2013-2014 SCHOOL IMPROVEMENT PLAN

Kanapaha Middle School

5005 SW 75TH ST
Gainesville, FL 32608
352-955-6960
http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	46%

Alternative/ESE Center	Charter School	Minority Rate
No	No	49%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	A

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Kanapaha Middle School

Principal
Jennifer Wise

School Advisory Council chair
Clay Reddick

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Melissa Singleton	Assistant Principal
Justin Russell	Assistant Principal

District-Level Information

District
Alachua

Superintendent
Hershel H. Lyons

Date of school board approval of SIP
11/5/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jennifer Wise, Principal
Clay Reddick, Teacher
Beth Rosenblat, Teacher
Susan Swiderski, Teacher
Tracy Green, Parent
Rhonda Williams, Parent
Chris Willis, Parent
Linda Bryan, Career Service
Robert Goetz, Community
Robbie Johnson, Community
Natalie Strappy, Community

Involvement of the SAC in the development of the SIP

The SAC members review student performance data, assessment results, and the Draft SIP. They offer input into the final SIP. SAC Members oversee the implementation of the SIP throughout the school year

with reports from teachers, administrators, and curriculum leaders. SAC members vote on all budget requests, ensuring expenditures support the strategies and goals of the SIP.

Activities of the SAC for the upcoming school year

The SAC meets monthly to review data and progress towards SIP goals. They also review all budget requests and vote on expenditures to support the implementation of the SIP.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jennifer Wise		
Principal	Years as Administrator: 16	Years at Current School: 13

Credentials	Specialist Degree in Educational Leadership; Masters Degree in Curriculum and Instruction.
Performance Record	Kanapaha Received a "B" school grade in 2012-13. In 2012-13 KMS 64% of students met High Standards in Reading, 63% met High Standards in Math, 66% met High Standards in Writing, and 55% met High Standards in Science; 67% of students made their Learning Gain in Reading, and 69% made their Learning Gain in Math; 60% of the Lowest 25% made their Learning Gain in reading; and 52% of the Lowest 25% made their Learning Gain in Math. In 2011-12 KMS 67% of students met High Standards in Reading, 67% met High Standards in Math, 81% met High Standards in Writing, and 59% met High Standards in Science; 69% of students made their Learning Gain in Reading, and 70% made their Learning Gain in Math; 58% of the Lowest 25% made their Learning Gain in reading; and 52% of the Lowest 25% made their Learning Gain in Math. In 2010-11 76% of students met High Standards in Reading, 76% met High Standards in Math, 91% met High Standards in Writing, and 57% met High Standards in Science; 68% of students made their Learning Gain in Reading, and 78% made their Learning Gain in Math; 67% of the Lowest 25% made their Learning Gain in Reading and 68% of the Lowest 25% made their Learning Gain in Math. In 2009-010 77% of students met High Standards in Reading, 76% met High

Melissa Singleton		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Doctorate in Educational Leadership
Performance Record	Kanapaha Received a "B" school grade in 2012-13. In 2012-13 KMS 64% of students met High Standards in Reading, 63% met High Standards in Math, 66% met High Standards in Writing, and 55% met High Standards in Science; 67% of students made their Learning Gain in Reading, and 69% made their Learning Gain in Math; 60% of the Lowest 25% made their Learning Gain in reading; and 52% of the Lowest 25% made their Learning Gain in Math. In 2011-12 KMS 67% of students met High Standards in Reading, 67% met High Standards in Math, 81% met High Standards in Writing, and 59% met High Standards in Science; 69% of students made their Learning Gain in Reading, and 70% made their Learning Gain in Math; 58% of the Lowest 25% made their Learning Gain in reading; and 52% of the Lowest 25% made their Learning Gain in Math. In 2010-11 76% of students met High Standards in Reading, 76% met High Standards in Math, 91% met High Standards in Writing, and 57% met High Standards in Science; 68% of students made their Learning Gain in Reading, and 78% made their Learning Gain in Math; 67% of the Lowest 25% made their Learning Gain in Reading and 68% of the Lowest 25% made their Learning Gain in Math.

