant to students' experiences and interests. This immersive approach will help facilitate both language acquisition and academic comprehension simultaneously. Establishing a Response to Intervention (RTI) framework is another vital step. Schools should design a tiered intervention system that provides differentiated support for ELLs. Training teachers to effectively identify students needing additional assistance and implement targeted strategies will ensure that every student receives the help they require. In addition, implementing Bilingual Education Programs can significantly benefit ELLs. Creating bilingual curriculum options allows students to learn in both their native language and English, reinforcing their linguistic skills while promoting cognitive development. Collaborating with language specialists during this process is essential to ensure effective program design. Promoting Collaborative Learning Strategies is also essential. Organizing peer learning opportunities where ELLs can work alongside native English speakers encourages language practice and fosters social interaction. Utilizing group work and strategically pairing students will enhance the learning experience for all involved. Moreover, integrating Technology and Interactive Tools can help cater to the diverse learning styles and needs of ELLs. Investing in digital resources and learning platforms that align with students' proficiency levels will provide engaging and individualized learning experiences, fostering a deeper understanding of the material. Providing training for both teachers and students on how to leverage these tools effectively will further facilitate this process. Adopting Culturally Relevant Pedagogy is essential in creating a more inclusive learning environment. Educators should review and update curricular materials to include content that reflects the diverse backgrounds of ELLs. Using culturally relevant examples can help facilitate connections, validating students' identities and experiences. Providing Professional Development Workshops for teachers is another essential action step. Organizing regular training sessions focused on effective strategies for teaching ELLs will empower

educators. Encouraging teachers to share best practices and experiences can build a collaborative learning community among staff. Additionally, establishing Before-school and After-school Tutoring and Support Programs offers valuable opportunities for ELLs to practice and reinforce their skills in a less formal setting. Creating structured programs that focus on language development and academic support allows for personalized instruction tailored to each student's specific needs. Family Engagement Initiatives should not be overlooked. Developing programs to involve families in their children's education is vital. Offering workshops, resources, and communication in families' native languages fosters stronger partnerships between schools and families, creating a supportive learning environment. Finally, Monitoring Progress and Making Necessary Adjustments to Interventions is critical. Regular assessments of each intervention's effectiveness, based on student performance data, will ensure responsiveness to the results, allowing for continuous improvement. Creating a supportive school environment that fosters a welcoming and inclusive culture for ELLs and their families will further enhance their educational experience. By implementing these action steps, schools can effectively support the unique needs of English Language Learners, promoting their academic success and language development in a comprehensive and holistic manner.

Person Monitoring:
Principal, Assistant Principal, and Academic Coaches

By When/Frequency:
Initial action steps should be taken at the beginning of the semester, with follow-up sessions scheduled on a weekly or biweekly basis.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To monitor the impact of the action steps implemented for supporting English Language Learners (ELLs), schools can adopt several strategies. First, establishing a schedule for ongoing assessments, including both formative and summative evaluations, is crucial in measuring language proficiency and academic progress. Tools such as standardized tests, quizzes, and classroom assignments can provide quantitative data on students' performance, allowing educators to track growth over time. Additionally, utilizing progress monitoring tools can help keep track of individual student achievements. Curriculum-based measurements (CBMs) are effective for assessing specific skills, ensuring that any necessary adjustments to interventions can be made promptly. Regular data reviews should also be conducted to analyze assessment results and identify trends in performance. By examining these trends, schools can determine which interventions are most effective and where additional support may be required. Gathering qualitative feedback from teachers plays a vital role in the monitoring process. Teacher observations and reflections can yield valuable insights into the challenges and successes experienced in the classroom. Moreover, administering student engagement surveys can help assess ELLs' feelings of comfort and engagement in their learning environment. Understanding students’ perspectives is essential for gauging the effectiveness of collaborative strategies and culturally relevant pedagogy. Family involvement should not be overlooked in the monitoring process. Soliciting feedback from families through surveys or meetings can provide a broader view of how well the interventions are meeting students' needs. Establishing professional learning communities (PLCs) where educators can share experiences regarding the interventions can also promote collaborative learning and help inform best practices. It is essential to create a system for making data-driven decisions. When monitoring reveals that specific interventions are not producing the desired outcomes, schools should be prepared to adjust strategies or provide additional resources to better support ELLs. Finally, conducting comprehensive evaluations at the end of the academic year will help assess the overall impact of the interventions on student achievement and language development, which can be instrumental in planning for the next school year. By implementing these monitoring strategies, schools can ensure they remain responsive to the needs of English Language Learners. This continuous improvement process ultimately enhances the academic success and language development of these students.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Another key priority at Campbell Middle School is to improve student achievement in English Language Arts (ELA), as ELA students scored 14% below the state average. Developing strong reading skills is crucial for improving student performance across all academic subjects. ELA serves as the foundation for success across the curriculum, including mathematics, social studies, and science.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- **To increase English Language Arts (ELA) achievement by 7%** to 40%, as it is currently 14% below the state average.
- **To boost ELA learning gains by 11%** to 60%
- **Improve outcomes for the bottom quartile by 15%** to 70%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To effectively monitor the implementation and impact of the Area of Focus aimed at increasing English Language Arts (ELA) achievement, the following strategies will be put in place:

1. Regular Assessments: Implement a schedule of formative and summative assessments to evaluate student progress in ELA. These assessments will provide data on student performance relative to the goals of increasing overall achievement by 7% to 40% and boosting learning gains by 11% to 60%.
2. Data Analysis: Utilize a data management system to track assessment results, identify trends, and analyze performance across different student demographics. This will help determine if specific groups, particularly the bottom quartile, are making progress toward achieving a 15% to 70%.
3. Intervention Programs: Monitor the effectiveness of targeted intervention programs designed for

students who are struggling academically. Regular feedback and performance metrics will help to evaluate whether these programs are successful in enhancing ELA skills and achieving the desired gains.

4. Professional Development: Assess the impact of professional development initiatives for teachers focused on effective ELA instructional strategies. Ongoing feedback from educators on the applicability and effectiveness of these strategies will be collected through surveys and discussions.

5. Professional Learning Communities: Establish professional learning communities (PLCs) where educators collaborate to discuss ELA strategies, share resources, and analyze student performance data. These communities will foster a culture of continuous improvement and support the sharing of best practices.

6. Stakeholder Feedback: Gather input from students, parents, and staff through surveys and focus groups. This feedback will provide insights into the perceived effectiveness of ELA initiatives and any barriers to student success.

7. Weekly Progress Reviews: Conduct weekly reviews to evaluate advancements toward the goals. These reviews will include analyzing student performance data, assessing the effectiveness of interventions, and making necessary adjustments to the instructional approaches or resources.

8. Collaboration and Accountability: Foster collaboration among educators and administrators to share best practices and hold each other accountable for reaching ELA objectives. Establishing accountability measures will ensure that all stakeholders are engaged in the process.

By implementing these monitoring strategies, we can effectively track progress, make informed decisions, and ensure that we are on the path to achieving the set ELA goals.

Person responsible for monitoring outcome
Principal, Instructional Coach, and Intervention Teacher

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Campbell Middle School is set to implement an evidence-based intervention designed to enhance English Language Arts (ELA) achievements for students in the lowest 25% quartile. This intervention aims to significantly improve students' reading, writing, and comprehension skills through a structured approach. Our intervention is designed with the individual student in mind. It includes targeted instructional strategies that focus on phonemic awareness, vocabulary development, and writing skills. Scaffolding techniques will be employed to gradually reduce support as students gain proficiency, encouraging independence in their learning. Small-group or individualized instruction will provide personalized learning experiences, ensuring that diverse needs are met through targeted intervention. The program will utilize direct instruction to explicitly teach essential ELA concepts, while the Response to Intervention (RTI) framework will offer varying levels of support tailored to individual

student needs. Ongoing professional development for educators will ensure they remain informed about effective teaching strategies. Family and community involvement will further support students' literacy development. Importantly, this initiative is an ongoing commitment to creating a supportive learning environment that fosters academic success and improves literacy skills through continuous monitoring and data-driven approaches.

Rationale:
The rationale for implementing this evidence-based intervention at Campbell Middle School centers around the critical need to support students in the lowest 25% quartile in English Language Arts (ELA). Research indicates that early and targeted interventions can lead to substantial improvements in literacy skills, which are foundational for academic success across all subjects. Many students in this quartile face significant challenges in reading, writing, and comprehension, often due to limited access to effective instructional strategies or resources. By focusing on phonemic awareness, vocabulary development, and writing skills, the intervention aims to address the specific areas where these students struggle the most. Furthermore, the use of scaffolding techniques allows for a gradual release of responsibility, empowering students to become more independent learners. This is crucial as it helps build their confidence and motivation to engage with ELA content more effectively. The planned small-group and individualized instruction caters to the diverse needs of our student population, ensuring that each learner receives the attention and support necessary to thrive. This personalized approach is vital in a middle school setting, where developmental differences among students can be pronounced. Incorporating the Response to Intervention (RTI) framework will enable us to provide appropriate levels of support, ensuring that students receive interventions that are responsive to their progress and needs. Ongoing professional development for educators will equip them with the latest strategies and tools, enhancing their ability to effectively implement the intervention. Lastly, involving families and the community in this initiative reinforces the importance of a collaborative approach to literacy development. By fostering a supportive learning environment both at school and at home, we can create a holistic system that enhances student outcomes. This initiative is not just a one-time effort but a sustained commitment to improving literacy skills and academic performance for our most vulnerable students, utilizing continuous monitoring and data-driven approaches to ensure its effectiveness.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
The action steps that Campbell Middle School will take to implement ELA intervention are designed to enhance the effectiveness of literacy instruction and support for students. First, the school will conduct targeted professional development workshops. These workshops will focus on the evidence-based intervention strategies outlined in the ELA plan, ensuring that all teachers are equipped with the necessary skills and knowledge to implement these strategies effectively in their classrooms. In addition to professional development, Campbell Middle School will be intentional when implementing and facilitating professional learning communities (PLCs). Weekly PLC meetings will be established for teachers to discuss the implementation of the ELA plan, share their experiences, and collaboratively troubleshoot any challenges. Additionally, they will discuss achievement data and how to analyze the data tracker to modify and improve their teaching practices. These communities will foster ongoing support and collaboration among educators, which is crucial for enhancing the

effectiveness of the intervention strategies. To further support teachers, the school will incorporate instructional coaching and monitoring. An instructional coach and an intervention teacher will be utilized to provide support in implementing the intervention strategies. They will offer feedback, assist with ongoing professional development, and ensure fidelity in implementation, making necessary adjustments based on student progress and classroom needs. Additionally, the school will create targeted instructional groups. By assessing students, they will identify those in the lowest 25% quartile and form small instructional groups that align with specific needs for reading and writing interventions. This approach will allow for more personalized and effective instruction. Finally, Campbell Middle School will establish family engagement initiatives. They will develop and distribute resources to families that provide strategies to support literacy development at home. Workshops will also be organized to encourage parental involvement in the learning process, reinforcing the importance of collaboration between home and school to support student success.

