Kanapaha Middle School

2022-23 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: 8/21/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2021-22 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	2021-22: B (55%) 2018-19: B (61%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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 12/6/2022.

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	54%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Estes, Sherry	Principal	Oversees the Instructional and Non-Instructional staff of the school. Organizes a platform for staff to give input.
McNichols, Austin	Assistant Principal	Assists in the duties of the school. Oversee the needs of students through Student services - guidance and discipline.
Hart, Sara	Instructional Media	Serves as Media Specialist. She helps guides decision making for the school. Also serves on the Leadership team.
Grater, Karen	Instructional Technology	Serves as Media Specialist. She helps guides decision making for the school. Also serves on the Leadership team.
McDonald, Jeremy	Teacher, K-12	Serves at the Team Leader for the sixth grade team and helps support teachers in the development of curriculum and discipline in the school .
Renicks, Theresa	Teacher, K-12	Serves at the Team Leader for the sixth grade team and helps support teachers in the development of curriculum and discipline in the school .
Matrone, Kristina	Teacher, K-12	Serves at the Team Leader for the eighth grade team and helps support teachers in the development of curriculum and discipline in the school .
Brandel, Emily	Teacher, K-12	Serves at the Gifted Department Chair and Create Contact for the school and helps support teachers in the development of curriculum and discipline in the school .
Pagliara-Suggs, Danielle	Teacher, K-12	Serves at the Team Leader for the sixth grade team and helps support teachers in the development of curriculum and discipline in the school .

Demographic Information

Principal start date
Sunday 8/21/2022, Sherry Estes

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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.*
23

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

1,115

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	369	386	359	0	0	0	0	1114
Attendance below 90 percent	0	0	0	0	0	0	89	83	90	0	0	0	0	262
One or more suspensions	0	0	0	0	0	0	30	45	37	0	0	0	0	112
Course failure in ELA	0	0	0	0	0	0	60	82	71	0	0	0	0	213
Course failure in Math	0	0	0	0	0	0	50	59	67	0	0	0	0	176
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	97	90	85	0	0	0	0	272
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	102	105	95	0	0	0	0	302
Number of students with a substantial reading deficiency	0	0	0	0	0	0	97	90	85	0	0	0	0	272

Using the table above, complete the table below with the number of students by current grade level who have 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	122	143	131	0	0	0	0	396

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	3	8	0	0	0	0	11

Date this data was collected or last updated

Wednesday 9/7/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	51%	50%				58%	59%	54%
ELA Learning Gains	48%						56%	56%	54%
ELA Lowest 25th Percentile	31%						40%	41%	47%
Math Achievement	57%	34%	36%				65%	60%	58%
Math Learning Gains	61%						63%	56%	57%
Math Lowest 25th Percentile	50%						53%	46%	51%
Science Achievement	46%	51%	53%				53%	53%	51%
Social Studies Achievement	62%	54%	58%				76%	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	2022					
	2019	54%	53%	1%	54%	0%
Cohort Comparison						
07	2022					
	2019	53%	54%	-1%	52%	1%
Cohort Comparison		-54%				
08	2022					
	2019	62%	61%	1%	56%	6%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	54%	52%	2%	55%	-1%
Cohort Comparison						
07	2022					
	2019	66%	59%	7%	54%	12%
Cohort Comparison		-54%				
08	2022					
	2019	42%	27%	15%	46%	-4%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	53%	54%	-1%	48%	5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	69%	3%	71%	1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	56%	32%	61%	27%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	48%	52%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	33	28	18	41	39	9	26			
ELL	36	47	36	49	62	56	17	47			
ASN	73	67		86	80		53	88	100		
BLK	22	30	26	26	41	37	14	30	71		
HSP	50	51	41	49	64	63	30	58	71		
MUL	57	52	33	57	62	63	46	56	83		
WHT	75	58	31	81	72	70	76	86	89		
FRL	30	36	29	33	50	49	25	37	74		
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		

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
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	52
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	31
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	42
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	78
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
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	57
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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.We are the only Middle school with a district program. Students with disabilities are a high majority 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, PBIS and collaborative planning) must be a priority to support all students. We showed growth in achievement of ELL for ELA and Math. For ELL the learning gains dropped for ELA. Lowest quartile of ELLs did make gains in math and ELA. African American students showed a drop in achievement, learning gains and lowest quartile for ELA. In Math acceleration, learning gains and achievement increased. This is a new subcategory below 41% for our school. We did have a change from Advanced Reading for all 6th to two levels. ELA achievement for African American students was down though math achievement was up. Science achievement was down across all subcategories. Supporting students on campus with teachers using PD to support all learners is critical for 22-23 school year, especially in ELA and Science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The African American students showed the largest overall drop in most categories. In learning gains 11% points for math and 5% points for ELA. Achievement for math was 4% drop. In ELL students learning gains dropped by 20 % in ELA and 15% in math. The number of ELL students did decline during the 21-22. The
number of ELL students have 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, PBIS and collaborative planning. The change to the required course for Intensive Reading for all students below a 1 or 2 has changed the dynamics of our learning environment, we use to offer Advanced Reading to all 6th graders. To decrease learning gaps for African American students we have increased the opportunities for students to take advanced classes in other subjects (which shows in the 10% increase in Acceleration) 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 struggling readers.
All Intensive Reading students will use I ready. Advanced Reading students will use Common Lit.

