

Alachua County Public Schools

Kanapaha Middle School



2021-22 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: 7/1/2014

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	75%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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<https://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.

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	Position Title	Job Duties and Responsibilities
Estes, Sherry	Principal	Oversee the Instructional and Non instructional staff of the school. Organize a platform for teachers and staff to give input.
Stanford, Ginger	Assistant Principal	Assist in duties of the school. Help to oversee instructional curriculum.
McNichols, Austin	Assistant Principal	Assist in instruction and discipline for the school.
McDonald, Jeremy		Serves as Team Leader for the 6th grade and helps supports teachers in the development of curriculum and discipline in the school.
Renicks, Theresa		Serves as Team Leader for the 7th grade and helps supports teachers in the development of curriculum and discipline in the school.
Ambrose, Ashley		Serves as Social Studies Department Chair and helps with curriculum decisions.
Mercer, Kristin		Serves as a School Counselor and supports the Mental Health Education of the Students and Staff
Olsen, Maria		Serves as Math Department Chair and helps to guide the school in curriculum decisions
Grater, Karen		Serves as our Media Specialist and SAC Chair. She helps to guide decision making for the school. Also serves on the Leadership Team.
Hall, Amelia	Dean	Serves as Dean and a member of the school leadership team. She helps in decision making for discipline issues.

Demographic Information

Principal start date

Tuesday 7/1/2014, 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.*

42

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.*

18

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

1,100

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data**Early Warning Systems****2021-22****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	355	389	383	0	0	0	0	1127	
Attendance below 90 percent	0	0	0	0	0	0	31	51	42	0	0	0	0	124	
One or more suspensions	0	0	0	0	0	0	7	14	15	0	0	0	0	36	
Course failure in ELA	0	0	0	0	0	0	0	16	6	0	0	0	0	22	
Course failure in Math	0	0	0	0	0	0	0	9	6	0	0	0	0	15	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	40	67	54	0	0	0	0	161	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	88	59	0	0	0	0	205	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	113	142	98	0	0	0	0	353	

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	135	135	139	0	0	0	0	409	

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	2	1	1	0	0	0	0	4	
Students retained two or more times	0	0	0	0	0	0	1	3	2	0	0	0	0	6	

Date this data was collected or last updated

Monday 10/11/2021

2020-21 - 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	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

2020-21 - 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	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	

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

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	59%	54%	59%	60%	53%
ELA Learning Gains				56%	56%	54%	54%	58%	54%
ELA Lowest 25th Percentile				40%	41%	47%	39%	40%	47%
Math Achievement				65%	60%	58%	65%	60%	58%
Math Learning Gains				63%	56%	57%	64%	62%	57%
Math Lowest 25th Percentile				53%	46%	51%	47%	45%	51%
Science Achievement				53%	53%	51%	56%	56%	52%
Social Studies Achievement				76%	73%	72%	72%	73%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	54%	53%	1%	54%	0%
Cohort Comparison						
07	2021					
	2019	53%	54%	-1%	52%	1%
Cohort Comparison		-54%				
08	2021					
	2019	62%	61%	1%	56%	6%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	54%	52%	2%	55%	-1%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	66%	59%	7%	54%	12%
Cohort Comparison		-54%				
08	2021					
	2019	42%	27%	15%	46%	-4%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	53%	54%	-1%	48%	5%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	69%	3%	71%	1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	88%	56%	32%	61%	27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	48%	52%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The district uses Alachua Instructional Monitoring Systems (AIMS) to test students every quarter to determine mastery of the standards instructed during that time frame. The district used the quick assessments to allow us to have increased ways to monitor. The data was collected through computer based testing or bubble sheets and inputted into Mentoring minds. Teachers were able to access data immediately and be able to run critical analysis reports to adjust and implement review strategies. Administration meet with departments after all quarterly assessment to discuss and implement grade level support.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	51	66
	Economically Disadvantaged	34	33	50
	Students With Disabilities	29	18	36
	English Language Learners	37	40	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	48	36
	Economically Disadvantaged	44	36	25
	Students With Disabilities	28	38	22
	English Language Learners	59	47	33

