

Alachua County Public Schools

Kanapaha Middle School



2017-18 Schoolwide Improvement Plan

Kanapaha Middle School

5005 SW 75TH ST, Gainesville, FL 32608

<https://www.sbac.edu/kanapaha>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Kanapaha Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to maximize achievement for middle school students through a rigorous and engaging curriculum emphasizing foundational knowledge, problem-solving skills, multi-literacies, and civic dispositions. Students will achieve their annual learning gains in reading, writing, math, and science. With a high-performing faculty, robust community partnerships, and an effective Positive Behavior Support (PBS) program, we will produce responsible citizens prepared for success in high school and beyond.

b. Provide the school's vision statement.

Our vision is to be the premier middle school in Alachua County. We will, through an inclusive environment, with a very diverse student population, produce gains in student achievement, utilize community resources and support, and maintain a safe learning environment for all members of the school family.

2. School Environment

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

The administration at Kanapaha encourages teachers to get to know their students and to build relationships with them. We provide ongoing professional development on Kagan Structures and model for teachers how to implement these in non-academic ways in their classrooms. The importance of class-building is stressed to teachers. Additionally, we are a Trauma Sensitive School and recognize there is more to the student than that which is visible to us. We have teachers who serve as mentors to chosen high-risk students, and we are a PAL's school. We also work to build a cooperative atmosphere by organizing student-faculty sporting events. Finally, we are implementing a "Restart Day" for students who have been suspended. In this procedure, the student meets with a variety of faculty/staff upon their return to school to discuss why they were suspended and how their reactions might be different in the future. (Each meeting takes about 5 minutes and each staff member meets individually with the student.)

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

Kanapaha has been recognized as PBS Gold Model School by the Florida Department of Education. Through work with the PBS Committee comprised of teachers from all teams, we establish a culture of respect, responsibility, and safety. PBS incentives are available to students before, during, and after school. Students who arrive at school very early gather in the cafeteria for homework and social time. They are supervised by an adult. They also mingle in the courtyard in the mornings under the supervision of teachers and the administrative team. Ample adult supervision is provided between classes, and after school as well to intervene if needed to keep students safe and secure. A school resource officer is assigned to the school full time and helps with supervision. The media center is open before and after school for book check out and study time. Additionally, we run drills for fire, weather, lock down, and/or evacuation monthly. All visitors who enter campus must be background checked through the RAPTOR system. All of our teachers have been trained in the ALICE lockdown procedures and have practiced drills and scenarios to be better equipped in the case of an emergency.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We have a School-wide Discipline Plan which includes school-wide rules, a discipline matrix to ensure consistent consequences, and a Google Document shared with all teachers to be used as a behavior intervention log. Conversations in grade level team meetings focus on students of concern so that teachers can share interventions and strategies that work to help students stay engaged and in class. Communication with parents is given priority consideration when students are struggling with their behavior. Student assemblies are used to orient students to school rules, routines, and procedures. Procedures are rehearsed so that all students know the expectations. Mentors are assigned to the previous year's top 10% of students who earned the most referrals in an effort to reduce that number this year.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

We have a strong Guidance team who follows students throughout their years with us. We also utilize Peer Helpers, students trained to assist their peers with a variety of needs. We have a very strong partnership with several community organizations who provide mentors to work with students in In-School Detention every day. The Take-Stock program mentors a large number of our students weekly. Guidance counselors offer one-on-one, small group, and whole class guidance on a regular basis to discuss such topics as bullying, sexual harassment, dating, career choices, and high school. We have a student services team that meets bi-monthly to discuss student of concern and to make recommendations for various levels of interventions. Our school also participates in the Food 4 Kids Backpack program to ensure that struggling families have food to eat each weekend. Finally, many of our male students attend the Reichert House after school program Monday through Thursday.

3. Early Warning Systems

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

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

The administrative team has created watch lists which contain students who have more than one indicator. These lists have been distributed to all teachers. Teachers use this data in their day to day lessons.

Reports run from Skyward let us know when students miss more than 5 days. We then utilize our Attendance Clerk and Dean of Students to make contact with the family to try to find out why students are missing so much school. If there are medical concerns, Hospital Homebound services are initiated. If there is no medical excuse, and students continue to miss school, we utilize the District Truancy Officer and the McKinney Vento office for support for the families.

The Student Support Services team monitors suspensions, and students with more than 3 days suspension begin the EPT process to identify causes and design support for the student to help them stay in school. If suspensions continue, Tier 2 and 3 RTI interventions are initiated.