Person Monitoring:
Principal, Instructional Coach, and Intervention Teacher

By When/Frequency:
Initial action steps should be taken at the beginning of the semester, with follow-up sessions scheduled on a weekly basis.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Campbell Middle School will monitor the impact of these evidence-based interventions and action steps through several approaches. First, participants will complete post-workshop surveys to evaluate their confidence and understanding of the intervention strategies taught. This will provide measurable data on the effectiveness of the professional development. Following the workshops, ongoing feedback sessions will be held, providing teachers with the opportunity to discuss challenges, share successes, and collaboratively find solutions. This will establish a continuous improvement loop to refine the intervention strategies based on real classroom experiences. In addition to surveys, ELA instructional coaches, intervention teachers, and administrators will conduct follow-up observations in classrooms to evaluate the implementation of the strategies learned in the workshops. These observations will focus on instructional practices, student engagement, and adherence to intervention protocols to ensure that the strategies are being applied effectively. Moreover, teachers will participate in Professional Learning Communities (PLCs) to engage in collaborative discussions centered around the effectiveness of intervention strategies. These communities will offer a platform for educators to share insights, analyze student data, and explore new approaches, thereby fostering collective accountability and shared learning among staff members. Finally, the progress of students in the targeted instructional groups will be closely monitored through regular assessments and progress reports. By analyzing this student performance data, the school aims to determine if the implemented strategies are translating into improved literacy skills among students. By utilizing these monitoring techniques, Campbell Middle School strives to ensure that the professional development workshops effectively enhance the instructional practices of ELA teachers and, ultimately, improve student literacy outcomes.

Area of Focus #4

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Another key priority at Campbell Middle School is to boost proficiency in mathematics, as achievement for the bottom quartile has declined by 10% and now stands 14% below the state average of 63%. This situation highlights a significant concern for both students and educators. The performance gap suggests that many students may be struggling with fundamental math concepts, which could have long-term implications for their academic progress.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- **To increase mathematics achievement by 6%** to 55%**,** as it is currently 14% below the state average.
- **To improve learning gains by 9%** to 70%, as it decreased by 5%
- **To raise the bottom quartile by 4%** to 65%, after a 10% decline.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To effectively monitor the implementation and impact of the Area of Focus aimed at increasing mathematics achievement, several key strategies can be employed:

1. Data Collection: Regularly collect quantitative and qualitative data on student performance in mathematics. This could include test scores, homework completion rates, and student feedback through surveys or interviews.
2. Data Analysis: Analyze the collected data to identify trends, correlations, and areas that may require additional focus. This analysis should inform adjustments to the Area of Focus strategies, enabling educators to make informed and effective changes.
3. Monitoring Impact: Evaluate the overall impact of the initiative on student achievement by comparing baseline data with results after implementation. This helps determine the effectiveness of the Area of Focus in improving mathematics achievement.
4. Reporting and Transparency: Regularly share progress reports with all stakeholders to maintain transparency and accountability. Highlight successes and areas needing attention.
5. Set Clear Objectives: Define specific, measurable objectives that relate to students' mathematical skills and understanding. This provides a clear target for assessment and evaluation, keeping educators focused and purposeful in their efforts.
6. Regular Assessments: Implement periodic assessments to track student progress over time. This will help identify areas where students are excelling or struggling.
7. Professional Development for Educators: Provide training and resources for teachers to

enhance their teaching strategies and methodologies in mathematics. This could involve workshops, collaboration with peers, or access to new teaching technologies.

8. Professional Learning Communities: Establish professional learning communities where educators can collaborate, share best practices, and discuss challenges and successes related to teaching mathematics. This fosters a supportive environment for continuous improvement and innovation.

9. Stakeholder Involvement: Engage parents, community members, and other stakeholders in the process. Their feedback can be valuable in understanding the broader impact of the Area of Focus and in fostering support for initiatives.

10. Feedback Mechanisms: Create channels for feedback from students, teachers, and parents about the initiatives being implemented. This encourages a culture of continuous improvement.

11. Resource Allocation: Ensure that adequate resources—such as textbooks, technology, and tutoring—are available to support the mathematics initiative.

By following these strategies, schools can effectively monitor and enhance the implementation of their initiatives aimed at improving mathematics achievement among students.

Person responsible for monitoring outcome
Principal, Assistant Principal, and Academic Coach

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
To effectively implement evidence-based interventions aimed at increasing mathematics achievement, consider the following strategies supported by research. First, targeted instruction is crucial. Utilize data-driven instruction by identifying specific gaps in students' mathematical understanding and tailoring lessons to address these areas. Research indicates that differentiated instruction, informed by assessments, helps meet the diverse learning needs of students. Another important strategy is the implementation of math tutoring programs. Peer tutoring or teacher-led tutoring sessions can significantly improve students' math performance, especially for struggling learners. Studies suggest that one-on-one or small group tutoring provides the personalized attention that many students need. The use of manipulatives is also essential in helping students visualize mathematical concepts. Incorporating concrete materials and hands-on learning has been shown to enhance comprehension and retention in subjects like mathematics. This can significantly improve students' grasp of complex ideas. Explicit instruction plays a fundamental role as well. Employing clear instructional strategies, such as modeling problem-solving techniques and providing transparent, step-by-step processes, has been shown to enhance student understanding and mastery of math skills. In addition, collaborative learning opportunities should be created where students work in groups to solve problems or complete assignments. Research suggests that collaboration fosters a deeper understanding and greater engagement with mathematics. Integrating technology is another effective approach. Utilizing educational technology tools and software that provide interactive math

exercises and personalized learning pathways can motivate students and enhance their problem-solving skills. Furthermore, incorporating regular formative assessments is beneficial. These assessments provide ongoing feedback to both students and educators, enabling the prompt identification of areas for improvement and allowing for timely adjustments in instruction. Math fact fluency programs should also be considered. Focusing on building fluency in basic math facts—such as addition, subtraction, multiplication, and division—correlates with higher achievement in more complex mathematical problem-solving tasks. Connecting math concepts to real-life situations enhances relevance and interest among students. Research supports that applying math to everyday contexts can improve motivation and understanding, making the subject more relatable. Lastly, establishing Professional Learning Communities (PLCs) among teachers can greatly contribute to better student outcomes. These communities allow educators to discuss strategies, share best practices, and collaborate on curriculum development, further enhancing the learning environment. By implementing these evidence-based interventions, schools can create a comprehensive strategy to enhance mathematics achievement, effectively responding to the diverse needs of their students.

Rationale:
The rationale for implementing evidence-based interventions to enhance mathematics achievement is rooted in the necessity to address the diverse learning needs of students while striving to improve overall math performance. Research consistently supports the effectiveness of these strategies in fostering a deeper understanding of mathematical concepts and skills. One key component is targeted instruction, which emphasizes focusing on specific gaps in students' knowledge through data-driven assessments. This approach allows educators to personalize learning experiences, ensuring that instruction is both relevant and effective for each student. By identifying areas where students struggle, teachers can tailor lessons to meet those specific needs, resulting in more meaningful learning outcomes. Another vital strategy is the implementation of math tutoring programs, including peer and teacher-led initiatives. These programs provide individualized support that is particularly beneficial for students who face challenges in mathematics. The focused attention offered through one-on-one or small group tutoring sessions has been shown to significantly improve student performance, as it allows for personalized feedback and instruction. The use of manipulatives also plays a crucial role in helping students visualize and comprehend complex mathematical concepts. Incorporating concrete materials and hands-on learning experiences enhances students' understanding and retention of mathematical ideas. Research indicates that these tangible tools can bridge the gap between abstract concepts and real-world applications, making math more accessible. Explicit instruction is another important aspect of effective math teaching. By employing clear instructional strategies, such as modeling problem-solving techniques and providing structured, step-by-step processes, educators can significantly enhance student understanding and mastery of math skills. This clarity in instruction helps to demystify math for students and builds their confidence in problem-solving. In addition to these strategies, fostering collaborative learning opportunities is essential. When students work in groups to solve problems or complete assignments, they engage with one another in meaningful discussions that deepen their understanding of mathematical concepts. Research suggests that collaboration can lead to greater engagement and motivation, making learning a more interactive experience. Integrating technology into mathematics instruction is also highly effective. Utilizing educational technology tools and software that provide interactive exercises and personalized learning pathways can motivate students and enhance their problem-solving skills. Technology not only supports personalized learning but also helps in making math more engaging and relevant in today’s digital age. Regular formative assessments are beneficial as they provide ongoing feedback to both students and educators. These assessments allow for the prompt identification of areas for improvement and facilitate timely adjustments in instruction. By continuously monitoring progress, teachers can better support students on their learning journeys. Additionally, implementing math fact fluency programs can greatly support students in developing foundational skills. Focusing on building fluency in basic math operations correlates with higher achievement in