Justin Russell		
Asst Principal	Years as Administrator: 0	Years at Current School: 6

Credentials	Masters in Educational Leadership
Performance Record	Kanapaha Received a "B" school grade in 2012-13. In 2012-13 KMS 64% of students met High Standards in Reading, 63% met High Standards in Math, 66% met High Standards in Writing, and 55% met High Standards in Science; 67% of students made their Learning Gain in Reading, and 69% made their Learning Gain in Math; 60% of the Lowest 25% made their Learning Gain in reading; and 52% of the Lowest 25% made their Learning Gain in Math. In 2011-12 KMS 67% of students met High Standards in Reading, 67% met High Standards in Math, 81% met High Standards in Writing, and 59% met High Standards in Science; 69% of students made their Learning Gain in Reading, and 70% made their Learning Gain in Math; 58% of the Lowest 25% made their Learning Gain in reading; and 52% of the Lowest 25% made their Learning Gain in Math. In 2010-11 76% of students met High Standards in Reading, 76% met High Standards in Math, 91% met High Standards in Writing, and 57% met High Standards in Science; 68% of students made their Learning Gain in Reading, and 78% made their Learning Gain in Math; 67% of the Lowest 25% made their Learning Gain in Reading and 68% of the Lowest 25% made their Learning Gain in Math.

Instructional Coaches

# of instructional coaches
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
56

 # receiving effective rating or higher
56, 100%

 # Highly Qualified Teachers
98%

 # certified in-field
50, 89%

 # ESOL endorsed
13, 23%

 # reading endorsed
17, 30%

 # with advanced degrees
24, 43%

 # National Board Certified
0, 0%

 # first-year teachers
3, 5%

 # with 1-5 years of experience
22, 39%

 # with 6-14 years of experience
14, 25%

 # with 15 or more years of experience
17, 30%

Education Paraprofessionals

# of paraprofessionals
17

 # Highly Qualified
17, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All new to the profession teachers are assigned by the district a Mentor Teacher who is experienced in the coaching model. The mentors conduct classroom observations, coaching sessions, goal setting, modeling of best practices, weekly meetings, and discussions to support the new teachers. Experienced teachers new to Kanapaha are supported by grade-level team leaders and their department chairs.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Student Support Services meetings take place weekly and include the Assistant Principal of Administration, deans, guidance counselors, the school psychologist, ESE staffing specialist, and school nurse. Any student who is in need of Tier 2 or 3 behavioral interventions is discussed and an action plan is created. Students of concern are selected through the analysis of student academic, discipline, and attendance data, as well as through teacher recommendations.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Classroom teachers are responsible for the implementation of Tier 2 and 3 academic interventions. Guidance counselors are responsible for the monitoring these interventions and assist with Tier 3 interventions as needed. The deans and counselors work together to monitor and implement Tier 2 and 3 behavior interventions. The deans regularly meet with students to explicitly teach behavior expectations and the counselors conduct weekly "Why Try" meetings as a Tier 3 behavior intervention.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school administration regularly monitors academic and engagement data at leadership meetings as well as Student Support Services meetings and adjusts practices as needed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data management system that is used is Infinite Campus. Academic data sources found in Infinite Campus include standardized test scores and course grades. Engagement data includes the number discipline referrals, suspension days, tardies, and absences.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Assistant Principal for Curriculum regularly disseminates information regarding academic MTSSs at Department Chair meetings and this information is discussed within academic departments. The Assistant Principal for Administration and the deans hold professional development during pre-planning and then periodically throughout the year regarding behavioral MTSSs. Information is given to parents through teacher websites and the school newsletter.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jennifer Wise	Principal
Melissa Singleton	Assistant Principal for Curriculum
Aisha Yarn	Teacher Literacy Leader
Diane Anding	Language Arts Department Chair
Beth Rosenblat	Reading Department Chari
Diana Chance	Media Specialist

How the school-based LLT functions

The LLT meets during the summer to plan for the coming school year. Each member has equal role in developing the School-wide literacy goals and expectations. We then meet at least once each semester to monitor the implementation of the plan, develop resources for content area teachers, and plan staff development for the faculty.

Major initiatives of the LLT

This year the LLT has initiated an emphasis on Standard Written English that will be used in all classes. Teachers will receive a rubric to use on all writing assignments to streamline expectations. Additionally, the LLT is supporting the social studies department in the implementation of Document-Based Questions 7 Essays (DBQ's) and the science department in the implementation of Comprehension Instructional Sequence (CIS) lessons.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All content area teachers are expected to reinforce reading strategies in their classes. Strategies and plans for this are discussed first in Department Chairs' monthly meetings, and then by department in