Students who are suspended for 3 or more days will return to school on the final day of their suspension to participate in "Restart Day." On this day, the student will complete his work in ISD and will meet with various staff members throughout the day to discuss the behavior/situation that got him suspended and how his reactions can be different with confronted with a similar situation in the future.

Students who fail a semester or more of classes are offered after-school credit retrieval with our teachers. We also utilize Florida Virtual School and Alachua E School where appropriate.

Many students who receive a Level 1 on State Assessment are assigned to remedial courses, and all students are closely monitored by both the classroom teachers and school administrators throughout the school year.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	15	14	27	0	0	0	0	56	
One or more suspensions	0	0	0	0	0	0	17	25	28	0	0	0	0	70	
Course failure in ELA or Math	0	0	0	0	0	0	0	16	14	0	0	0	0	30	
Level 1 on statewide assessment	0	0	0	0	0	0	75	89	88	0	0	0	0	252	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	10	23	25	0	0	0	0	58	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

There are many interventions available to students who exhibit early warning signs. Many of these students have IEP's and they are monitored and supported through that process. Additionally many struggling students have 504 plans that offer accommodations to support them throughout the year. We have Intensive Reading classes for students getting a Level 1 on ELA Assessments in 6th and 7th grade, and for students with disabilities in all grade levels. They use specialized curriculum materials and scaffolding to try to help them make gains at a quicker pace. Struggling students are assigned mentors who meet weekly to help support the student academically and socially. Students of concern are a topic at weekly team meetings as a way to help teachers share effective strategies and other pertinent information. These students are also discussed at Student Services meetings, and a point person is assigned to ensure that interventions are implemented with fidelity. We have credit-retrieval opportunities three days a week after school.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

No

1. PFEP Link

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

2. Description

In order to improve parental involvement in their child's academic success, we encourage parents to utilize the Skyward Family Access. From there, parents can view upcoming events, grades, assignments due, absences, and behavior reports. We strive to increase parent usage each year. Additionally we send home a school newsletter quarterly and update the school website frequently. Parent conferences receive priority during teacher planning time four mornings a week. Phone homes are used to notify parents of important information. Additionally, we have initiated PBIS. In this process we have met with all stakeholders (teachers, students, and parents) to discuss and create a plan for combating our disproportionate number of referrals for minority students. Finally, we update the school marquee frequently with important information regarding school events and activities.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Kanapaha has partnered with the Greenhouse Church who rents our facility on Sundays. They provide a plethora of volunteers and mentors during the school day. They mentor and tutor students in In-school detention so that when they return to class, they are not behind in their instruction. Additionally, they will support teachers in the classroom and serve as Take-Stock Mentors.

We also have very supportive Business Partners who help with fund raising and in giving us incentives to utilize with our PBS program.

Our PTA is active and supports our school with a plethora of volunteers and financially through teacher mini-grants. Our SAC, which is composed of school personnel, parents, and community members, also support instruction and school activities financially.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Estes, Sherry	Principal
Chance, Diana	Assistant Principal
Calabrese, Jane	Teacher, K-12
Hart, Sara	Instructional Media
Fournier, Adam	Teacher, K-12
Putnam, Megan	Teacher, K-12
McNichols, Austin	Assistant Principal
Grater, Karen	Instructional Media
Hazen, Lynn	Teacher, K-12
Stupart, Deon	Teacher, K-12
Mercer, Kristin	School Counselor

b. Duties

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

School administrators meet weekly with Team Leaders to share in decisions impacting all aspects of the school. There are two representatives from each grade level team, a media specialist, executive assistant, and all three administrators.

The Leadership Meetings are utilized to make decisions about staff development, assemblies, field trips, fund raising, PBS, and Instructional issues. Campus routines and procedures are discussed and made consistent across teams and departments in this way. The team makes decisions that protect instructional minutes, and teacher planning time.

Administrators serve as instructional leaders by using data to drive the instructional focus and professional development for the school year. They monitor lesson plans, conduct frequent classroom walkthroughs, and give feedback through two formal observations per year. Evidence is collected and shared from all types of observations, and administrators give substantive feedback in post-observation conferences. Additionally, they protect time for teacher planning and instruction.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All resources are deployed in such a way as to support teaching and learning first and foremost. Direct ties to the School Improvement Plan receive the highest priority. Outside funding sources, in addition to the PTA funding, are sought to supplement local, state, and federal dollars.

Attention is also made to the upkeep and maintenance of the facility to ensure a safe, comfortable, and appealing learning environment. Rental money earned is reinvested in the beautification and general maintenance to engender a sense of pride and responsibility for the school among all the school community.