solving more complex problems, laying a strong groundwork for future mathematical learning. Connecting mathematics concepts to real-life situations enhances their relevance and interest among students. Research supports that applying math to everyday contexts can improve motivation and understanding, making the subject more relatable and engaging. Lastly, establishing Professional Learning Communities (PLCs) among educators contributes significantly to improved student outcomes. These collaborative environments allow teachers to discuss strategies, share best practices, and work together on curriculum development, ultimately enhancing the overall learning environment. By adopting a comprehensive, evidence-based approach to mathematics instruction, schools can better support all students in achieving mathematical proficiency, effectively responding to the diverse needs of their learners.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Steps in Mathematics to Monitor Evidence-Based Intervention: To begin, it is crucial to select evidence-based interventions in mathematics that are supported by research and proven to enhance mathematical comprehension. This might include strategies such as cognitive tutoring, which focuses on personalized problem-solving techniques, or collaborative learning, where students work together to tackle math problems. The selection process should prioritize methods with a robust foundation in educational research, particularly those that address key mathematical concepts. Once the interventions are selected, they must be implemented with fidelity. This means ensuring that the chosen mathematical intervention is applied consistently during classroom sessions. Providing educators with adequate training on specific mathematical strategies and the necessary resources, like manipulatives or software, is vital for effective implementation. Consistency in application enhances the likelihood of achieving positive student outcomes in mathematics. Regular progress monitoring is another critical step in mathematics intervention. By utilizing formative assessments such as quizzes, exit tickets, or observational checklists, educators can collect ongoing data on student performance throughout the intervention sessions. Scheduling regular check-ins to review students' math work, performance on problems, and participation in discussions helps track individual progress and address difficulties as they arise. Frequent data analysis is essential for accurately tracking student progress in mathematics. By regularly examining assessment results, teachers can identify patterns in students’ mathematical strengths and weaknesses, such as their understanding of fractions or geometry concepts. This information is key for adjusting instruction and ensuring that all learners receive the support they need to succeed. Engaging in reflective practice encourages educators to evaluate the effectiveness of both the interventions and their own instructional strategies in teaching mathematics. Facilitating discussions among teachers allows them to share insights about what works best for their students, ultimately enhancing the overall impact of the math interventions. Finally, evaluating intervention outcomes is crucial for determining effectiveness. At the conclusion of the intervention, measuring student progress through summative assessments like standardized tests or cumulative projects offers valuable insights. Comparing pre- and post-intervention data helps in understanding the success of the selected approaches and identifies areas that may need further development. By following these detailed action steps, educators can effectively monitor and enhance the impact of evidence-based interventions in mathematics, ultimately leading to improved student outcomes and a deeper understanding of mathematical concepts.

Person Monitoring:
Principal, Assistant Principal, and Academic Coach

By When/Frequency:
Initial action steps should be taken at the beginning of the semester, with follow-up sessions scheduled on a weekly basis.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To effectively monitor the impact of the evidence-based intervention aimed at enhancing mathematical understanding and skills, several proactive steps will be implemented. Firstly, pre- and post-assessments will be conducted to gauge student growth in mathematical concepts and problem-solving abilities. The data from these assessments will serve as a key measure of the intervention's effectiveness. In addition, feedback surveys will be distributed to students, teachers, and parents to capture their perceptions of the workshops. These surveys will aim to gather insights on changes in student engagement and motivation in mathematics, helping identify what aspects of the intervention are working well and what might need refinement. Classroom observations will be integral to this monitoring process. By observing teaching practices during and after the workshops, educators can assess how newly introduced techniques are being applied in real classroom settings. This immediate feedback is crucial for understanding how these strategies affect student learning in mathematics. Tracking student performance is another critical component. Analyzing data from regular formative assessments and standardized math tests will allow educators to identify trends in student progress and pinpoint areas where additional support may be needed. This data-informed approach ensures that interventions are adapted to effectively address students' mathematical learning needs. Focus groups with students and teachers will provide a platform for discussing their experiences with the workshops. These conversations can yield qualitative feedback on the workshops' influence on teaching methodologies and student learning in mathematics, offering a richer understanding of their overall effectiveness. Furthermore, evaluating the professional development provided to educators is essential. By examining changes in teacher performance and instructional practices that emerge from the workshops, the school can ensure that teachers are well-equipped to foster improved mathematics learning outcomes. Lastly, monitoring parent involvement is crucial. Tracking increased engagement from parents—through attendance at math-related school events and their participation in supporting homework activities—can significantly enhance students' learning experiences in mathematics. This involvement reflects the broader success of the workshops. By employing these varied methods, the school will gain a comprehensive understanding of the effectiveness of evidence-based interventions in mathematics and will be able to make informed adjustments to maximize their impact on student achievement in this critical subject.

Area of Focus #5

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Another area Campbell Middle School needs to address is the decline in social studies/civics achievement, which has dropped to 52% proficiency, significantly below the state average of 70%. This is concerning, as it undermines our students' civic awareness and engagement. This drop

raises questions about the effectiveness of our educational approach in teaching these essential subjects. If not addressed, this could have long-term implications for our students' democratic participation and social responsibility. Campbell must tackle this issue to ensure equitable education and effective resource allocation, so that all students receive the tools necessary for informed citizenship and active community involvement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- **To increase social studies and civics achievement by 10%**to reach 52% proficiency.
- **To reduce the achievement gap by 10%**, bringing it to 18% below the state average.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To effectively monitor the implementation of social studies and civic interventions, the school employs a multifaceted approach that includes several key strategies:

1. Curriculum Mapping and Alignment: The school ensures that the social studies curriculum aligns with state standards and educational goals. This includes regularly reviewing curriculum maps and lesson plans to identify specific objectives related to civic education and social studies content.
2. Classroom Observations: Administrators and instructional leaders conduct regular observations of social studies classes to see how teachers implement civic interventions in practice. The instructional leadership team evaluates engagement strategies, discussion facilitation, and the use of diverse resources that promote critical thinking about civic issues.
3. Teacher Professional Development: The school provides ongoing training and support for teachers, focusing on effective practices in civic education. Workshops and seminars may include strategies for integrating current events, experiential learning, and community engagement into the curriculum. Teacher feedback from these sessions is also collected to improve the implementation process.
4. Student Assessments and Feedback: The school uses a combination of formative and summative assessments to gauge student understanding and engagement in social studies topics. Surveys and feedback forms are distributed to students, allowing them to express their views on the civic interventions and suggest areas for improvement.
5. Collaboration with Community Partners: The school collaborates with local organizations, civic groups, and government institutions to enrich the curriculum and provide students with real-world experiences. Feedback from these partners helps assess the effectiveness of the civic initiatives being implemented.

6. Data Analysis: The school collects and analyzes data on student performance in social studies, including scores from standardized tests, projects, and participation in civic activities. This data helps identify strengths and areas needing enhancement.
7. Feedback from Stakeholders: Regular meetings with parents, community members, and students are conducted to gather input on the civic components of the social studies program. This feedback is vital for understanding the community's perspective and ensuring that the curriculum meets the needs of all stakeholders.
8. Reflection and Continuous Improvement: At the end of each academic term, the school facilitates reflection sessions for teachers and administrators. These sessions focus on discussing successes, challenges, and strategies for improvement in implementing social studies and civic interventions.

By utilizing these strategies, the school ensures that social studies and civic engagement interventions are not only effectively implemented but also continually improved, fostering an environment where students can become informed and active members of their communities.

Person responsible for monitoring outcome
Principal and Senior Assistant Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
To effectively implement evidence-based interventions aimed at increasing social studies and civics achievement, Campbell Middle School will consider several tailored strategies supported by research. One essential approach is explicit instruction, which involves using clear, direct teaching methods to convey critical concepts related to social studies and civics. This strategy includes breaking down complex topics, such as governmental structures or historical events, into manageable parts. By modeling processes and providing guided practice, educators ensure that all students grasp foundational knowledge before tackling more intricate civic inquiries. Another important strategy is incorporating active learning techniques. Encouraging students to collaborate on projects that require research, discussion, and presentation of social studies topics will promote teamwork and communication skills. This active engagement deepens students' understanding of civic concepts and historical contexts. Additionally, the implementation of structured debates and role-playing scenarios allows students to explore different perspectives on historical events or contemporary civic issues. This method fosters critical thinking and empathy, as students learn to engage with viewpoints that differ from their own. Small group instruction is also crucial for targeted support and differentiated learning in social studies and civics. Facilitating discussions in smaller groups allows educators to provide personalized feedback and fosters collaboration so that students can engage more deeply with the content. To meet diverse individual student needs, differentiated instruction is necessary. This can involve providing a range of reading materials, multimedia resources, or varied options for students to demonstrate their understanding, such as essays on historical figures, presentations on

civic engagement, or creative projects. Moreover, digital resources and technology integration can enhance learning experiences. Leveraging online platforms and simulations helps students explore historical events, governmental processes, and civic engagement. Utilizing tools like virtual museums, interactive timelines, and civic participation platforms can create engaging opportunities for students to connect theory with real-world applications. Culturally relevant pedagogy is also a significant factor in education. Including diverse perspectives and resources that reflect students' backgrounds and experiences validates their identities while broadening their understanding of social studies and civics as interconnected global narratives. Inquiry-based learning further fosters a rich learning environment by encouraging students to ask questions and pursue inquiries related to social studies and civics. Guiding them through a structured inquiry process develops their critical thinking skills and encourages them to seek answers through research. Regular formative assessment plays a vital role in gauging student understanding of social studies and civics. Using tools such as quizzes, reflective journals, and exit tickets enables educators to analyze responses and adjust instruction effectively to meet diverse learning needs. Lastly, investing in professional development for educators remains crucial. Ongoing training that focuses on current research in social studies and civic education equips teachers with effective instructional strategies. Collaborating with colleagues to share these strategies and outcomes enhances overall teaching effectiveness. By integrating these evidence-based strategies, educators can create a dynamic and engaging learning environment that not only promotes a deeper understanding of social studies and civics but also prepares students to become informed and active citizens.

