Kanapaha Middle School

2020-21 Schoolwide Improvement Plan

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Kanapaha Middle School

5005 SW 75TH ST, Gainesville, FL 32608

https://www.sbac.edu/kanapaha

Demographics

Principal: Sherry Estes   Start Date for this Principal: 6/10/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (59%) 2016-17: B (58%) 2015-16: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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SIP Authority

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Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Stanford, Ginger	Assistant Principal	Curriculum
Estes, Sherry	Principal	Serve as instructional leader by using data to drive the instructional focus and professional development for the school year. Monitors lesson plans, conducts frequent classroom walkthroughs, and gives feedback through two formal observations per year. Evidence is collected and shared from all types of observations, and administrator gives substantive feedback in post-observation conferences. Additionally, protects time for teacher planning and instruction.
McNichols, Austin	Assistant Principal	Administration
Calabrese, Jane	Teacher, K-12	6th grade team leader
McDonald, Jeremy	Teacher, K-12	6th grade team leader Language Arts department chair
Renicks, Theresa	Teacher, K-12	7th grade team leader
Ambrose, Ashley	Teacher, K-12	7th grade team leader Social Studies department chair
Hart, Sara	Instructional Media	team leader
Grater, Karen	Instructional Media	team leader

Demographic Information

Principal start date
Wednesday 6/10/2020, Sherry Estes

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
32

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school
61

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	TS&I
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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	367	374	384	0	0	0	0	1125
Attendance below 90 percent	0	0	0	0	0	0	47	53	62	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	9	16	11	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	7	35	7	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	7	24	16	0	0	0	0	47
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	67	72	72	0	0	0	0	211
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	71	69	77	0	0	0	0	217

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	57	75	68	0	0	0	0	200

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	50	45	27	0	0	0	0	122
Students retained two or more times	0	0	0	0	0	0	3	2	0	0	0	0	0	5

Date this data was collected or last updated

Wednesday 6/10/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	377	388	343	0	0	0	0	1108
Attendance below 90 percent	0	0	0	0	0	0	14	14	17	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	19	23	40	0	0	0	0	82
Course failure in ELA or Math	0	0	0	0	0	0	25	63	33	0	0	0	0	121
Level 1 on statewide assessment	0	0	0	0	0	0	106	121	100	0	0	0	0	327

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	108	138	139	0	0	0	0	385

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	41	41	38	0	0	0	0	120
Students retained two or more times	0	0	0	0	0	0	2	1	2	0	0	0	0	5

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	377	388	343	0	0	0	0	1108
Attendance below 90 percent	0	0	0	0	0	0	14	14	17	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	19	23	40	0	0	0	0	82
Course failure in ELA or Math	0	0	0	0	0	0	25	63	33	0	0	0	0	121
Level 1 on statewide assessment	0	0	0	0	0	0	106	121	100	0	0	0	0	327

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	108	138	139	0	0	0	0	385

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	41	41	38	0	0	0	0	120
Students retained two or more times	0	0	0	0	0	0	2	1	2	0	0	0	0	5