All discretionary funding from local, state, and federal sources is utilized with the approval of the SAC. The funding will be coordinated to support the implementation of the School Improvement Plan.

Funding can be utilized to support curriculum and instruction, professional development, and teacher planning. Addressing the needs of our most struggling learners is always a priority.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sherry Estes	Principal
Karen Grater	Teacher
Robert Goetz	Business/Community
Nancy Mosurick	Education Support Employee
Shelly Warm	Business/Community
Kurt Rosenhauer	Business/Community
Lynda Reinhart	Parent
Teresa Welch	Parent
Kelli Ross	Teacher
Susan Swiderski	Teacher
Todd Morrone	Parent
Gercica Joseph	Parent
Alpa Desai	Parent
Doug Williams	Business/Community
Jazayvier Edwards	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

SAC Members are briefed on progress made towards last year's SIP goals, they are shown data on student performance, targeted areas for improvement, and asked for input on current school year SIP.

b. Development of this school improvement plan

The SAC members review student performance data, assessment results, and the Draft SIP. They offer input into the final SIP. SAC Members oversee the implementation of the SIP throughout the school year with reports from teachers, administrators, and curriculum leaders. SAC members vote on all budget requests, ensuring expenditures support the strategies and goals of the SIP.

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

The school budget is reviewed with the SAC annually. At each meeting the SAC reviews the SAC budget made up of Advanced Placement and Lottery dollars. They vote to approve expenditures of these monies to support school improvement initiatives.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement funds are spent roughly as follows: 25% towards instructional technology, 50% curriculum materials, and 25% teacher training/staff development.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Chance, Diana	Assistant Principal
Estes, Sherry	Principal
Hart, Sara	Instructional Media
Yarn, Aisha	Teacher, K-12
McNichols, Austin	Assistant Principal
Schuh, Diana	Teacher, K-12
Williams, Sarah	Teacher, K-12
Warm, Kelly	Teacher, K-12

b. Duties

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

The LLT has initiated an emphasis on Standard Written English that will be used in all classes. Teachers will receive a rubric to use on all writing assignments to streamline expectations. Additionally, the LLT is supporting the social studies department in the implementation of Document-Based Questions & Essays (DBQ's) and the science department in the implementation of Comprehension Instructional Sequence (CIS) lessons.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are encouraged to plan collaboratively with both grade level team members and department members. We are unable to give all the common planning time necessary to do that, but release time can be provided to plan as needed. Teachers are also encouraged to participate in peer observation and lesson study. Administrators or substitutes cover classes as needed to allow for that. We also have implemented Classroom Walk-throughs in which teachers have an observation focus and observe a variety of classes on campus and make observational notes. They then compare information and make decisions about the needs of teachers and students based on what was observed.

Teachers share a variety of information including, but not limited to, lesson plans, behavior interventions, parent contacts, and materials via Google Docs.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Administrative team recruits teachers to Kanapaha by observing substitutes and interns so that when they are certified for and apply for vacancies, we have had an opportunity to observe them in the classroom already. Additionally, there are many applicants for all positions at KMS, and 6-10 applicants for every position are interviewed, references are checked, and selections are made to ensure the best fit possible. The Administrative team works hard to retain quality teachers by offering support and training as needed, and by creating a positive work environment and providing strong educational leadership so that effective teachers choose to remain at KMS.

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

All new to the profession teachers are assigned by the District a Mentor Teacher who is experienced in the coaching model. The mentors conduct classroom observations, coaching sessions, goal setting, modeling of best practices, weekly meetings, and discussions to support the new teachers. Experienced teachers new to Kanapaha are supported by grade-level team leaders and their department chairs. Administrators give frequent feedback via classroom walkthrough and formal classroom observations throughout the school year. Members of the administrative team are being trained in the coaching model to help support young teachers who have graduated the mentoring program. This year, we have implemented an in-house mentoring program in which all new-to-Kanapaha teachers are paired with a veteran Kanapaha teachers for guidance and support. Also, we are planning monthly check-in's with these teachers which will occur at breakfast meetings held before school.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Department chairs coordinate the efforts to make sure all teachers are familiar with their benchmarks and standards. Teachers use District Adopted texts, which are aligned to State Standards, in their classes. Administrators monitor lesson plans for benchmarks and standards as well as pacing guide adherence. Department chairs work closely with district personnel to align the curriculum, and report back to their department. We use the district created AIMS testing to monitor individual student progress and drive instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Our lowest readers in 6th and 7th grade are placed in a double-blocked reading and language arts class. Their teachers have received specialized training in how to scaffold the adopted materials to meet their needs. In addition to remediation, they also challenge students with close reads of complex text each nine weeks so they are prepared for the rigor of Florida Standards Assessment.