Students will use ALEKS and IXL for math interventions. Teachers will get support and professional development in implementation strategies and using data to drive students.

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. Students continue to face challenges -mental health, major household changes, gaps in learning and returning from digital learning formats. 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 will have access to Beyond the Bell tutoring. Students will have 30 minutes of fluency during their reading instructional time.support daily

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math lowest quartile in 2021-22 made a 17 point increase over the previous year and over the district and
state average. The learning gains of all math students increased to thirteen points and math achievement was up 4 points to 57 %. This begins with hiring and supporting teachers to retain them within the department. Students returning from virtual learning for 2 years required teachers to identify their levels and find ways to Increase 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 department worked to increase student data chats and allow students to have a voice in their goals for the term, as they work to improve areas of deficit. The math teachers worked collaborative with district staff to get a better understanding of AIMS and FSA data. This year teachers will work to have a greater awareness of the BEST standards, as a department and the new ALEKS and FAST progress monitoring programs. They will continue to collaborate monthly as they work through issues with the new math textbooks and support within the grade levels. The collaboration allowed for teachers to plan and implement standards with greatest of confidence.

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 most gain, most gain with learning gains and achievement.

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 68% of students taking Advanced courses in Math, Reading and Language Arts. With 100 % of students taking Advanced Science in 6th & 7th grade, and all students in Advanced History 6th-8th grade. 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. Teachers are working to increase document based questions that require content area reading, looking are various key artifacts and forming conclusive written responses that support claims with evidence from readings. In Science teachers are increasing students use of Cornell note taking that begins as guided notes and moves to more independent throughout the three years.
Students have data chats quarterly with their core subjects classes - in regards to mastery of standards on FAST Progress Monitoring, diagnostics on ALEKS for math (IXCEL in Algebra and Geometry), Iready for Reading or Common Lit, previous FSA and setting goals for upcoming quarter. Teachers are able to use the ALEKS in math to target standards students need to make improvements in and increase foundational skills and retention of math skills. Using Iready the reading teachers assign lessons in targeted areas that are beyond the normal sequence of weekly lessons to improve skills. Eighteen students will also be served per semester with Great Leaps based on Fluency Reading scores below 80% and will have daily targeted reading support to improve their fluency.

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.

Our focus on acceleration begins in the spring of the past year- track a three major data points to identify students who could and need to be pushed- AIMS, FSA and teacher recommendation. We have continued the diversity and number of students able to accelerate in all academic areas. Providing increased advanced classes in Science and History has also helped with behaviors and allowed students to see their potential as an advanced student. Teachers work to improve their engagement strategies through content area reading focuses. Through the departments teacher have regular data chats which will result in training in IXL, Iready, and FAST progress monitoring. Helping drive a student focused learning environment that encourages students to value their data. Professional Development with our first and second year teachers PLC focused on behavior management and retention. These teachers will work with Administrators and teacher coaches to 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. Within the departments there will be content area reading focused trainings that increase understanding of BEST standards and how to implement writing strategies across the content areas.

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, supporting families with our Family liaison, student support team and truancy tracking will help ensure less days of school are missed. Increasing our restorative practices to decrease suspensions, time out of the classroom and strong relationships that support students desire to learn from faculty that has a greater understanding of whole child.

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.

Increased use of BSL circles to increase social emotional discussions weekly in homeroom. Increased

PLC learning cohorts with teachers to become more familiar with the practices that decrease behaviors that deescalate with simple comments that can reassure students and allow them to put their defenses to lessen and trust their situation.

Increasing parent involvement events and parental communication. With new agendas students will be recording their classwork and homework so parents can be more aware. Increasing parental involvement with learning strategies and programs