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	59%	54%	58%	60%	52%
ELA Learning Gains	56%	56%	54%	55%	59%	54%
ELA Lowest 25th Percentile	40%	41%	47%	36%	40%	44%
Math Achievement	65%	60%	58%	64%	60%	56%
Math Learning Gains	63%	56%	57%	63%	62%	57%
Math Lowest 25th Percentile	53%	46%	51%	44%	47%	50%
Science Achievement	53%	53%	51%	49%	57%	50%
Social Studies Achievement	76%	73%	72%	71%	72%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	54%	53%	1%	54%	0%
	2018	55%	55%	0%	52%	3%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	53%	54%	-1%	52%	1%
	2018	55%	55%	0%	51%	4%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
08	2019	62%	61%	1%	56%	6%
	2018	64%	61%	3%	58%	6%
Same Grade Comparison		-2%				
Cohort Comparison		7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	54%	52%	2%	55%	-1%
	2018	63%	53%	10%	52%	11%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2019	66%	59%	7%	54%	12%
	2018	61%	58%	3%	54%	7%
Same Grade Comparison		5%				
Cohort Comparison		3%				
08	2019	42%	27%	15%	46%	-4%
	2018	42%	24%	18%	45%	-3%
Same Grade Comparison		0%				
Cohort Comparison		-19%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	53%	54%	-1%	48%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	55%	53%	2%	50%	5%
Same Grade Comparison		-2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	69%	3%	71%	1%
2018	70%	69%	1%	71%	-1%
Compare		2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	88%	56%	32%	61%	27%
2018	85%	60%	25%	62%	23%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	48%	52%	57%	43%
2018	100%	63%	37%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	44	38	18	42	41	17	23			
ELL	26	54	43	55	61	54	36	72			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	76	77		90	75		62	90	100		
BLK	31	40	33	35	48	45	23	56	70		
HSP	47	54	53	62	63	61	44	78	79		
MUL	62	60	33	70	68	67	61	75	86		
WHT	77	63	45	82	70	56	70	87	89		
FRL	37	45	38	43	52	46	34	55	71		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	30	22	23	50	47	20	27			
ELL	38	53	54	68	82	90	30	62			
ASN	79	71		83	80		74	91	84		
BLK	32	44	36	33	48	44	24	49	55		
HSP	53	52	48	67	67	56	48	58	77		
MUL	49	53	40	62	59	58	52	63	77		
WHT	77	60	44	84	72	46	78	88	85		
FRL	42	47	38	47	56	49	34	61	70		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	36	33	22	40	34	12	15			
ELL	34	58	69	48	59			36			
ASN	67	68		83	79		50	83	100		
BLK	31	41	30	33	48	40	22	45	61		
HSP	51	53	35	57	56	43	33	72	64		
MUL	54	53	54	72	73	38	65	76	90		
WHT	74	64	41	80	70	56	64	87	83		
FRL	36	44	31	43	51	39	24	53	65		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	600
Total Components for the Federal Index	10

ESSA Federal Index

Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students

Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students

Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

Students with disabilities showed the lowest performance. These students had less least restrictive environment (LRE) time with non-disabled peers than students at schools of similar size. Students with disabilities are a high majority percentage of the lowest quartile group, that also did not meet or exceed the district and state averages to make gains in ELA. Supporting every student with what they need with rigorous standards and instruction, allowing for appropriate accommodations to support their ability, to be able to make gains and achievement in the LRE possible. Continuing to provide professional development in best practices for inclusive education (universal design for learning, differentiated instruction, classroom management, visual supports, PBS and collaborative planning) must be a priority to support all students. We also showed a drop in ELL students gains in ELA achievement, as well as African American students showed a drop in lowest quartile in ELA and Math from 2018. ELA achievement for African American students was down though math achievement was up. Students with limited language skills need additional support, as well as our lowest quartile readers and will benefit from increased professional development opportunities for teachers with implementation support to benefit students.

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

The ELL students achievement in ELA showed the largest drop of 12 points from the prior year. The number of ELL students has increased with limited resources - support, programs, family involvement activities and teacher awareness. These students also need many of the same strategies used to support our students with disabilities and lowest quartile students. Continuing to increase universal design for learning, differentiated instruction, classroom management, visual supports, PBS and

collaborative planning. To decrease learning gaps for African American students we have increased the opportunities for students to take advanced classes and continue to improve their ability to gain on FSA and be prepared for AP course work in high school. Working with the district we began the Iready program to replace Read 180 to better support the needs of our ELL students. For the 20-21 school year all 6th graders and all 7th & 8th grade regular Reading & Language Arts students will be using I ready. Teachers will get support and professional development in implementation strategies and using data to drive students. The teachers will work with the partner ELA teachers (Reading and Language Arts to support the standards and help students overcome deficiencies.

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 lowest quartile for ELA was a 7 point gap from the state averages. These combines the needs and lack of gain made by ELL students, black students and students with disabilities. Lack of quality curriculum that helps identify students greatest individual area of concern to help support and improve those skills enabling them to make gains. Increase strategies parents and students can work on at home and increase their interest in reading and use of language.