Additionally, our lowest ESE 6th and 7th grade readers are placed in a double-blocked reading language arts class and receive instruction from a certified ESE teacher. For ESE students who are placed in general education courses, we offer Support Facilitation in reading, social studies, science, and math.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 4,320

The ESY program is used for students with disabilities to have the opportunity to continue receiving daily education to avoid regression and loss of skills that are gained during the regular school year.

Strategy Rationale

Students with disabilities regress academically and lose skills at a quicker rate than regular education students, so additional instruction is needed during Summer break.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Chance, Diana, chancedb@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student progress is monitored and collected throughout the school year to qualify for ESY, and grades and assessment data are collected throughout the summer. This information is used for goal setting for the upcoming school year.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

KMS invites 5th grade students to two different events in the spring to expose them to Kanapaha. We also host a Meet the Teacher during Preplanning week so they can meet all of their teachers prior to the start of school. The 6th grade team is especially adept at helping students make the transition from elementary school to middle school in terms of time management, study skills, and organizational support.

The 8th grade team exposes students to high school options of career and technical magnet programs, academic magnet programs, and high school credit requirements. Additionally, representatives from area high schools come in multiple times in the spring to discuss the transition with our 8th graders, including from all magnet programs. The PTA hosts a "Transition to High School" informational meeting in the early spring.

b. College and Career Readiness

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

Counselors hold "Plan for the Future" sessions with 8th graders to help students acquire knowledge of courses and programs in high school including graduation requirements. They also teach about college readiness, admissions, and financial aid opportunities in addition to post-secondary career training opportunities. All 8th grade students also visit an annual career fair through Language Arts classes where they can explore different career opportunities in the community.

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

Students at Kanapaha can take as elective courses Business Education and Computer Application classes at all 3 grade levels. Microsoft Industry Certification is available to them upon successful completion of coursework and testing. Kanapaha offers a high school level Digital Information Technology course that also results in industry certification.

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

The Business Education teacher supports academic area teachers with the use of Microsoft Office Suite to complete class assignments. Additionally, we are in the third year of implementing a Robotics class to 7th and 8th grade students.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the academic achievement for all students (based on data).
- G2.** All students will graduate.
- G3.** Establish and maintain a safe and respectful school environment and improve customer service through reducing behavior incidents and improving teacher relationships with students.

Strategic Goals Detail

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

G1. Increase the academic achievement for all students (based on data). 1a

G095762

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
Civics EOC Pass	80.0
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- AIMS Assessments are new and unfamiliar to teachers, and some teachers need guidance in progress monitoring.
- Some learners come in with major reading/writing deficiencies.
- Lack of common academic language and understanding of student needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Tools for Teachers PD plans
- Pool of lesson plans available for ELA and Content Area teachers to utilize Close Reads, Document-based Questions, and Comprehension Instructional Sequence lessons.
- Protected planning time for ELA teachers to review the FSA Writing rubrics, Item Specifications, and Test Blueprint.
- Newly aligned AIMS Assessments

Plan to Monitor Progress Toward G1. 8

Student achievement data will improve, including percentage of proficient students.

Person Responsible

Diana Chance

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Test results will be kept to monitor progress, and to plan for remediation.

G2. All students will graduate. 1a

 G095763

Targets Supported 1b

Indicator	Annual Target
Retained Students	0.0

Targeted Barriers to Achieving the Goal 3

- Students struggle to stay caught up academically

Resources Available to Help Reduce or Eliminate the Barriers 2

- Alachua eSchool
- CROP After School Program

Plan to Monitor Progress Toward G2. 8

No students will be retained

Person Responsible

Sherry Estes

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Retention rate vs previous year

G3. Establish and maintain a safe and respectful school environment and improve customer service through reducing behavior incidents and improving teacher relationships with students. 1a

G095764

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	142.0
Discipline incidents	672.0

Targeted Barriers to Achieving the Goal 3

- Chronically disciplined students lack social skills to navigate through confrontation with students and teachers.
- There is a disconnect between an ever-changing, diverse student population and a primarily white, middle aged teaching force.
- School-wide safety procedures are based on old research/practices

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development and school-wide implementation of Character Education lessons and activities.
- Teacher's Encyclopedia of Behavior Management.
- Monthly meeting of Boys to Men working with Black males.
- A PBS program that is implemented with fidelity.
- Mentor program to work with previous year's students who received top 10% of referrals
- SIELOX software and hardware
- Implement Re-Start Day with students who receive suspension
- Professional Development provided on Trauma Sensitive Schools
- Select teachers will attend the following district-provided trainings: Tough Kids' Toolbox and Classroom Management. These teachers will provide inservices for the rest of the faculty at subsequent faculty meetings.