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	59	74
	Economically Disadvantaged	46	39	61
	Students With Disabilities	29	11	38
	English Language Learners	41	53	65
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	44	34
	Economically Disadvantaged	21	22	16
	Students With Disabilities	3	3	3
	English Language Learners	33	33	28
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	56	50
	Economically Disadvantaged	35	37	29
	Students With Disabilities	22	31	9
	English Language Learners	50	42	32

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	57	56
	Economically Disadvantaged	41	42	41
	Students With Disabilities	17	21	16
	English Language Learners	27	30	26
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	23	44
	Economically Disadvantaged	28	13	36
	Students With Disabilities	14	3	21
	English Language Learners	17	4	35
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	47	68
	Economically Disadvantaged	39	35	55
	Students With Disabilities	13	27	30
	English Language Learners	35	39	52

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	19	32	26	23	32	26	12	28			
ELL	28	54	56	41	45	41	14	44	50		
ASN	80	69		86	50		82	94	94		
BLK	26	35	28	25	30	22	28	35	61		
HSP	40	47	38	43	46	35	33	62	67		
MUL	59	51	35	56	46	35	53	62	93		
WHT	76	66	56	74	63	64	64	89	79		
FRL	33	41	30	29	34	26	26	41	60		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

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 on FSA, as well as African American students showed a drop in lowest quartile in ELA and Math. ELA achievement for African American students was down though math achievement was up. The district assessment used at school throughout 2020-21 KMS had a increase of 10 points across ELA in 6th & 7th grade from beginning of year to end including all subgroups increasing, 8th ELA maintained same average most the year. On district AIMS Math scores struggled in all grade for 21-22 and dropped as more students returned to school from digital learning. Supporting students on campus with teachers using PD to support all learners is critical for 21-22 school year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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 I ready 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Looking at trends we are seeing more and more students who are entering with greater deficits in ELA and Math. Many students entering for the 21-22 school year have not been in regular brick and mortar school in over a year. Our top priority is attendance and making sure students are in class. Working with our Student Service team we are identify and put into place support for students at greatest risk with behaviors, attendance, mental health issues, and academic concerns. In the past year some students have been doing Digital learning, Virtual school, home school and are have credit deficiencies, as well as, additional gaps in learning. Working to embrace a variety of supports for students- engaging all students to be ready to learn with bell ringers, exit tickets and checkpoints in the lesson to ensure students are grasping the concept. With guidance from state requirements building Intensive Reading courses that allow teachers to support students who struggled on FSA, by scoring a 1 or 2, to provide additional reading strategies and targeted support. Using Iready students will be identified after the base line test to determine strategies target specific areas of Reading comprehension, Phonics and Fluency. District provided fluency para will work with students to improve their fluency skills targeting students with Great Leaps. Students who are home for quarantine with have access to Beyond the Bell tutoring. Students will have 30 minutes of fluency support daily during their reading instructional time.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math lowest quartile in 2019 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. The 2020 Progress monitoring using the district AIMS showed as the year progressed with math standard mastery in all grades. Especially 6th grade which had the highest percentage of students on digital learning through the year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Increasing the amount of students taking Advanced Math courses starting in 6th grade, 7th grade adding more and 8th grade every child who has a 3 or above on previous FSA or a teacher recommendation if they are high 2 with the work ethic to be successful. Students have summer assignments that are created by the teachers to review, prepare and practice their math standards. During the year teachers have used IXL to monitor and support students ability to master standards. They have been able to use to introduce, review and give extra practice to students. KMS learning gains in math were 7 points higher than the district. Students growth was part of concentrated efforts by teachers to make sure students mastered and retained the standards taught. 7th grade Math had less loss and 8th grade had the most improvement with students with disabilities. The students in upper grades returned quicker to brick and mortar school last year. We have to be aware and face the fact that students are entering with greater deficiencies in math skills are in 7th grade this year.

What strategies will need to be implemented in order to accelerate learning?