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

Math lowest quartile made a 6 point increase over the previous year and over the district and state average. Increasing summer math activities, supporting students math strategies with IXL for 6th -8th grade students, increasing number of students taking advanced math and being prepared and ready for Algebra in 8th grade. The math teachers worked collaborative with district staff to get a better understanding of AIMS and FSA data. The collaboration allowed for teachers to plan and implement standards with greatest of confidence. Students were able to value their efforts as they came to understand their personal data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The EWS data shows that the at least one third of our students are a level 1 in ELA and math. These students also are experiencing course failures at a higher rate and lack of 100% attendance. Attendance has been affected by the number of suspensions of these students, in 19-20 we decreased the amount of suspensions our goal is to continue to lower incidents and decrease racial discrepancies for suspensions. By increasing cultural awareness and higher level instructional strategies teachers will be able to engage students at higher levels and less opportunities to be off task. With increased opportunities to actively engage in their learning and participate in higher level discussions students will improve their confidence in their ability to control their academic success. First and second year teachers are also are going to participate in coaching, modeling and learning walks with district coaches to continue to improve their effectiveness through planning, engaging and managing students. The teachers will participate in four coaching sessions, as well being coached, observed and discussing feedback to change management as well as instructional practices that allow for restorative strategies. Increase faculty awareness of restorative practices with presentations from the River Phoenix organization. Teacher leaders will attend restorative justice and lead formal circles at KMS. Schoolwide we are moving to two days a week in homeroom use of Social Emotional Circles that will support the mental health and well being of our students.

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

1. 1. Students with disabilities - ELA and Math
2. ELA support and closing achievement gap of Lowest quartile students in ELL and African American students
3. ELA achievement for ELL and African American students

4. Science achievement

5. Decrease suspensions of African American students to increase time in school, restorative practices, and mentoring support

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Increase performance of Students with Disability (SWD). Students with disabilities scored lower on state assessments than their non-disabled peers. In order to provide equity, we must provide our students with disabilities the resources and instruction that will assist them in meeting performance levels on state assessments.
Measurable Outcome:	Increase the achievement levels of Students with Disabilities in ELA, Math, and Science by 5 percentage points in each category.
Person responsible for monitoring outcome:	Sherry Estes (estessl@gm.sbac.edu)
Evidence-based Strategy:	Strategies used to meet this goal will include the use of research-based interventions of iReady for ELA instruction, IXL for Math instruction, and Universal Design for Learning in all subject areas.
Rationale for Evidence-based Strategy:	The focus of Universal Design for Learning will be content and process to support every student with what they need in a diverse and versatile learning environment. The additional supports of iReady and IXL in the classroom provide intervention, support, and enrichment for our students to increase their achievement in ELA, Math, and Science.The ESE department and district ESE meet in the Spring of 2019 and analyzed Best Practices in Inclusive Education for KMS and we have addressed these concerns through these goals, we have continued a second year of evaluating the best practices for all our students and creating an environment that will allow students to make the required growth.

Action Steps to Implement

1. Universal design for learning Professional development with Learning walks- Lead by teacher leader on campus - Kristina Matrone- Teacher will meet after school for multiple sessions to learn about strategies, break down barriers, practice strategies and learn about UDL. The ten teachers will have three additional days to do school wide learning walks to observe UDL, thinking about additional ways to implement and be able to coach peer teachers with strategies. The focus will be content and process to support every students with what they need in a diverse and versatile learning environment.

Person Responsible Sherry Estes (estessl@gm.sbac.edu)

2. Iready is in its second year with a more robust scope and sequence and plan to implement in all three grades. During Reading classes teachers will differentiate instruction to support the students diagnostic data that provides areas to target and supports students use computer program one day a week to get additional practice, support and enrichment. Language arts teachers will instruct with Iready workbooks and resources in scope and sequence align to district curriculum map.

Person Responsible Ginger Stanford (stanfogb@gm.sbac.edu)

3. IXL math will be used math in all grade levels to take diagnostic assessments and allow teachers to provided additional practice in concepts students are struggling in. Continue to support teachers with professional development and data chats on progress of students with IXL that will allow teachers to support students in a differentiate approach specializing in individual needs. Connecting IXL to the continued and increased data gathering with progress monitoring will enable teachers to use IXL to target standards from progress monitoring students are struggling on and need more support.

Person Responsible Ginger Stanford (stanfogb@gm.sbac.edu)

4. We have increased our LRE for our students exposing them more to the standard curriculum and increasing their time with non-disabled peers. Students schedules have been carefully created to increase their LRE and opportunity to work on grade level, be with same age peers and increase students ability to make academic gains and growth toward graduation goals. Increase support with Reading in content areas such as social studies and math will increase students understanding as they apply learning.

Person Responsible Sherry Estes (estessl@gm.sbac.edu)

5. Continue implement PBIS and restorative practices so students miss less instructional time due to disciplinary issues. By decreasing the amount of referrals and the increasing time in class students will have greater opportunity to be on task and have a stronger more supportive relationship with administrators, teachers and peers which will lead to increased success. Helping students to focus on positive behaviors and celebrate their accomplishments rather than mistakes will continue to improve relationships and attitude about being at school.