Plan to Monitor Progress Toward G3. 8

Discipline Data

Person Responsible

Austin McNichols

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Discipline Data will be collected over the course of the year to determine where the increase in cultural awareness through the implementation of PBS with fidelity decrease the behavior incidents on campus.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the academic achievement for all students (based on data). **1**

 G095762

G1.B1 AIMS Assessments are new and unfamiliar to teachers, and some teachers need guidance in progress monitoring. **2**

 B257820

G1.B1.S1 Each administrator will complete regular data chats with teachers of particular areas (ELA, Civics, Math) and assist in monitoring the progress of our neediest students. **4**

 S272839

Strategy Rationale

Teachers need protected time and guidance from experts to help them become more familiar with all elements of the AIMS and progress monitoring.

Action Step 1 **5**

Help selected teachers become more familiar with progress monitoring.

Person Responsible

Sherry Estes

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Department meeting notes, teacher lesson plans, and planning time sign-in sheets.

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

Attendance in meetings and in planning sessions will be documented.

Person Responsible

Sherry Estes

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Attendance sheets and teacher lesson plans will demonstrate participation and implementation of new materials.

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

Students will be given AIMS assessments quarterly to monitor progress, and students scores will increase.

Person Responsible

Diana Chance

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

FSA Scores, writing artifacts, AIMS Results, FSA results

G1.B2 Some learners come in with major reading/writing deficiencies. 2

 B257821

G1.B2.S1 Use double block Reading/LA courses for our lowest 6th and 7th grade readers, and students with disabilities in all grade levels. 4

 S272840

Strategy Rationale

These teachers are well-equipped to help these students make fast gains and are experts in scaffolding material to meet their individual needs.

Action Step 1 5

Use double block Reading/LA courses for our lowest 6th and 7th grade readers, and students with disabilities in all grade levels.

Person Responsible

Diana Chance

Schedule

Daily, from 9/5/2017 to 6/1/2018


Evidence of Completion

Progress Monitoring using Scholastic Read 180 program and quarterly AIMS results

G1.B3 Lack of common academic language and understanding of student needs. 2

 B257822

G1.B3.S1 Lack of common academic language and understanding of student needs 4

 S272841

Strategy Rationale

To keep teachers up do date on common research trends, develop common academic language, and increase teacher knowledge of research-based strategies.

Action Step 1 5

Provide multiple opportunities for teachers to engage in professional development including book studies, Learning Walks, ESE student perspective and UDL, Talking with Parents, ESE accommodations and modifications, Measuring Academic Achievement), Lesson Study, Data Focus Meetings with administrator, Content Area Vertical Alignment Planning Days

Person Responsible

Diana Chance

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Teachers will submit anecdotal evidence and other data-driven follow up.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Facilitators will talk with teachers about lesson plans to ensure information from topics covered is included; Administrators will meet with teachers to have data chats regarding student achievement on benchmark tests; Facilitators will meet monthly with teachers of Flipped Lessons to discuss progress, watch videos, and talk about differentiation occurring in the classroom

Person Responsible

Diana Chance

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Lesson plans, attendance rosters, follow ups

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will conduct frequent walk throughs and formal observations

Person Responsible

Diana Chance

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Walk through data, lesson plans, student samples

G2. All students will graduate. 1

 G095763

G2.B1 Students struggle to stay caught up academically 2

 B257823

G2.B1.S1 All 7th and 8th grade students who are missing at least 1 credit are invited to CROP after school or registered for Alachua eSchool 4

 S272842

Strategy Rationale

Students need required credits to graduate middle school.

Action Step 1 5

Administrators and deans will call in students and counsel them on their credit situation as well as classroom habits

Person Responsible

Diana Chance

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Administration track number of missing credits.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Mrs. Chance will ensure that students are attending and making progress in CROP

Person Responsible

Diana Chance

Schedule

Weekly, from 10/1/2017 to 6/1/2018

Evidence of Completion

Student attendance logs, grade reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Meet with students who aren't making progress

Person Responsible

Diana Chance

Schedule

Weekly, from 10/15/2017 to 6/1/2018

Evidence of Completion

Students who aren't making progress will receive interventions until their credits are remediated.