Rationale:
The rationale for implementing evidence-based interventions to enhance social studies and civics achievement at Campbell Middle School is grounded in the recognition that a well-rounded education in these subjects is vital for fostering informed and active citizenship among students. In today's complex society, understanding the principles of government, civic responsibility, and historical context is essential for students to navigate their roles as citizens effectively. Explicit instruction allows educators to lay a strong foundation of knowledge, which is critical for all students, especially those who may struggle with complex concepts. By breaking down difficult topics and providing clear guidance, teachers can ensure that every student has the opportunity to comprehend fundamental ideas before moving on to more intricate analyses of civic life. Active learning techniques encourage student engagement and collaboration, essential components in developing teamwork and communication skills. These social skills are not only valuable in academic settings but also transferable to real-world situations, where students must learn to navigate diverse viewpoints and work collaboratively toward common goals. Structured debates and role-playing exercises provide opportunities for students to engage with different perspectives, fostering critical thinking and empathy. These skills are crucial in a democratic society, where understanding and respecting differing opinions is key to civic engagement and social cohesion. Small group instruction allows for differentiated learning tailored to individual student needs, facilitating more personalized feedback and support. This approach acknowledges that students learn at different paces and through varied methods, making it essential to adjust teaching strategies accordingly. Using differentiated instruction and a variety of resources ensures that all students, regardless of their learning styles or backgrounds, have access to material that resonates with them. This inclusivity strengthens their connection to social studies and civics and supports their overall educational success. The integration of digital resources and technology is aligned with the growing need for students to be proficient in utilizing modern tools. By exploring historical events and civic processes through interactive platforms, students can engage more deeply with the material, making connections between theory and real-world applications. Culturally relevant pedagogy enriches the curriculum by validating students' identities and experiences. This approach not only broadens their understanding of global narratives but also fosters a sense of belonging and engagement in the learning process. Inquiry-based learning promotes curiosity and critical thinking, encouraging students to pursue their interests

and questions. This self-directed approach to learning empowers students to take ownership of their education, reinforcing the skills necessary for lifelong learning and civic involvement. Regular formative assessments allow educators to evaluate student understanding and adjust instruction as needed. This ongoing feedback loop ensures that teaching strategies remain effective and responsive to student needs, ultimately leading to improved outcomes in learning. Finally, the commitment to professional development for educators ensures that teaching practices remain innovative and grounded in current research. Collaboration among educators fosters a continuous improvement mindset, benefiting both teachers and students alike. In summary, the rationale for these evidence-based strategies is rooted in the desire to cultivate informed, engaged citizens who can think critically, appreciate diverse perspectives, and actively participate in their communities. By implementing these tailored approaches, Campbell Middle School aims to create an enriching educational environment that prepares students for the complexities of civic life.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
To effectively implement evidence-based interventions aimed at increasing social studies and civics achievement at Campbell Middle School, several tailored action steps can be taken. First, it is essential to organize professional development sessions specifically for social studies and civics educators. These workshops should focus on active learning techniques, culturally relevant pedagogy, and inquiry-based strategies that encourage critical thinking about civic engagement and historical contexts. Additionally, a thorough curriculum review and alignment should be conducted to ensure that the existing social studies and civics curriculum incorporates current events, civic responsibility, and global perspectives. This effort involves aligning materials and assessments with evidence-based practices to promote a deeper understanding of social issues and civic duties. Effective resource allocation is another critical aspect. Schools should identify and allocate the necessary resources for materials that support active learning in social studies and civics. This includes subscriptions to digital platforms that provide access to primary sources, multimedia resources, and tools for collaborative projects that explore civic themes. Establishing collaborative planning time will also enhance the teaching process. Scheduling regular interdisciplinary meetings for social studies and civics teachers allows for collaboration on lesson planning, sharing best practices, and developing cross-curricular projects, which can improve the integration of civic education into broader social studies themes. Furthermore, the implementation of formative assessments is crucial. Developing a calendar for regular formative assessments tailored to social studies and civics—such as project-based assessments, debates, civic engagement projects, and reflective journals—will help gauge student understanding of complex civic concepts and historical events. Creating small learning communities can also foster a more enriching environment for students. Forming small groups focused on specific social studies units or civic issues allows teachers to offer differentiated instruction and targeted support, encouraging peer discussions that promote civic literacy and critical analysis. Engagement with the community is vital too. Collaborating with community partners, local government officials, the student government association, and civic organizations will involve students in service-learning projects. This engagement enhances their understanding of civic responsibility and motivates them to take an active role in their communities. In addition, establishing feedback mechanisms is important. Schools should set up a system for

gathering feedback specifically related to social studies and civics instruction from both students and teachers. Utilizing surveys and focus groups will enable the evaluation of the impact of the interventions and allow for necessary adjustments to strategies. To further support these efforts, it is essential to curate a collection of culturally relevant educational materials that reflect the histories, cultures, and perspectives of all students. This can include texts, case studies, and examples that encourage engagement with social justice issues and civic history. Lastly, monitoring and evaluation are fundamental to the success of these interventions. Developing criteria focused on social studies and civics for measuring effectiveness will ensure that regular analysis of student performance data, engagement levels, and feedback leads to continuous evaluation and data-driven adjustments of strategies. By following these tailored action steps, Campbell Middle School can create a structured approach to implementing evidence-based interventions in social studies and civics, ensuring that strategies are not only adopted but also effectively integrated into the learning experience.

Person Monitoring:
Principal and Senior Assistant Principal

By When/Frequency:
Initial action steps should be taken at the beginning of the semester, with follow-up sessions scheduled on a weekly basis.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Campbell Middle School will actively monitor the impact of its evidence-based interventions in social studies and civics by implementing a variety of targeted strategies. First, the school will conduct regular data collection and analysis to track student performance in social studies and civics. This will involve gathering quantitative data from assessments that measure civic knowledge, project grades related to historical events and civic engagement, and participation rates in discussions about current events. Analyzing this data will help identify trends and measure academic progress in these essential subjects. In addition to analyzing quantitative data, the school will use formative assessments to regularly gauge student understanding in social studies and civics. These assessments may include thematic quizzes focusing on civic principles, reflective journals addressing civic issues, and exit tickets following discussions about democratic processes. This ongoing feedback will allow teachers to tailor their instruction in real-time based on students' comprehension of key concepts. Feedback surveys will also be distributed to both students and teachers, aiming to evaluate the effectiveness of the interventions in enhancing engagement with social studies and civics content. Questions could revolve around students' interest in civic topics, their understanding of historical contexts, and the relevance of materials addressing contemporary societal issues. To gain deeper insights into the effectiveness of these strategies, focus groups will be organized, comprising both students and teachers who can share their experiences with the new approaches. This qualitative feedback will reveal what resonates with students and highlight areas that may require further refinement. Observation protocols will be implemented for classroom observations conducted by administrators or peer educators. These observers will assess the effectiveness of instructional strategies in social studies and civics, such as discussions on civic responsibilities and analyses of historical events. During collaborative planning meetings, teachers will be encouraged to reflect on their experiences teaching social studies and civics. This shared dialogue will allow educators to discuss outcomes related to student engagement, understanding of democratic ideals, and civic responsibilities, helping to identify successful practices and areas needing improvement. Finally, feedback from community partners engaged in service-learning projects related to social studies and civics will be collected. This input can provide valuable insights into students’ participation and understanding of civic engagement, as well as how they apply their learning in real-world contexts. By systematically implementing these monitoring strategies, Campbell Middle School will effectively assess the impact of its evidence-based interventions, ensuring necessary adjustments are made to enhance student success in these critical areas of study.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Another focus at Campbell Middle is proving science achievement, which has seen an 8% increase; however, it still lags 17% behind the state average. This initiative will include enhancements to the curriculum, professional development for educators, and targeted interventions for students. Improving science literacy is crucial for students' future academic and career opportunities in the STEM field, and aligning with state averages ensures equitable education. Overall, this effort aims to foster a culture of academic excellence, motivating both students and educators while supporting long-term success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- **To improve science learning achievement by 6%**, increasing the science proficiency level to 44%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To effectively monitor the implementation and impact of the Area of Focus aimed at improving science learning achievement at Campbell Middle School, several key strategies will be employed:

1. Curriculum Review and Alignment: The leadership team will conduct regular assessments of the current science curriculum at Campbell Middle School to ensure it aligns with the educational standards and desired learning outcomes. Periodic reviews of lesson plans, resources, and assessments will verify that they support our goal of raising proficiency to 44%.
2. Formative Assessments: Frequent formative assessments will be utilized to gauge student understanding and progress in science. These assessments will provide immediate feedback to both students and teachers, enabling them to make adjustments to instructional strategies as needed. Quizzes, hands-on experiments, and class discussions will focus on key science concepts.