Person Responsible Austin McNichols (mcnicholsa@gm.sbac.edu)

#2. Instructional Practice specifically relating to Instructional Coaching	
Area of Focus Description and Rationale:	Decrease the achievement gaps that occurs between African American and white students, by strengthening teachers instructional practices. Increasing student engagement with college and career ready technology skills teachers will utilize data driven instruction that will focus on opportunities to differentiate and support all students in mastery of standards.
Measurable Outcome:	By increasing the ELA lowest quartile gain to 43% and math lowest quartile to 66%, Science achievement to 59% we will increase the overall achievement gains that will meet or exceed the district's goals.
Person responsible for monitoring outcome:	Ginger Stanford (stanfogb@gm.sbac.edu)
Evidence-based Strategy:	Capacity building focused learning walks with Coaches to gather evidence to make informed decisions about instructional strategies that successfully engage students, include all students with culturally responsive instruction and implement higher order processing of standards that will lead to long term retention and mastery.Through these opportunities to learn and assess peers and their own practices teachers will be able to improve instructional techniques and instructional practices that benefit every students ability to be successful and master standards. During a year when more students will need to be reached through technology teachers will also learn, implement and virtually walk through peer classrooms to improve ways to instruct, engagement and assessing students.
Rationale for Evidence-based Strategy:	Empowering teachers to provide standards based instruction that is data driven with help students to have ownership of their learning. Working with peers and district coaches teachers will develop lessons that incorporate high yield strategies- setting high expectations, focused note taking, technology, assessments with purpose of understanding mastery and engaging students to play active roles in their learning. Having opportunities to reflect on practices that culturally responsive teachers will be aware of new strategies to help all students feel comfortable and welcome in their classroom.

Action Steps to Implement

Using teacher leader models peers will learn Google Classroom and Canvas strategies to improve their ability to reach all students during this year of increased need for digital education. Teachers will design highly effective digital classroom models that will engage students in active learning during brick and mortar and digital learning opportunities. Students will become more aware how to monitor their progress, communicate digitally and increase technology awareness that are college and career skills. Increase all students ability no matter their socio-economic to be able to effectively learn, seek knowledge and present through digital platforms.

Person Responsible	Ginger Stanford (stanfogb@gm.sbac.edu)

Teachers that are 1st and 2nd year will be in PLC groups with district lead coaches to support their ability to manage all students in a culturally responsive classroom that sets high expectations for all students. The groups will meet prior to school on at least 4 occasions and have learning walks on at least two occasions. Through effective data collection - teachers will begin to build efficacy with students from all racial backgrounds to have greater awareness of how much they need improve to make gains and what supports they will have using Iready and Ixcel to make those gains, as well as classroom instruction.

Person Responsible	Ginger Stanford (stanfogb@gm.sbac.edu)

On campus teacher leaders will run after school Google Classroom professional development for teachers who want to improve their ability to effective set up google classroom, instruct, engage and assess students. Teacher will have opportunities to do virtual learning walks through peer google classrooms to have a greater awareness of provide streamline approach that is easy to follow by all. Teachers will look at ways to engage students to use concepts and standards at higher level through group projects, application and synthesis level assessments. District technology coaches that will lead four days of training on Canvas and ways to best implement, set up and instruct students using this digital platform. Through this challenging instructional year teacher will use a variety of formats to instruct students through technology at school and from home.

Person Responsible   Ginger Stanford (stanfogb@gm.sbac.edu)

Supporting parents to have increased knowledge on how to support their child's education will help all students have greater chance for increased gains. Through parental information sessions starting with 6th grade parents - they will have opportunities to learn how to use Skyward, the portal and all the tools through online programs and textbook supports that are available free and daily for their child. How using some of these programs for a little extra support on nights and weekends can have a positive impact on their child's ability to make gains.Empowering parents when their child is struggling with homework knowing their can go to online tutorials within the textbook that will provide them with knowledge of instructional support. Helping parents understand graduation requirements and the need to help their child be prepared to pass the FSA reading and Algebra to be ready to graduate, so then they can focus on career and college readiness. Providing parents information on focused note-taking and supporting their child's need to revisit, question and deeply analyze their learning will increase retention and mastery of standards. We will provide this support face to face or digital taped for parents who need are unable to attend due to work or health reasons.