G3. Establish and maintain a safe and respectful school environment and improve customer service through reducing behavior incidents and improving teacher relationships with students. 1

G095764

G3.B1 Chronically disciplined students lack social skills to navigate through confrontation with students and teachers. 2

B257824

G3.B1.S1 KMS will continue to implement a school-wide PBS program with fidelity. 4

S272843

Strategy Rationale

Students respond best when behavior expectations are explicitly taught and positive behaviors are rewarded.

Action Step 1 5

Promote school wide behavior expectations throughout the school, rewarding those who exhibit appropriate behavior.

Person Responsible

Amelia Hall

Schedule

Daily, from 9/5/2017 to 6/1/2018

Evidence of Completion

Common rules posted throughout the school, KKash being given and redeemed

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

PBS Team will meet monthly to evaluate impact of program

Person Responsible

Amelia Hall

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

PBS team will check with grade level teams to ensure that initiatives are being carried out

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The administration will continually evaluate the effectiveness of the initiatives and adjust as needed.

Person Responsible

Diana Chance

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Students will have KKash and there will be high participation in the incentives that they can spend it on.

G3.B2 There is a disconnect between an ever-changing, diverse student population and a primarily white, middle aged teaching force. 2

 B257825

G3.B2.S1 Implement Character Education lessons - both in classrooms and In-school detention - and have a school-wide focus on positive discipline. 4

 S272844

Strategy Rationale

Students will gain a larger self-awareness and be able to see the big picture of the educational system so that they can navigate through cultural misunderstandings in the classroom and on campus.

Action Step 1 5

Teachers will lead classroom discussions covering topics such as perseverance, respect, honesty, what is character?, etc. They will also recognize positive behaviors exhibited by students and will reward these with Positive Referrals.

Person Responsible

Diana Chance

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

A reduction in referrals and suspensions and an increase in positive referrals.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Meetings will take place weekly and designated students will attend.

Person Responsible

Austin McNichols

Schedule

Weekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Attendance will be recorded.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student discipline data and information on student/teacher interactions will be collected and analyzed.

Person Responsible

Austin McNichols

Schedule

Quarterly, from 9/5/2017 to 6/1/2018


Evidence of Completion

The deans will track referrals and quarterly grades to see if improvements are made over time. School-wide discipline data will also be tracked quarterly to observe the effect that Tier 3 behavior improvement has on the school climate.

G3.B3 School-wide safety procedures are based on old research/practices **2**

 B257826

G3.B3.S1 Continued use of SIELOX hardware and software and the introduction of ALICE. **4**

 S272845

Strategy Rationale

This program allows administrators to communicate more quickly and efficiently with teachers during emergencies. It also allows the school to be locked down with the push of a button, cutting down response time during a lockdown. The introduction of ALICE allows faculty and staff to make on-the-spot decisions related to student safety.

Action Step 1 **5**

Continue training the faculty on SIELOX system and train faculty and staff on ALICE safety protocol.

Person Responsible

Sherry Estes

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Teacher use of Sielox

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Checking that SIELOX is being used.

Person Responsible

Sherry Estes

Schedule

Daily, from 9/1/2017 to 6/1/2018

Evidence of Completion

Each day, Principal Estes will verify that all teachers are logging into SIELOX

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

The principal will ensure that the program is being used on a daily basis and in all drill and emergency situations.