3. Data Tracking and Analysis: The leadership team will collect data from standardized tests, performance tasks, and classroom assessments to analyze trends in student science achievement at Campbell. This analysis will help identify specific areas for improvement and inform targeted interventions tailored to our students' needs.
4. Professional Development for Teachers: Ongoing professional development sessions will be organized for Campbell Middle School teachers to enhance instructional strategies in science education. Feedback from these sessions will guide the development of effective teaching practices that promote student engagement and comprehension.
5. Student and Parent Engagement: Initiatives will be implemented to involve parents and students in the science learning process at Campbell Middle School. Workshops, science fairs, and open houses showcasing student work will foster a strong partnership between home and school, encouraging a collaborative approach. Regular communication regarding students' progress will also be emphasized.
6. Observation and Feedback: Classroom observations will be conducted to monitor the implementation of instructional strategies and student engagement levels within science classes. Constructive feedback from these observations will support continuous improvement among teachers and ensure that effective practices are being utilized.
7. Reflection and Adjustment: At the end of each term, the leadership team and teachers will engage in a reflection process to evaluate the effectiveness of the implemented strategies. This will involve reviewing assessment data, gathering teacher feedback, and considering student input to make necessary adjustments to our approach.

By consistently applying these tailored monitoring strategies at Campbell Middle School, we will establish a solid foundation for assessing the impact of our initiatives and making data-driven decisions that support our goal of enhancing science proficiency among middle school students.

Person responsible for monitoring outcome
Principal, Assistant Principal, and Intervention Teacher

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
To achieve a 6% improvement in science achievement at Campbell Middle School, several evidence-based interventions can be considered. One effective approach is implementing inquiry-based learning, which encourages students to explore scientific questions and conduct experiments to find answers. This method has been shown to improve critical thinking and understanding of scientific concepts. Research indicates that students engaged in inquiry-based learning can outperform their peers in standardized assessments. Additionally, integrating hands-on experiments into the

curriculum enhances student engagement and understanding, as experiential learning solidifies scientific concepts and promotes knowledge retention. Cooperative learning is another beneficial strategy. Encouraging students to work in small groups fosters collaboration and communication skills. Research supports that cooperative learning strategies, such as peer teaching and group projects, can lead to higher achievement levels in science. Moreover, incorporating technology, such as simulations and interactive software, can help students visualize scientific processes and concepts. The effective use of digital tools has been linked to improved engagement and a deeper understanding of complex subjects. Differentiated instruction is also crucial, as tailoring instructional methods to meet diverse student needs can prevent frustration and disengagement. Research emphasizes the importance of addressing varied learning styles and pacing to enhance overall achievement. Equally important is providing ongoing professional development opportunities for teachers, which can empower them with innovative teaching strategies that improve student outcomes. Studies indicate that teacher efficacy directly impacts student performance. Additionally, initiatives aimed at boosting interest in STEM fields, particularly among underrepresented groups, can encourage participation in advanced science courses. Integrating science, technology, engineering, and mathematics into a cohesive learning framework not only motivates students but also provides real-world context for scientific concepts. Research suggests that STEM-focused education encourages higher-order thinking skills and improves problem-solving abilities. Implementing formative assessments regularly can provide ongoing feedback to both students and teachers. This practice helps identify areas for improvement and allows for adjustments in instruction. Studies indicate that practical formative assessments lead to increased student learning and achievement. Finally, forming community partnerships with local science organizations, museums, or universities can enrich the curriculum, providing students with access to resources and real-world applications of science. Such partnerships help students recognize the relevance of science in everyday life. It is crucial to regularly assess the impact of these interventions and make necessary adjustments to ensure their continued effectiveness. By integrating these strategies into the science curriculum at Campbell Middle School, a more engaging and effective learning environment can be fostered, ultimately leading to the desired improvement in science achievement.

Rationale:
The rationale for implementing targeted, evidence-based interventions to improve science achievement at Campbell Middle School focuses on fostering a deeper understanding of scientific concepts and enhancing student engagement in the subject. Inquiry-based learning is at the forefront of this initiative because it mirrors the scientific method itself, encouraging students to formulate hypotheses, conduct experiments, and draw conclusions based on their findings. This hands-on exploration not only strengthens critical thinking skills but also aligns with the nature of scientific inquiry, making learning more relevant and effective. Research shows that students participating in inquiry-based activities tend to perform better in standardized assessments, as they develop a more profound mastery of scientific content. Cooperative learning plays a vital role in science education by promoting collaboration akin to how scientists work in teams to solve complex problems. Through group discussions, peer teaching, and collaborative projects, students can enhance their communication skills and gain multiple perspectives on scientific challenges. This strategy is supported by research indicating that students engaged in cooperative learning achieve higher levels of understanding and retention of scientific concepts. The incorporation of technology into science education is equally important. Utilizing digital tools such as simulations, virtual labs, and interactive software allows students to visualize scientific processes and experiment in a controlled environment, making abstract ideas more tangible. This approach not only captivates students' interest but also facilitates a deeper comprehension of challenging content, enabling them to engage critically with the material. Differentiated instruction is crucial in addressing the diverse learning styles and paces of students in a science classroom. By tailoring lessons to meet various needs, educators can ensure that every student finds a pathway to success in mastering scientific concepts. Research underscores

that accommodating different learning preferences can significantly boost student engagement and achievement in science. Furthermore, fostering interest in STEM fields—particularly among underrepresented groups—is vital for cultivating a diverse future workforce in science and related disciplines. By integrating science with technology, engineering, and mathematics in the curriculum, students can see the interdisciplinary connections that exist in real-world scientific problems, which can inspire them to pursue advanced studies and careers in these areas. Regular formative assessments in science class provide ongoing feedback, helping both students and teachers identify strengths and areas for improvement. By assessing understanding through practical applications and experiments, students can track their progress in mastering scientific concepts, while teachers can adjust their instructional strategies to better meet the class's needs. Finally, building partnerships with local science organizations, museums, and universities can enrich the curriculum by providing access to expert resources and real-world applications of scientific principles. These partnerships can enhance students' understanding of the relevance of science in everyday life and encourage them to engage in scientific pursuits outside the classroom. In summary, the rationale for these interventions at Campbell Middle School is to create a dynamic and supportive science learning environment that increases student achievement. By employing these research-backed strategies, educators can foster a passion for science, ensuring that all students are equipped to thrive in an increasingly science-oriented world. Regular assessment and the adaptability of these strategies will ensure their effectiveness in achieving the targeted improvements in science achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
To implement interventions aimed at improving science achievement at Campbell Middle School, several targeted action steps can be taken. Firstly, the adoption of inquiry-based learning is essential. Training teachers in inquiry-based teaching strategies through workshops and collaborative planning sessions will empower them to create engaging science lessons. Supporting this initiative, a resource bank of inquiry-based lesson plans and activities tailored specifically to the science curriculum can enhance instructional practices. Hands-on experiments are critical for fostering a deep understanding of scientific concepts. Allocating funds for lab supplies and materials will enable students to conduct regular experiments, making science tangible and exciting. Additionally, scheduling time within the curriculum for these lab sessions, while ensuring that equipment is well-maintained and accessible, will enrich the students' practical learning experiences. Moreover, cooperative learning in science classes encourages teamwork and critical thinking. Organizing professional development sessions that focus on cooperative learning strategies and peer teaching techniques will allow teachers to effectively group students for collaborative projects, fostering a sense of community and shared responsibility in their scientific endeavors. The incorporation of technology in science education is another significant step. By assessing existing technological resources, schools can invest in interactive software and simulation tools that align with the science curriculum, enhancing students' understanding of complex concepts. Providing training for both teachers and students on how to effectively use these technological resources will ensure they are maximized for learning. Differentiated instruction is crucial for addressing the diverse learning styles present in any classroom. By gathering data on student learning preferences through surveys or assessments, teachers can design and share customizable lesson plans that incorporate various instructional

approaches, ensuring that all students can engage with scientific content effectively. Professional development for teachers should be an ongoing commitment, with a schedule of sessions focused on innovative science teaching techniques and best practices. Encouraging peer observation and feedback among teachers will cultivate a culture of continuous improvement, bolstering the quality of science education provided. Incorporating Professional Learning Communities (PLCs) can also enhance science achievement. Regular data review sessions dedicated to assessing student performance in science will allow teachers to share findings, collaboratively identify areas needing improvement, and develop strategic lesson plans tailored to better meet students' needs in the subject. Integrating STEM (Science, Technology, Engineering, and Mathematics) is vital to engaging students and fostering their interest in scientific fields. Collaborating with the school district, local businesses, and organizations can enhance and promote STEM programs or events, such as science fairs and STEM nights. Integrating interdisciplinary STEM projects into the science curriculum will help students apply their scientific knowledge while drawing from other disciplines. Furthermore, implementing a regular system for formative assessments, including quizzes, reflections, and peer evaluations, is essential for providing immediate feedback. Training teachers to analyze this assessment data effectively will allow them to adjust their instructional strategies based on student progress in achieving scientific understanding. Lastly, building community partnerships with local science organizations, museums, and universities can provide valuable support and resources. Organizing field trips, guest speaker events, and collaborative projects with these community partners will enhance the science curriculum and enrich students' learning experiences, making science more relevant and exciting. By systematically addressing these action steps, Campbell Middle School can effectively integrate the identified interventions into its science program, creating a more engaging and successful learning environment. Regular monitoring and evaluation will be essential to ensure the long-term effectiveness of these initiatives in boosting science achievement.