Beginning with how we schedule students we have increased from 30 % to over 65% of students taking Advanced courses in Math and Language Arts. In sixth grade we have moved to 100 % of students taking Advanced World History and Science, 7th grade 100% taking Advanced Civics and 100 % taking United States History. We have found students passing rates have increased in these courses and they are having opportunities to think about taking Advanced courses in High school. Students have data chats quarterly with their core subjects classes - in regards to mastery of standards on AIMS, previous FSA and setting goals for upcoming quarter. In Reading classes

students meet with teachers and Administration to chat about Iready, AIMS and FSA. In math courses data from IXL, AIMS and FSA are used.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development begins with our first and second year teachers PLC focused on behavior management and retention. These teachers will work with a PD Coach and will be meet monthly - focusing on various topics as well as virtual learning walks to watch veteran teachers and having coaching opportunities to collect data target improving areas of their choice. Continuing to improve reading instruction through all content areas -this year we have developed a PLC for 20 teachers to participate in for Content Area Literacy with the PD Coach. All teachers were introduced the concept those that have signed up with meet eight times this year. They will set goals, learn strategies, will do Virtual Learning walks. Continuing to improve our ways to accomodate and support all students - we will have a PLC for Universal Design of Learning for 20 teachers to participate in. They will work through strategies and techniques that will support successful learning for all learners. Teachers will work to improve their disciplinary practices toward content area reading focuses. Through the departments teacher will have regular data chats which will result in training in IXL, Iready, retention strategies. Teachers are encouraged continue to seeking their Reading Certification, ESOL and take part in district training.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Requiring all students to be in attendance to brick and mortar school is a major step toward ensuring sustainability. Requiring all students to complete their work even when out for quarantine in these times with still having illness. Providing opportunities to allow students to be vaccinated will increase opportunities to be in school with less quarantine. The district is working to provide and we are try to communicate with all families this opportunity. Our youngest students in 6th grade are affected the most. Beyond the Bell tutoring will help provide opportunities to support these students at home. Working to communicate with each family and students when they are out will allow them to keep up with work and assignments. Great Leaps on fluency will support reading targets.

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. This will support all students but helps to target the students in greatest need to making gains, moving out of lowest quartile and being able to reach proficiency.
Measurable Outcome:	Increase the achievement levels of Students with Disabilities in ELA, Math, and Science by 5 percentage points in each category.
Monitoring:	Progress will be monitored during quarterly assessments of AIMS. Our target is for students with disabilities to score 40% or higher by the end of the year.
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 on 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 continue to evaluate the best practices that will allow students to make the required growth.

Action Steps to Implement

Iready is in its third 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)

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)

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)

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)

Universal Design for Learning Professional development -Lead by teacher leader on campus - Kristina Matrone- Teacher will meet to learn about strategies, break down barriers, practice strategies and learn about UDL. Teachers will have four sessions to think about additional ways to implement and be able to coach peer teachers with strategies. Universal Design for Learning will be content and process to support every student with what they need in a diverse and versatile learning environment. Teachers will have an awareness and opportunity to improve their practices in having clear goals toward mastery of standards being taught in each unit. Assignment options that allow for differentiation and individuality to be creative and meet the needs of the learner.

Flexible work spaces- allowing for movement, collaboration and independency. Increasing regular feedback that is individual and focused on the progress toward completion goals. Providing increase audio and visual resources that increase students ability to grasp concepts.

Person Responsible Ginger Stanford (stanfogb@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.
Monitoring:	Progress will be monitored during quarterly assessments of AIMS. Our target is for students with disabilities to score 40% or higher by the end of the year.
Person responsible for monitoring outcome:	Sherry Estes (estessl@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

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 Sherry Estes (estessl@gm.sbac.edu)

PLC for Content Area Reading and Discipline Practices. Twenty teachers will participate in a year long training that will include Virtual Learning Walks, discussion, practices, setting SMART goals, data collection and feedback on their own classroom lessons.

The PLC will supporting Reading, Writing and discussion skills across disciplines. Embedding teaching of reading and writing processes in discipline-specific texts across all content areas. Learn literacy skills specific and unique to each academic discipline and provide discussions and practice shifts that are instrumental to student learning in all content areas.

Person Responsible Sherry Estes (estessl@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.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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.

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.