Person Responsible

Sherry Estes

















Schedule

Daily, from 9/1/2017 to 6/1/2018






Evidence of Completion

Documentation of teacher logins and use during drills and emergency situations.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M392349	Student achievement data will improve, including percentage of proficient students.	Chance, Diana	9/5/2017	Test results will be kept to monitor progress, and to plan for remediation.	6/1/2018 quarterly
G2.MA1  M392352	No students will be retained	Estes, Sherry	9/5/2017	Retention rate vs previous year	6/1/2018 quarterly
G3.MA1  M392359	Discipline Data	McNichols, Austin	9/5/2017	Discipline Data will be collected over the course of the year to determine where the increase in cultural awareness through the implementation of PBS with fidelity decrease the behavior incidents on campus.	6/1/2018 quarterly
G1.B1.S1.MA1  M392345	Students will be given AIMS assessments quarterly to monitor progress, and students scores will...	Chance, Diana	9/5/2017	FSA Scores, writing artifacts, AIMS Results, FSA results	6/1/2018 quarterly
G1.B1.S1.MA1  M392346	Attendance in meetings and in planning sessions will be documented.	Estes, Sherry	9/5/2017	Attendance sheets and teacher lesson plans will demonstrate participation and implementation of new materials.	6/1/2018 monthly
G1.B1.S1.A1  A366185	Help selected teachers become more familiar with progress monitoring.	Estes, Sherry	9/5/2017	Department meeting notes, teacher lesson plans, and planning time sign-in sheets.	6/1/2018 monthly
G1.B2.S1.A1  A366186	Use double block Reading/LA courses for our lowest 6th and 7th grade readers, and students with...	Chance, Diana	9/5/2017	Progress Monitoring using Scholastic Read 180 program and quarterly AIMS results	6/1/2018 daily
G1.B3.S1.MA1  M392347	Administrators will conduct frequent walk throughs and formal observations	Chance, Diana	9/1/2017	Walk through data, lesson plans, student samples	6/1/2018 monthly
G1.B3.S1.MA1  M392348	Facilitators will talk with teachers about lesson plans to ensure information from topics covered...	Chance, Diana	9/5/2017	Lesson plans, attendance rosters, follow ups	6/1/2018 monthly
G1.B3.S1.A1  A366187	Provide multiple opportunities for teachers to engage in professional development including book...	Chance, Diana	9/5/2017	Teachers will submit anecdotal evidence and other data-driven follow up.	6/1/2018 monthly
G2.B1.S1.MA1  M392350	Meet with students who aren't making progress	Chance, Diana	10/15/2017	Students who aren't making progress will receive interventions until their credits are remediated.	6/1/2018 weekly
G2.B1.S1.MA1  M392351	Mrs. Chance will ensure that students are attending and making progress in CROP	Chance, Diana	10/1/2017	Student attendance logs, grade reports	6/1/2018 weekly
G2.B1.S1.A1  A366188	Administrators and deans will call in students and counsel them on their credit situation as well...	Chance, Diana	9/5/2017	Administration track number of missing credits.	6/1/2018 monthly
G3.B1.S1.MA1  M392353	The administration will continually evaluate the effectiveness of the initiatives and adjust as...	Chance, Diana	9/5/2017	Students will have KKash and there will be high participation in the incentives that they can spend it on.	6/1/2018 monthly
G3.B1.S1.MA1  M392354	PBS Team will meet monthly to evaluate impact of program	Hall, Amelia	9/5/2017	PBS team will check with grade level teams to ensure that initiatives are being carried out	6/1/2018 monthly
G3.B1.S1.A1  A366189	Promote school wide behavior expectations throughout the school, rewarding those who exhibit...	Hall, Amelia	9/5/2017	Common rules posted throughout the school, KKash being given and redeemed	6/1/2018 daily
G3.B2.S1.MA1  M392355	Student discipline data and information on student/teacher interactions will be collected and...	McNichols, Austin	9/5/2017	The deans will track referrals and quarterly grades to see if improvements are made over time. School-wide discipline data will also be tracked quarterly to observe the effect that Tier	6/1/2018 quarterly

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Kanapaha Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				3 behavior improvement has on the school climate.	
G3.B2.S1.MA1  M392356	Meetings will take place weekly and designated students will attend.	McNichols, Austin	9/5/2017	Attendance will be recorded.	6/1/2018 weekly
G3.B2.S1.A1  A366190	Teachers will lead classroom discussions covering topics such as perseverance, respect, honesty,...	Chance, Diana	9/5/2017	A reduction in referrals and suspensions and an increase in positive referrals.	6/1/2018 monthly
G3.B3.S1.MA1  M392357	The principal will ensure that the program is being used on a daily basis and in all drill and...	Estes, Sherry	9/1/2017	Documentation of teacher logins and use during drills and emergency situations.	6/1/2018 daily
G3.B3.S1.MA1  M392358	Checking that SIELOX is being used.	Estes, Sherry	9/1/2017	Each day, Principal Estes will verify that all teachers are logging into SIELOX	6/1/2018 daily
G3.B3.S1.A1  A366191	Continue training the faculty on SIELOX system and train faculty and staff on ALICE safety protocol.	Estes, Sherry	9/5/2017	Teacher use of Sielox	6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. Increase the academic achievement for all students (based on data).

G1.B1 AIMS Assessments are new and unfamiliar to teachers, and some teachers need guidance in progress monitoring.

G1.B1.S1 Each administrator will complete regular data chats with teachers of particular areas (ELA, Civics, Math) and assist in monitoring the progress of our neediest students.

PD Opportunity 1

Help selected teachers become more familiar with progress monitoring.

Facilitator

Estes, Chance, McNichols

Participants

Selected ELA, Math, and Civics teachers

Schedule

Monthly, from 9/5/2017 to 6/1/2018

G1.B2 Some learners come in with major reading/writing deficiencies.

G1.B2.S1 Use double block Reading/LA courses for our lowest 6th and 7th grade readers, and students with disabilities in all grade levels.