Person Responsible   Ginger Stanford (stanfogb@gm.sbac.edu)

#3. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Increase Culturally Responsive high yield instructional strategies that engage all students at the highest levels which will decrease offenses of African American students as compared to entire population. Students in lowest quartile have highest suspension rate and lose instructional time when they miss school, due to suspensions. Increasing teachers awareness of culturally responsive classroom techniques to use when instructing,so that all students feel successful and supported as they work toward higher levels of proficiency. Engaging students to be more proficient in learning strategies for retention of information that incorporates focused note taking with higher levels of reflection and questioning to increase retention of content. Having quality instructional time with all students so they can get what they need to be able to make growth on their FSA and standards based instruction daily in the classroom.
Measurable Outcome:	Last year (2019-2020 school year), 64% of all discipline offenses were committed by black/African-American students. This year (2020-2021 school year), our goal is to decrease this percentage (of all offenses) by 10 or more (64% to 54%). We would like to see the number of discipline offenses by black/African-American students make up no more than 54% of the total number of offenses.
Person responsible for monitoring outcome:	Austin McNichols (mcnicholsa@gm.sbac.edu)
Evidence-based Strategy:	During monthly faculty meetings teachers will be introduced to culture responsive strategies that engage students to apply higher level of questioning and comprehension to focused note taking and discussions techniques. With students taking ownership in their learning and participating in the five phases of note taking to increase retention of concepts. Ten teachers from various grade levels and subject areas will participate in a Learning Walks on four occasions to evaluate quality culturally responsive instruction in peer classrooms that diffuses difficult students and allows for restorative strategies. The teachers will be observed and coached by district coaches on several occasions. Restorative practices with entire faculty and Social Emotional Circles will be held twice a week in homeroom. Allowing students to have a voice in their culture and environment, as well as allowing peers to appreciate similarities and differences among peers.
Rationale for Evidence-based Strategy:	The rationale for this begins with the need to improve equitable practices that allow for every student to have the opportunity to make academic growth in ELA and math. There is a achievement gap found when analyzing the data for ELA and math between white students and African American students To best support all students and increase their ability to achieve students must be in school and teachers can learn motivation strategies that increase students desire to be in a school they feel welcome and comfortable in. By lessening microaggressions between peers or support restorative practices by teachers we can open discussions to allow all voices to be heard. Using a school wide approach to modeling, revisiting, revising, connecting, summarizing and applying learning students will find increased academic success and have less distractions from their academic accomplishments.

Action Steps to Implement

Culturally responsive instructional professional development in faculty meetings on at least three occasions this school year. We will start with focus note taking and implement a school wide approaching to using the five phases of note taking, as well as discussing variety of ways to take notes and the best practice strategies for retention to be able to apply and demonstrate what they have learned. There will also be a group of ten teachers who will volunteer for a PLC that will meet to doing learning walks to

collect data, reflect and improve their techniques with these strategies in their own classrooms and peers. The PLC will be lead by district coaches and APC. As the year progressive and teachers are showing a level of comfort and implementation we will move to high yield strategies of Socratic Seminar and Philosophical Chairs.

Person Responsible Ginger Stanford (stanfogb@gm.sbac.edu)

Learning walks and support of 1st and 2nd year teachers with district curriculum coaches. Teachers who have taught less than 3 years will participate in professional learning community and mentoring with district curriculum coaches to support additional culturally responsive awareness and ways to build capacity for all students to learn successfully in their classroom. They will focus on management of students, instructional practices and building strong foundation relationships with students to be able to engage students at higher levels and decrease referrals from 1st and 2nd year teachers.

Person Responsible Sherry Estes (estessl@gm.sbac.edu)

Restorative practices through social emotional circles will be addressed through multiple occasions. First in pre-planning and faculty meetings teacher will be introduced to ways to effectively establish social circles in their homeroom classes with topics for discussions. Mrs. Young our school counselor with Mr. McNichol will lead discussions and open opportunities to be culturally sensitive and aware during these classroom discussions that will allow students to safely share emotional discussions that will improve classroom relationships with teachers, peers and continue to improve a culture that supports every student having a voice. Dean Hall and Ms. Young will be working with USF Restorative Practices and River Phoenix Center for Peace building that we are in our second year grant with to provide additional teachers in depth restorative practices that will help diffuse issues are building toward referrals or problems with peers or teachers.