Supporting the mental health of every student on campus is critical in necessary following one of the most challenging times in recent history -of isolation. lose of family members, changes to health of family members, trauma and lack of socialization with peers in normal daily routines. All teachers are trained in mental health awareness and support school wide initiatives Teachers have worked to engage students with Social Emotional Circles that are used twice a week in homeroom. Topics of discussion will be provided to engage the students and teachers have been trained on how to support positive discussions that invite students to build relationship with each other and teachers. These relationships support students when stresses arise to find support. When necessary they seek support for families and make additional outside school referrals. We are one of the only middle schools in ACPS with a HOPE squad, which is a suicide prevention program and support network for students. 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.

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.

PBIS is a priority for all stakeholders on campus -KMS has earned resilient status award for trauma

awareness and support of students. Through the school opportunities are given for students to be award PBIS bucks, to spend them in classrooms,, lunches, cafeteria, special grade level or school wide events. Students are engaged to model appropriate behaviors and be recognized for characteristics. PBIS referrals are written and used to support improvement in behaviors, accomplishing goals and achievements. 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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration - Taking an active role in setting a culture and Leads by example and sets high expectations for all stakeholders to support success of students. Setting a them to set tone for the year - organizing Professional Development for teachers for the year that focus improving instructional strategies. Working with team leaders to develop a school wide discipline plan that sets clear expectations. Revising the PBIS plan monthly to increase positive behaviors. Training faculty in Restorative practices that allow students to talk through stresses that are causing them to be unsuccessful in situations.

Faculty -Students are emerged in classes with rules, procedures and routines that set a positive culture and helps them feel safe. The faculty implements social circles in homeroom sets the tone for student's to safely share anything they want with peers - celebration, reminders for other classes, disappointments, fears. The teachers participates and trains students to run so they can overtime facilitate but not control. Teachers are quick to notify administration when any issues arises between students or group of students. So that we can intervene quickly to handle issues before bullying or frustrations to build.

Staff - Everyone who works on campus is critical to helping a student feel welcome and safe. They are help keep their eyes open for anyone who should not be on campus, students who seem distressed or out of class too long or are in need of support of administration or counselors. They work to build relationships - by saying hello, talking to them as they go through the lunch line, enter the bus or pass in the hallway.

Students -Our students run one of the few Middle school based HOPE squads. They learn from the counselors about the characteristics and roles, then nominate peers and then count of them to support their peers. The HOPE squad students go through hours of training and are the eyes and hears to keep peers safe at school and at home. The help prevent injuries and especially let an adult know when a peer is struggling in any way that puts them in danger.

Keeping Parents and Guardians informed through weekly emails so they are aware of events and opportunities for their child. They play a critical role of advocating for their child and sometimes for other students without always being aware. They provide critical support to structures at home that enable students to be ready to learn at school. Providing supervision for students with peer relationships, participating in sporting activity and limiting access to social media give students the tools to be successful coming from home to school.

Volunteers & Mentors - Mentors are organized through the Guidance department. Greenhouse church provides mentors to various students on campus who need support based on feedback from teachers and student services meeting. The mentors meet weekly with students and support positive check in. Discuss grades, frustrations, what is going on outside of school and they will allow students to bring a friend to lunch time meetings. Young life comes on campus to meet with students during lunch and for bi-weekly club meetings. They attend student sporting games, get to know families and students will often attend their

summer camp. Through the Alachua County Education Foundation Take Stock in Children mentors meet with 1st generation potential college students who have been accepted into a scholar program based on maintaining a 2.5 GPA and limiting discipline issues.

PTSA - Reach out to parents, students and faculty to provide support through advocacy, grants and financial support for programs to benefit all students. The PTSA has set meetings at non-traditional times to be more inclusive to all families- Zoom option, Saturday, morning and evening.

Our guidance department- (Counselors, PALS and Social Worker) works to extend the support with necessary group therapy and sessions to improve social emotional goals students need to address and find success in to be ready for high school. Social worker does home visits and

District- We regularly work with McKinney-Bento staff, Truancy, ESOL Liaisons to be able to increase communication with families and to provide additional resources for students at home. Professional Development coaches are on campus on a regular basis providing monthly in-services and coaching seminars for teachers - in the areas of Content area Literacy, Classroom Management, Retention support to 1st and 2nd year teachers.

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
Total:			\$0.00