Person Monitoring:
Principal, Assistant Principal, and Science Intervention Teacher

By When/Frequency:
Initial action steps should be taken at the beginning of the semester, with follow-up sessions scheduled on a weekly basis.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To monitor the impact of the action steps implemented at Campbell Middle School to improve science achievement, a comprehensive evaluation plan should be established that includes several key components. Firstly, it is essential to establish clear metrics. Specific, measurable outcomes need to be defined for each action step related to science education. These metrics could consist of improvements in student science test scores, increased engagement during science lessons, and enhanced participation in hands-on experiments and group projects in the sciences. Regular assessments are another critical component. Formative assessments, such as science quizzes, lab reflections, and peer evaluations, can be utilized to gather ongoing data about student understanding and engagement in science topics. Analyzing these assessments will help identify trends and areas needing additional support in science learning. Additionally, gathering surveys and feedback is vital. Collecting feedback regarding science instruction from students, teachers, and parents through targeted surveys will provide qualitative insights into experiences with new science curricula, teaching strategies, and resources. Professional Learning Communities (PLCs) can also play a significant role in this evaluation plan. By utilizing PLCs for regular data review sessions focused on science education, teachers can discuss assessment results and observations related to science instruction. These meetings will facilitate a collaborative analysis of how the interventions are affecting student learning and engagement in science. Observations and coaching are crucial as well. Implementing a system of classroom observations and peer feedback in science classes will allow for firsthand insight into how inquiry-based learning and cooperative strategies are being utilized. Instructional coaches

can then provide teachers with specific feedback on their implementation of effective science teaching techniques. Furthermore, effective data tracking and reporting are necessary. Utilizing a centralized data system, like the leadership dashboard, will enable tracking of student performance in science over time, including comparisons to benchmark assessments before and after the implementation of the action steps. Regular reports can be generated to evaluate overall progress in science achievement, identify Silo P students in need of enrichment, and support Silo B students requiring remediation and intervention services. Community partnerships also play a role in evaluations. After community-based science activities, such as field trips to science museums or guest lectures from scientists, gathering feedback from students regarding their learning experiences will help assess the impact of these partnerships on student interest and engagement in science. Lastly, conducting quarterly review meetings with all stakeholders—teachers, administration, parents, and community partners—will be essential to evaluate the effectiveness of the action steps in improving science achievement. During these meetings, successes and challenges related to science education can be discussed, and strategies can be revised as necessary based on these evaluations. By implementing these monitoring strategies tailored to science achievement, Campbell Middle School can ensure that the action steps effectively enhance student performance in science and foster data-driven decisions for continuous improvement in this subject area.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At Campbell Middle School, our top priority is ensuring that all students attend school regularly. This focus on attendance is crucial because consistent participation in classes directly impacts academic performance and overall student success. When students are present, they engage with the curriculum, collaborate with their peers, and benefit from their teachers' guidance. Conversely, absenteeism can lead to gaps in understanding, decreased motivation, and, ultimately, lower academic achievement. By prioritizing attendance, we are investing in the future of our students, fostering an environment where they can thrive both academically and socially.

At Campbell Middle School, the average daily absentee rate is 94 students. Alarmingly, 136 of these students were classified as truant, meaning they were absent for more than 10 days in 90 days without valid excuses. Additionally, a total of 365 students have missed 10% or more of the school year. This situation underscores a critical challenge we face in achieving our attendance goals.

On average, each absent student missed about 18 days of school, impacting their educational progress. Overall, the total percentage of days absent among our students stands at 10.6%.

To address these attendance issues, Campbell Middle School is committed to implementing a range of strategies to reduce truancy and enhance overall attendance. Our initiatives will focus on improving communication with families, providing support for students facing attendance challenges, implementing a positive behavior support intervention system, establishing a student gaming area, and emphasizing the importance of being present in school for academic success. By fostering a supportive and encouraging environment, we aim to motivate all students to attend school regularly and overcome the current challenges we face.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The objective is to enhance attendance rates, as this significantly impacts academic performance. The target is to reduce chronic absenteeism by 10%.

Campbell Middle School, in collaboration with the Volusia County School District, aims to reduce chronic absenteeism and truancy by 10%. To achieve this goal, CMS has appointed an Assistant Principal and a Community Liaison to oversee attendance. Additionally, the MTSS chair will initiate the MTSS process for early intervention to help improve attendance by 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To monitor the Area of Focus on reducing chronic absenteeism and truancy, Campbell Middle School will implement a multi-faceted approach. This will include:

- **Attendance Tracking:** Daily attendance will be recorded and analyzed regularly to identify trends and patterns in absenteeism. The leadership team will review attendance data every week to identify students at risk of chronic absenteeism.
- **Intervention Meetings:** Regular meetings will be held with teachers, the MTSS chair, and support staff to discuss students' attendance records and progress. These meetings will focus on identifying students who need early intervention and discussing strategies to engage them and their families.
- **Progress Monitoring:** The MTSS process will include regular check-ins with students who have been identified as needing support. This may involve one-on-one meetings to assess their needs and experiences, as well as follow-ups on the effectiveness of interventions.
- **Communicate with Stakeholders:** Parents and guardians will be informed about their child's attendance progress and the importance of consistent school attendance. Regular communication will help foster a supportive environment that encourages attendance.

- **Perform Home Visits:** The principal and community liaison will conduct home visits to the residences of students who are academically at risk due to attendance issues, identifying family needs and providing support.
- **Evaluation of Strategies:** The effectiveness of the strategies implemented will be assessed bi-monthly. Adjustments will be made based on data and feedback from staff, students, and families.

Ongoing monitoring is essential because it allows for timely interventions, ensuring that at-risk students receive the support they need to improve their attendance. By addressing absenteeism early, we can boost student engagement and academic performance. Higher attendance generally results in better understanding of course material, improved grades, and overall enhanced student achievement outcomes.

Person responsible for monitoring outcome
Assitant Principal, Community Liaison, and Multi-Tiered Support System Chair

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
To achieve measurable outcomes in reducing chronic absenteeism and truancy at Campbell Middle School, several evidence-based interventions and practices will be implemented. First, a data-driven attendance tracking system will be utilized to enable real-time data collection on student absences. This system facilitates the quick identification of attendance patterns and at-risk students, allowing for targeted interventions to address their needs. Additionally, the Multi-Tiered System of Supports (MTSS) framework will provide a structured approach to support students based on their individual needs. By implementing tiered interventions, the school can effectively address varying levels of absenteeism. For example, students with mild attendance issues may receive group interventions, while those with chronic absenteeism may require more intensive and personalized support. Another critical component is the Positive Behavioral Interventions and Supports (PBIS) approach, which promotes a positive school climate by recognizing and rewarding regular attendance. By establishing a system of incentives and recognition for students who maintain good attendance, the school encourages positive behavior and increases student engagement. Family engagement programs will play a vital role as well. Engaging families is crucial for improving attendance, and the school will conduct workshops and informational sessions to educate families about the importance of regular attendance and its impact on academic success. This approach fosters a partnership between the school and families to collaboratively address barriers to attendance. The Check-In Check-Out (CICO) intervention involves daily check-ins with a designated staff member to monitor attendance and provide support. Students will receive feedback on their attendance behaviors, which can help motivate them to improve. This consistent support builds relationships and keeps students accountable for their attendance. Conducting home visits for students at risk of chronic absenteeism will further help staff understand the underlying issues affecting attendance. These visits serve to establish communication with families, offer support, and connect them to community resources as

needed. Finally, regular progress monitoring through systematic check-ins and assessments will help track the effectiveness of the implemented interventions. Adjustments can be made based on the data collected from these evaluations, ensuring that strategies remain relevant and effective. Through these comprehensive efforts, Campbell Middle School aims to create a supportive environment that fosters student engagement and directly addresses the factors contributing to absenteeism, ultimately seeking to improve overall student attendance and academic success.

Rationale:
The strategies outlined for reducing chronic absenteeism and truancy at Campbell Middle School are grounded in a comprehensive understanding of the factors influencing student attendance and engagement. By employing evidence-based interventions, the school aims to create a supportive environment that addresses both the academic and social-emotional needs of students. Utilizing a data-driven attendance tracking system ensures that the school can quickly identify trends and at-risk students. This proactive approach allows for timely intervention, which is crucial in preventing absenteeism from escalating. Moreover, implementing a Multi-Tiered System of Supports (MTSS) allows the school to cater to varying levels of need. The tiered approach means that students requiring different levels of intervention can receive the appropriate support, making the system more effective and targeted. The Positive Behavioral Interventions and Supports (PBIS) approach promotes a positive school culture and recognizes good attendance. This not only encourages positive behaviors but also helps foster a sense of belonging among students, significantly enhancing their motivation to attend school regularly. Additionally, involving families in attendance initiatives acknowledges that many external factors contribute to a student's absenteeism. By educating and partnering with families, the school can collaboratively address barriers to attendance, creating a stronger support system for students. The Check-In Check-Out (CICO) model emphasizes the importance of personal connections and accountability. Daily interactions with a staff member allow students to receive immediate feedback and support, which can be instrumental in improving their attendance patterns. Conducting home visits further demonstrates a commitment to understanding the root causes of absenteeism. Building rapport with families and providing resources can help alleviate the challenges they face, allowing students to prioritize their education. Finally, regular monitoring of progress ensures that the interventions remain effective and relevant. By analyzing data and making necessary adjustments, the school can optimize its strategies and better respond to the needs of its students. In summary, by implementing these evidence-based practices, Campbell Middle School is positioning itself to address the complex issue of absenteeism holistically, ensuring that all students have access to the support they need to succeed academically and socially.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
To address the area of focus on reducing chronic absenteeism and implementing the outlined interventions at Campbell Middle School, several action steps are necessary. First, the establishment of an Attendance Task Force is crucial. This dedicated team, comprised of school administrators, teachers, counselors, and community liaisons, will oversee the implementation of attendance interventions. The task force will be responsible for setting goals, monitoring progress, and making necessary adjustments to ensure effectiveness. Next, it is important to utilize the Leadership Dashboard and Focus Attendance Tracking System. Researching and choosing an effective