PD Opportunity 1

Use double block Reading/LA courses for our lowest 6th and 7th grade readers, and students with disabilities in all grade levels.

Facilitator

Don Fitzpatrick

Participants

Lopez, Delgado

Schedule

Daily, from 9/5/2017 to 6/1/2018

G1.B3 Lack of common academic language and understanding of student needs.

G1.B3.S1 Lack of common academic language and understanding of student needs

PD Opportunity 1

Provide multiple opportunities for teachers to engage in professional development including book studies, Learning Walks, ESE student perspective and UDL, Talking with Parents, ESE accommodations and modifications, Measuring Academic Achievement), Lesson Study, Data Focus Meetings with administrator, Content Area Vertical Alignment Planning Days

Facilitator

School administration and teacher leaders.

Participants

Faculty

Schedule

Monthly, from 9/5/2017 to 6/1/2018

G3. Establish and maintain a safe and respectful school environment and improve customer service through reducing behavior incidents and improving teacher relationships with students.

G3.B1 Chronically disciplined students lack social skills to navigate through confrontation with students and teachers.

G3.B1.S1 KMS will continue to implement a school-wide PBS program with fidelity.

PD Opportunity 1

Promote school wide behavior expectations throughout the school, rewarding those who exhibit appropriate behavior.

Facilitator

School Administrators and Deans

Participants

Faculty

Schedule

Daily, from 9/5/2017 to 6/1/2018

G3.B2 There is a disconnect between an ever-changing, diverse student population and a primarily white, middle aged teaching force.

G3.B2.S1 Implement Character Education lessons - both in classrooms and In-school detention - and have a school-wide focus on positive discipline.

PD Opportunity 1

Teachers will lead classroom discussions covering topics such as perseverance, respect, honesty, what is character?, etc. They will also recognize positive behaviors exhibited by students and will reward these with Positive Referrals.

Facilitator

Administrators and Character Education Team

Participants

Faculty

Schedule

Monthly, from 9/5/2017 to 6/1/2018

G3.B3 School-wide safety procedures are based on old research/practices

G3.B3.S1 Continued use of SIELOX hardware and software and the introduction of ALICE.

PD Opportunity 1

Continue training the faculty on SIELOX system and train faculty and staff on ALICE safety protocol.

Facilitator

Sherry Estes

Participants

All faculty and staff members

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

VII. Budget

1	G1.B1.S1.A1	Help selected teachers become more familiar with progress monitoring.	\$0.00
2	G1.B2.S1.A1	Use double block Reading/LA courses for our lowest 6th and 7th grade readers, and students with disabilities in all grade levels.	\$0.00
3	G1.B3.S1.A1	Provide multiple opportunities for teachers to engage in professional development including book studies, Learning Walks, ESE student perspective and UDL, Talking with Parents, ESE accommodations and	\$14,746.50

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		modifications, Measuring Academic Achievement), Lesson Study, Data Focus Meetings with administrator, Content Area Vertical Alignment Planning Days				
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0502 - Kanapaha Middle School	Other		\$11,412.00
			Notes: DCP Flipped Classroom Grant Teacher Stipends			
	5100	750-Other Personal Services	0502 - Kanapaha Middle School	Other		\$1,600.00
			Notes: DCP Flipped Classroom Grant Substitutes			
	5100	510-Supplies	0502 - Kanapaha Middle School	Other		\$384.50
			Notes: DCP Flipped Classroom Grant Materials			
	5100	750-Other Personal Services	0502 - Kanapaha Middle School	School Improvement Funds		\$1,350.00
			Notes: Substitutes for ELA teacher planning day			
4	G2.B1.S1.A1	Administrators and deans will call in students and counsel them on their credit situation as well as classroom habits				\$3,360.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5400	120-Classroom Teachers	0502 - Kanapaha Middle School	Other		\$3,360.00
			Notes: CROP teacher stipends			
5	G3.B1.S1.A1	Promote school wide behavior expectations throughout the school, rewarding those who exhibit appropriate behavior.				\$5,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0502 - Kanapaha Middle School	Other		\$5,400.00
			Notes: Supporting incentives for Kanapaha Kash (PBS)			
6	G3.B2.S1.A1	Teachers will lead classroom discussions covering topics such as perseverance, respect, honesty, what is character?, etc. They will also recognize positive behaviors exhibited by students and will reward these with Positive Referrals.				\$0.00
7	G3.B3.S1.A1	Continue training the faculty on SIELOX system and train faculty and staff on ALICE safety protocol.				\$0.00
Total:						\$23,506.50