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Progress increasing engagement and ownership in school.	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Positive Culture and decrease the number of suspensions school wide. Days of out of school suspensions increased by 338% in the 21-22 school year. Affecting our students with disabilities and our African American students the most with decreased attendance and lack of full engagement with the classroom instruction. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Weekly implementation will be monitored by the Administration. Working with the teachers, deans and counselors to adjust as the weeks go by to Creating a positive environment that bolsters caring relationships that reduce our suspension days by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Schoolwide we are increasing the social circles weekly in homeroom to increase the positive culture and open communication. Administrators will be making regular circuits to visit homeroom classrooms to increase accountability. We will also be using a new program called Insights to Behavior. There is online professional development for the teachers to help reduce referrals and foster a productive classroom environment. The new Behavior Management System creates consistent Behavior Intervention Plans. It allows us to quickly and determine the function of a student's behavior in order to implement ABA-based strategies. It has a quick ABC data collection tool and a mini-functional behavior screener. After the strategies are implemented, data capture and reporting tools allow teams to generate individual student progress reports and graph the frequency of challenging behaviors over time.
Person responsible for monitoring outcome:	Austin McNichols (mcnicholsa@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based	Using research based programs that are a combination of PBIS goals, USF Restorative Practices and UF - . We are combining the and 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

strategy being implemented for this Area of Focus.	to focus on positive behaviors and celebrate their accomplishments rather than mistakes will continue to improve relationships and attitude about being in school.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Working with USF Restorative Practice group for the last four years we have sent numerous teachers to training and finding that students are lacking social skills due to Covid pandemic and it's effect on society. Mrs. Brandel did another week long training with UF this summer. The PLC and training are a combination of the training that have been experienced over the last four years.

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

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 in school.

Person Responsible	Austin McNichols (mcnicholsa@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. Brandel with Mr. McNichols 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. Mrs. Brandel will also lead a professional development group both in the fall and spring focusing on restorative practices.

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

During Pre-Planning teachers received several training in PBIS, Social Emotional Circles and increasing relationship building with their students. These training will be followed up with weekly topic discussions to use in homeroom on the weekly newsletter.

Teachers were able to sign up for two cohort PLC groups where they can continue to learn additional strategies, practice them with peers. Implementing practices to improve positive culture and social discussions that support student's ownership in the classroom and school. The PLC groups will meet 5 times during the fall and next group 5 times in the Spring. Mrs. Brandel with the counselors and deans to provide additional faculty wide training and discussions.

Person Responsible   Emily Brandel (brandelee@gm.sbac.edu)

We have increased our LRE for our students exposing them more to the standard curriculum and increasing 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. Increasing students self -esteem and confidence in their ability to be ready to meet graduation requirements. 14 students (12 of which are ESE) were also selected for our Acceleration program to get back on grade level and catch up and get to high school with same age peers. Increase support with Reading in content areas such as social studies and math will increase students understanding as they apply learning.

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

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Continue to develop critical thinking structure and supports in all academic courses to improve and decipher complex text.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	42% of the African American students will meet the passable achievement level for ELA for the 2022-2023 FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress will be monitored during FAST progress monitoring, IReady growth between beginning and end of year, Common Lit, and ALEKS growth between diagnostics.
Person responsible for monitoring outcome:	Sherry Estes (estessl@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strategies used to meet this goal will include the use of research-based interventions of iReady for ELA instruction,Common Lit for Advanced Readers, ALEKS and IXL for Math instruction, and Universal Design for Learning in all subject areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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, ALEKS, and Ixl to make those gains, as well as classroom

instruction. 1st year teachers to the profession will work with their mentor coach as well where they will have one on one coaching and also participate in learning walks too.

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 next steps for their child will also be a focus.

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

Culturally responsive instructional professional development in faculty meetings on at least three occasions this school year. We will continue with a 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. 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. Throughout the year we will focus on various topics such as engagement, root words, and BEST standards as well.

Person Responsible	Sherry Estes (estessl@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. It 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 independence. 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	Kristina Matrone (matronekl@gm.sbac.edu)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Continue to develop critical thinking structure and supports in all academic courses to improve and decipher complex text. Our African American students fell below the 41% mark this past year on the FSA for achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	42% of African American students will meet the passable achievement level for math for the 2022-2023 FAST assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress will be monitored during FAST progress monitoring, IReady growth between beginning and end of year, Common Lit, and ALEKS growth between diagnostics. Teachers will also use IXL as a measurable tool to gauge growth with students in math.
Person responsible for monitoring outcome:	Sherry Estes (estessl@gm.sbac.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strategies used to meet this goal will include the use of research-based interventions of iReady for ELA instruction,Common Lit for Advanced Readers, ALEKS and IXL for Math instruction, and Universal Design for Learning in all subject areas.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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

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, ALEKS, and IXL to make those gains, as well as classroom instruction. 1st year teachers to the profession will work with their mentor coach as well where they will have one on one coaching and also participate in learning walks too.

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 next steps for their child will also be a focus.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

n/a

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 the 4 keys to success - Responsible, Respectful, Safe and Persistent" 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 state required scores. Every teacher on campus has a daily schedule that reflects classes that are advanced and regular. We are moving more and more subjects to all Advanced- World History, Civics, US History, 6th & 7th Science. 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 - additional support counselor to help mentor students.The peer mentors are trained and picked by counselors with recommendations

by teachers.

PBIS is a priority for all stakeholders on campus, with a Silver Award -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 school culture and environment.

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.