attendance tracking system that provides real-time data analytics will help the school identify attendance patterns and pinpoint at-risk students. Staff will need training on this system to fully leverage its capabilities. Developing tiered intervention strategies is another essential step. Establishing a framework for Multi-Tiered System of Support (MTSS) that delineates specific interventions for each tier will allow for targeted support. Training teachers and staff on how to implement these interventions effectively will enhance their ability to assist students in need. Launching a Positive Behavioral Interventions and Supports (PBIS) program can further help in improving attendance. Designing a recognition program that includes incentives for students with improved attendance and collaborating with staff to develop a system for recognizing and rewarding positive attendance behavior can motivate students to attend school consistently. Moreover, organizing family engagement workshops is vital. Planning and conducting workshops to educate families about the importance of attendance will foster a supportive environment. Gathering input from families to identify barriers to attendance can lead to the development of strategies to overcome these challenges. Implementing a Check-In Check-Out (CICO) system is another action step to consider. Identifying staff members to serve as check-in coordinators and establishing a schedule for daily check-ins with targeted students will provide necessary support and feedback while monitoring progress effectively. Scheduling home visits for students at risk of chronic absenteeism is also crucial. Collaborating with community resources to plan these visits and training staff on conducting them sensitively will help address any underlying issues that may be contributing to poor attendance. Establishing regular progress monitoring is essential for evaluating attendance data and the effectiveness of interventions. Creating a timeline for continuous assessments and arranging regular meetings for the attendance task force will ensure that findings are reviewed and strategies adjusted promptly. Effective communication with stakeholders is critical as well. Keeping staff, students, families, and community partners informed about the interventions and their progress through newsletters or school communication platforms will foster transparency and engagement. Finally, evaluating outcomes at the end of each term or academic year will provide insights into the impact of implemented interventions on absenteeism rates. Collecting feedback from staff, students, and families will help identify areas for improvement and inform future strategies. By following these action steps, Campbell Middle School can effectively address chronic absenteeism and create a more supportive environment that encourages student engagement and attendance.

Person Monitoring:
Assitant Principal, Community Liaison, and Multi-Tiered Support System Chair

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Tracking the outcomes of the action steps taken to address chronic absenteeism at Campbell Middle School involves a combination of quantitative and qualitative methods. To effectively monitor and evaluate the impact of each action step, several strategies can be implemented. First, attendance data analysis is crucial. Utilizing the attendance tracking system to gather real-time data on student attendance rates allows for regular analysis, either weekly or monthly, to identify trends and areas needing improvement. Comparing attendance figures from before the implementation of the interventions to those after will provide insights, especially when focusing on specific groups such as at-risk students. Next, progress monitoring plays a vital role. Establishing specific metrics for success related to each action step is essential. For instance, increasing family engagement and communication, along with offering workshops and activities, will enhance parental participation and, in turn, boost student attendance. Setting up regular progress monitoring intervals—such as weekly, bi-weekly, and monthly reviews—enables the Attendance Task Force to examine the effectiveness of the interventions and make any necessary adjustments. In addition, feedback mechanisms are important for gathering input from the school community. Conducting surveys or focus groups with

students, staff, and families can yield valuable qualitative data regarding the perceived effectiveness of the interventions and highlight potential areas for improvement. Creating a system for staff to report on the implementation of tiered interventions and share their observations about student engagement and attendance further enhances visibility. Case reviews also provide a deeper understanding of the impact of interventions. Performing case studies of students targeted by tiered interventions allows for tracking attendance before, during, and after these action steps. In addition to attendance, documenting changes in academic performance, behavior, or engagement helps to understand the broader impact of the strategies implemented. Moreover, incentive and recognition tracking can contribute to positive outcomes. Monitoring participation in the Positive Behavioral Interventions and Supports (PBIS) program, including tracking the number of students receiving rewards for improved attendance, can help determine the correlation between recognition and overall attendance rates. Regular stakeholder meetings are essential for keeping everyone informed and involved in the process. Scheduling meetings with the Attendance Task Force and other key stakeholders facilitates progress reviews and data sharing while providing a platform for collaborative decision-making regarding necessary adjustments. Finally, conducting comprehensive evaluations at the end of each term is important. These evaluations should include both quantitative data, such as attendance rates and the number of interventions made, as well as qualitative data like surveys and feedback. The results can be compiled into reports that share successes and highlight areas for improvement, which can be communicated to stakeholders including teachers, families, and community partners. By establishing a robust tracking system centered on data analysis, feedback, and case reviews, Campbell Middle School can effectively monitor the impact of its action steps on reducing chronic absenteeism and continuously improve its interventions.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The School Improvement Plan (SIP) and Schoolwide Program (SWP) are shared with all stakeholders during Open House, STEM nights, curriculum nights, and meetings of the Student Advisory Committee (SAC).

The SIP can be accessed by our stakeholders on the Campbell Middle School webpage: ***https://campbell.vcsedu.org/***

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

- **The school principal will post information about school events on the school website** or send messages to parents using the school's text and voice calling system to keep them informed about various school activities throughout the week.
- **The school counselors will hold meetings to provide ongoing support** for parents throughout the year.
- **The school will host several information sessions for parents** about school procedures, the student code of conduct, extracurricular activities, graduation requirements, academic performance, academic programs, and community events, including STEM nights, curriculum

nights, honors award nights, community engagement nights, Food for Hope nights, and club information nights.

- **Administrators and teachers will regularly communicate updates** related to Positive Behavior Interventions and Supports (PBIS) to parents throughout the year.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

At Campbell Middle School, our leadership team and teachers are dedicated to enhancing the academic program through a multi-faceted approach that focuses on increasing both the quantity and quality of instruction while providing an enriched and accelerated curriculum.

1. Strengthening the Academic Program

- **Curriculum Review:** Conduct a comprehensive review of the current curriculum to identify areas for improvement and refinement.
- **Project-Based Learning:** Incorporate more project-based learning experiences that promote critical thinking and collaboration.
- **Professional Development:** Prioritize professional development opportunities for teachers to equip them with innovative teaching strategies and curriculum resources.

2. Maximize Instructional Time

- **Instructional Time Maximization:** Ensure instruction occurs from bell to bell, maximizing every instructional minute. While the teacher is taking attendance, students are expected to work on the bell ringers.
- **Extended School Day:** Plan to extend the school day to provide targeted interventions and enrichment programs for students who need additional support.
- **Before- and After-School CNA Programs:** The program provides individualized assistance, tutoring, and homework support to students, ensuring every student has the opportunity to succeed.
- **Saturday Boot Camp Program:** Provide multi-tiered intervention support services to students at-risk of credit denial in need of remediated instruction to improve academic achievement for every student.
- **Integration of Technology:** Explore options to integrate technology and online learning platforms, enabling more flexible and personalized learning experiences that can be accessed outside traditional school hours.

3. Enriched and Accelerated Curriculum

- **Challenging Courses:** Design a curriculum that challenges all students, including advanced courses in math, science, and language arts.
- **Emphasis on STEAM:** Focus on STEAM education by providing hands-on activities and real-world applications to spark students' curiosity and passion for learning.
- **Partnerships for Enrichment:** Collaborate with local businesses and organizations to enhance community relations, mentorship programs, and enrich learning experiences.

4. Support for Teachers and Students

- **Coaching and Support:** The leadership team will conduct classroom observations to ensure the instruction aligns with the curriculum and state standards, and provide professional development to enhance instructional practices.
- **Data Chat:** The teacher will also conduct data chats with students and implement intervention programs, including Positive Behavioral Interventions and Supports Systems (PBIS).
- **Professional Learning Communities (PLCs):** Utilize PLCs to help teachers integrate best practices, analyze student performance on the benchmarks, utilize data to drive instructional practices, create lesson plans, and incorporate rigor into their instruction throughout the year.

By implementing these strategies, Campbell Middle School aims to foster a dynamic learning environment that not only enhances academic performance but also cultivates a love for lifelong learning. By investing in our students and staff, we can achieve meaningful growth and improvement within our school community.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

- **Campbell Middle School is committed to providing all students with access to nutritious meals. The school offers free lunch options to all enrolled students, regardless of their financial background.** This initiative aims to promote healthy eating habits and ensure that no student goes hungry during the school day, allowing them to focus on their education and overall well-being. The school believes that providing balanced meals is crucial for the academic success and health of its students.
- **To enhance academic achievement, Campbell Middle School offers strong support to teachers through district-based curriculum specialists and academic coaches.** These

professionals work closely with educators to develop effective instructional strategies.

- **In addition to this support, a designated teacher on assignment, intervention teachers, instructional coaches, and Life Skills coaches are available to assist both educators and students in their daily activities and learning processes.** These professionals play a vital role in fostering a positive learning environment and addressing the diverse needs of our student population.
- **Furthermore, our school counselors, community liaison, and school social worker, along with various outside agencies, are dedicated to assisting parents and guardians in navigating essential resources.** They provide valuable information on housing assistance, clothing programs, food banks, and other community resources that can alleviate some of the pressures families may face. Together, these initiatives aim to create a supportive and nurturing environment that promotes both academic success and overall well-being for all students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Campbell Middle School is developing a comprehensive plan to enhance the support services available to our students outside of regular school hours. This initiative will involve collaboration among our dedicated school counselors, the district social worker, external agencies, and the district mental health team.

The services the school aims to provide include, but are not limited to, the following:

- **Home Visits (Wellness Checks):** These visits will enable our staff to engage with students and their families in a familiar environment, ensuring their emotional and physical well-being.
- **One-on-One Counseling:** Personalized counseling sessions will be offered to address the individual needs of each student, providing tailored support and guidance.
- **Phone Conferences:** For those unable to meet in person, the school will facilitate phone conferences to ensure ongoing communication and support.
- **Invitations to Round Table Discussions:** Campbell will organize discussions that involve students, parents, and community professionals to foster collaboration and share valuable insights and resources.