Person Responsible Austin McNichols (mcnicholsa@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Increasing students ability to find their place in this world and have a voice we are one of 60 schools state wide to be accepted into FI Civics and Debate Initiative. This is a three program that will allow us to offer a Speech and debate class that will compete state wide in tournaments and increase digital support from regional ambassadors. Students are being encouraged and recommended by ELA teachers to increase diversity of the program and allowing students from many cultures to participate.

New teachers to our school have also have mentors - teachers that volunteer to support them in their transition to the culture of KMS. Mentors support them in discipline strategies, academic data driven instruction and creating a family involved learning community. This opens lines of communication in case there is something they need and they have additional support beside administrators and helps encourage use of strategies previously learned in professional development in last few years.

Supporting students to learn from their disciplinary consequences and focus them to have greater understanding on their ability to control their choices and actions. Students who are suspended have the opportunity for "Restart Day." The student meets with faculty/staff upon their return to discuss why they were suspended and how their reactions might be different in the future. Using the BASE curriculum in ISD students move to Tier 2 interventions which includes videos and lessons that students complete.

We also have very supportive Business Partners who help with fund-raising and giving incentives to utilize with our PBIS program. We implement a school-wide Discipline plan which includes school- rules, a discipline matrix to ensure consistent consequences. Our priority school wide is on PBIS and teachers have created K-Cash systems in their classrooms,opportunities to spend in the lunch room and lunch time and to allow all students to have access to school sponsored events.

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

We encourage parental involvement by showing parents how to utilize the Skyward Family access to view upcoming events, grades, assignments, absences, and behavior. We send home school newsletters quarterly, and update the school website regularly. Parent conferences receive priority during teacher planning time four mornings a week. Phone homes are used to notify parents of important information. We have multiple parent nights throughout the year to discuss relevant educational events and topics. We also update the school marquee frequently with important information regarding school events and activities.
Parents in eighth grade will have presentation this year in regards to high school options which include vocational as well as.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Kanapaha Middle School we began this year by asking our teachers to help each student "find their place in the world." The foundation is supporting our diverse population so that every student can be college and career ready. We want every student to be able to have a voice in their education, take ownership and understand they control their destination, with the support we provide as a school. Our students are learning to be data aware of the targets they need to make growth and set the goal to where they want to be on the upcoming assessments, diagnostics and how this will help them be ready for graduation by being on target with FSA required scores. Every teacher on campus has a daily schedule that reflects classes that are advanced and regular. Teachers work to incorporate the same high level strategies with all students. In departmental data chats teachers work to identify strategies to differentiate instruction to support students and increase progress monitoring for students who need interventions.

Teachers are working to help parents understand the expectations that all students will learn and be successful with grade level standards. As the LRE percentage increases school wide inclusion of all students is a top priority. Supporting them with accommodations, increasing parent communication and setting learning goals that will allow for growth.

Providing mentoring and support for all students is a priority- Kanapaha has partnered with the Greenhouse Church. They provide both volunteers and mentors during the school day. They mentor and tutor students during lunch time. Additionally, they will support teachers in the classroom and serve as Take-Stock Mentors. Teachers work to build relationships with students that support a student's desire to challenge themselves in academics and to be able to trust an adult if they are stressed or facing a problem or challenge they need support to handle. As a Trauma Sensitive School - teachers have an awareness that there is more to the student than that which is visible to us. Teachers also serve as mentors to our high-risk students identified and monitored by our Student service team. As a PAL's school - students also take on rolls to support each other. The peer mentors are trained and picked by counselors with recommendations by teachers.

Our guidance department will be implementing their second year of HOPE squad. Students elect peers to mentors who are trained and learn to be more aware of suicide warning signs and how to listen with empathy to peers. The HOPE squad advocates for self care and positive mental health so that we can support all in our school community. All teachers are trained in mental health awareness and support school wide initiatives for Social Emotional Circles that are used twice a week in homeroom.

Continue to improve parents comfort level by having familiarity with Skyward, Edutone and all the supports that are available with the programs provided by the district and being an advocate for their child is a top priority.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
2	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				$0.00
3	III.A.	Areas of Focus: Culture & Environment: Discipline				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1000	140-Substitute Teachers	0502 - Kanapaha Middle School	School Improvement Funds		$500.00
			Notes: For subs			
					Total:	$500.00