The school currently offers a mentoring program available to all students. This program has proven effective in promoting substantial improvements in self-awareness, self-esteem, and academic achievement. By fostering positive relationships among students and mentors, the school aims to create an environment that instills hope and encourages a brighter future for every student at Campbell Middle School.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. §

6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

In response to rapid technological and societal advancements, students need to be well-informed and ready for the postsecondary opportunities in the workforce. To meet these evolving needs and help students secure a prosperous future, Campbell Middle School offers a comprehensive Business Ownership program. This initiative is designed to prepare students for careers as entrepreneurs, present entrepreneurship as a viable career path, and equip them with the essential skills needed to critically evaluate their potential as business owners. The program covers foundational knowledge and skills required for starting and managing a business, providing a solid foundation for their future.

Additionally, the school offers students the unique opportunity to enroll in accelerated coursework in Algebra 1 Honors and Geometry. These advanced courses not only challenge students with higher academic demands and rigor, but also provide a unique learning experience that requires them to apply, analyze, evaluate, and synthesize complex and abstract concepts. Such courses promote critical thinking and collaborative problem-solving, enhancing students' understanding of the subject matter and preparing them for the academic challenges of higher education.

Moreover, the school has partnered with a nonprofit organization to enhance a career readiness camp for students with Individual Education Plans (IEPs). This collaboration facilitates the organization of hands-on career camps during the fall, spring, winter, and summer breaks. These camps are designed to offer students valuable insights into various professions, featuring interactive workshops, guest speakers from diverse fields, and engaging activities that help develop essential skills. By participating in these immersive experiences, students gain a deeper understanding of the career landscape, explore potential pathways, and engage in networking opportunities, all of which are instrumental in guiding them toward successful futures.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

- **Campbell Middle School will implement Positive Behavioral Interventions and Supports (PBIS), a multi-tiered framework designed to address the attendance, behavioral, academic, social-emotional, and mental health needs of students.** Additionally, the school will utilize a multi-tiered system of supports (MTSS) to assist students across various areas. This approach includes universal, targeted, and intensive intervention services, data-driven decision-making, and ongoing progress monitoring.

- **At Campbell Middle School, a mental health counselor is available on campus to provide crucial support to students facing various emotional and psychological challenges, such as anxiety, depression, and academic stress.** The counselor conducts individual sessions, workshops, and group meetings to promote mental well-being and resilience. Additionally, if further assistance is needed, the counselor can refer students to external agencies for specialized help, fostering a supportive environment that prioritizes mental health within the school community.
- **The school and mental health counselors, school social worker, and community liaison also connect students and families with community resources,** providing small-group or individual counseling programs using evidence-based methods.
- **The school also employs a full-time behavior specialist who focuses on the behavioral needs of students with disabilities.** This specialist works closely with teachers and administrators to collect data through functional behavioral assessments and, when necessary, implements behavior intervention plans.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

To enhance instruction and the effective use of data from academic assessments, it is crucial to implement a well-rounded professional development program for teachers, paraprofessionals, and other school personnel. This program should include the following components:

1. Ongoing Professional Learning Opportunities

- **Workshops and Training Sessions:** Regular workshops focusing on data analysis, instructional strategies, and differentiation techniques that cater to diverse learners can help staff effectively interpret assessment data.
- **Collaborative Learning Communities:** Establishing Professional Learning Communities (PLCs) where educators can share successful techniques, analyze student data together, and collaborate on lesson planning. This peer support fosters a culture of continuous improvement.

- **Online Courses and Webinars:** Offering access to online modules tailored to high-need subjects can provide flexible learning options for teachers with varying schedules and commitments.

2. Coaching and Mentoring Programs

- **Instructional Coaching:** Pairing teachers with experienced instructional coaches who can model effective teaching practices, provide feedback, and help with the integration of assessment data into lesson planning.
- **Mentorship for New Educators:** Establishing a mentorship program that pairs novice teachers with seasoned educators to enhance their skills, particularly in high-need areas.

3. Data-Driven Instruction

- **Training on Assessment Tools:** Providing training on how to effectively use various assessment tools to track student progress and adapt instruction accordingly. This should include formative and summative assessment strategies.
- **Data Reflection Sessions:** Regularly scheduled time for educators to meet and discuss student data and plans for instructional adjustment based on that data, encouraging a reflective practice.

4. Recruitment and Retention Strategies

- **Incentives for High-Need Areas:** Offering financial incentives, such as signing bonuses or loan forgiveness programs, specifically aimed at recruiting qualified educators in high-demand subjects like math, science, and special education.
- **Supportive Work Environment:** Creating an inclusive and supportive school climate that fosters collaboration, recognition, and professional growth can help retain effective teachers. Regular feedback and opportunities for leadership roles also contribute to job satisfaction.
- **Partnerships with Local Universities:** Collaborating with local universities and colleges to create pathways for student teachers to transition smoothly into full-time positions within the schools.

5. Family and Community Engagement

- **Parent Workshops:** Conducting workshops for parents to understand the assessment data and how they can support their children's learning at home.
- **Community Partnerships:** Engaging with community organizations to provide additional resources, tutoring, and mentoring for both students and teachers can help build stronger ties between schools and their communities.

By implementing these multifaceted strategies, schools can create an environment that not only improves instructional practices and data utilization but also actively recruits and retains effective educators in high-need subjects.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V),

ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Campbell Middle School (CMS) is committed to meeting the unique needs of its students through a collaborative process with the district to review educational resources and identify areas for improvement. This approach involves assessing the effectiveness of current tools and strategies, ensuring alignment with student needs, and utilizing data-driven insights to inform decision-making. By enhancing resource utilization, the school aims to provide every student with the opportunity to achieve proficiency in core content areas.

To implement the suggestions for enhancing resource utilization and ensuring students achieve proficiency in core content areas, CMS will establish the following structured approach:

1. Weekly Leadership Meetings: The leadership team will convene every week as a leadership team to review and evaluate primary and supplemental resources tailored for our targeted students. During these meetings, we will discuss the effectiveness of the resources currently in use and identify any necessary adjustments or additions that may be beneficial.
2. Close Monitoring of Resources: The administrative team will maintain a vigilant oversight of the resources to ensure they are effectively facilitating our desired educational outcomes. This monitoring will involve analyzing data on student performance and engagement, as well as gathering feedback from teachers about the resources in practice.
3. Classroom Walkthroughs: The instructional leaders will conduct regular classroom walkthroughs to observe how resources are being implemented in real-time. This will provide valuable insights into their effectiveness, allowing us to identify areas for further improvement.
4. Professional Learning Communities (PLCs): The instructional leaders will actively engage in PLCs where educators can share experiences and strategies regarding the use of resources. These communities will serve as a platform for collaborative problem-solving and sharing best practices, fostering continuous improvement.
5. Professional Development: The administrative team will organize targeted professional development sessions focusing on best practices for utilizing the resources effectively. This training will ensure that all staff members are equipped with the skills and knowledge needed to maximize the impact of the resources on student learning.
6. Collecting and Analyzing Data: Throughout this process, the leadership team will consistently

collect and analyze data regarding student outcomes related to the resources CMS is using. This will enable us to make informed decisions and continuously improve our resource allocation.

By implementing this structured approach, Campbell is committed to ensuring that our resources effectively support our targeted students in achieving proficiency in core content areas. This collaborative effort will strengthen our educational environment and lead to improved student outcomes.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

In addressing the identified needs for this year, Campbell Middle School has carefully selected specific resources that directly align with and will effectively enhance our approach:

1. Resource Identification:

- **Data Analytics Software:** The leadership will implement the Leadership Dashboard, which enables us to gather and analyze data related to attendance, behavior, and academic performance. This will facilitate more informed decision-making.
- **Professional Development Workshops:** The administrative team has scheduled a series of workshops led by experts in the field to enhance staff competencies and address knowledge gaps.
- **Professional Learning Communities (PLCs):** The leadership team will establish PLCs to foster collaboration among staff, encouraging the sharing of best practices and experiences to enhance teaching and learning further.
- **Community Surveys:** CMS will distribute tailored surveys to key stakeholders to gain insights and feedback on community needs or issues.

2. Rationale for Selection:

- The selection of these resources is based on current data trends indicating a need to focus on staff professional development (PDs), effective professional learning communities (PLCs), and instructional leadership.
- Previous evaluations have shown that incorporating interventions and support services for teachers and students significantly boosts student learning outcomes.
- Stakeholder feedback has highlighted the need for professional development (PDs), professional learning communities (PLCs), early intervention, and validation of our direction.
- Professional Learning Communities (PLCs) are founded on the principle that continuous, collaborative teacher learning is crucial for enhancing student achievement. PLCs center all professional activity on improving student outcomes. Teachers analyze student data, set goals,

and adjust instruction to meet students' needs.

3. Timeline for Implementation:

- Q1: Begin first phase of PD workshops focusing on essential skills, start PLCs, PBIS, data collection and analysis, and conduct baseline assessments to identify current needs.
- Q2: Launch the second phase of professional development workshops, perform data analysis of student progress to evaluate the effectiveness of intervention support services focusing on essential skills.
- Q3: Distribute community surveys and compile the data for analysis.
- Q4: Review outcomes and impact, making necessary adjustments for future action.

By utilizing these resources within the outlined timeline, we are confident that we will see a significant positive impact on addressing our specific needs and enhancing overall effectiveness. This strategic plan gives us a clear path forward and instills optimism for the future.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00