monthly department meetings. The District Pacing Guides have Reading Benchmarks embedded in them. Science, Social Studies, and Language Arts teachers are collaborating on the use of Close Reads, DBQ's and CIS-style lessons by grade level. The faculty are all participating in a variety of PLC's focused on five different book titles with some connection to reading, engagement, or higher levels of thinking.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Counselors present the 7th grade students with Career Awareness sessions to help them acquire knowledge of work habits that lead to success at school and on the job, career interests and high school/ post-secondary career opportunities.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Counselors hold "Plan for the Future" sessions with 8th graders to help students acquire knowledge of courses and programs in high school including graduation requirements. They also teach about college readiness, admissions, and financial aid opportunities in addition to post-secondary career training opportunities.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	65%	No	74%
American Indian				
Asian	81%	82%	Yes	83%
Black/African American	50%	35%	No	55%
Hispanic	68%	58%	No	71%
White	80%	78%	No	82%
English language learners	64%	40%	No	68%
Students with disabilities	44%	29%	No	50%
Economically disadvantaged	53%	45%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	238	26%	29%
Students scoring at or above Achievement Level 4	356	38%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	528	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	117	56%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	84%	90%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	196	65%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		75%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	64%	No	74%
American Indian				
Asian	84%	88%	Yes	86%
Black/African American	44%	29%	No	50%
Hispanic	75%	61%	No	78%
White	83%	79%	No	84%
English language learners	78%	50%	No	80%
Students with disabilities	42%	28%	No	48%
Economically disadvantaged	53%	43%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	189	24%	27%
Students scoring at or above Achievement Level 4	255	32%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	549	67%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	100	50%	55%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	137	100%	100%
Middle school performance on high school EOC and industry certifications	137	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4	137	100%	100%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	23%	30%
Students scoring at or above Achievement Level 4	91	30%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	375		50
Participation in STEM-related experiences provided for students	375	41%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	600	60%	65%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	33%
Passing rate (%) for students who take CTE industry certification exams		0%	25%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	50%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	115	12%	10%
Students who fail a mathematics course	28	3%	2%
Students who fail an English Language Arts course	41	4%	3%
Students who fail two or more courses in any subject	49	5%	4%
Students who receive two or more behavior referrals	138	14%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	128	13%	11%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

In order to improve parental involvement in their child's academic success by having them utilize the Infinite Campus Parent Portal. From the Portal, parents can view grades, assignments due, absences, and behavior reports. We strive to increase Portal accounts and usage each year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Students having parent with Infinite Campus Portal Account.	620	57%	65%

Goals Summary

G1. Utilize the comprehensive three-tiered Positive Behavior Support (PBS) model to identify and provide behavioral interventions that reinforce positive student behaviors and decrease the number of students who need Tier 3 support (6 or more referrals).

Goals Detail

G1. Utilize the comprehensive three-tiered Positive Behavior Support (PBS) model to identify and provide behavioral interventions that reinforce positive student behaviors and decrease the number of students who need Tier 3 support (6 or more referrals).

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- PBS Model

- Deans, Counselors, and Admin. Team

- "Why Try?" Tier 3 Intervention Program

- Discipline Matrix

- Tutoring Volunteers for ISD

- Boys to Men Program for Black males

Targeted Barriers to Achieving the Goal

- Underutilized Tier 3 Interventions

- Unclear student understandings of appropriate middle school behaviors and consequences for inappropriate behaviors

Plan to Monitor Progress Toward the Goal

Implement Tier 3 behavior curriculum, continue mentoring program, conduct professional development for teachers in the area of PBS, and utilize deans and counselors and behavior instructors

Person or Persons Responsible
APA

Target Dates or Schedule:
August 2013 to June 2014

Evidence of Completion:
Percentage of students who need Tier 3 interventions is reduced from 4% to 2%.

Action Plan for Improvement

Problem Solving Key

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

G1. Utilize the comprehensive three-tiered Positive Behavior Support (PBS) model to identify and provide behavioral interventions that reinforce positive student behaviors and decrease the number of students who need Tier 3 support (6 or more referrals).

G1.B5 Underutilized Tier 3 Interventions

G1.B5.S1 Continue a modified version of Believe 1-on-1 Mentoring Program

Action Step 1

Gather adult volunteers

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

August 2013

Evidence of Completion

Sufficient number of adult volunteers agree to participate

Action Step 2

Select targeted students and pair them with a mentor

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

September 2013

Evidence of Completion

All students in need of support are paired with adult mentor

Action Step 3

Regularly meet with students to discuss appropriate behaviors, academic progress, and any other needs that the student has.

Person or Persons Responsible

Adult volunteers

Target Dates or Schedule

September 2013 to June 2014

Evidence of Completion

Mentoring program is conducted with fidelity

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Stay in constant communication with all mentors and receive updates on frequency of meetings

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013 to June 2014

Evidence of Completion

Each mentor is meeting with their assigned student at least once per week

Plan to Monitor Effectiveness of G1.B5.S1

After FCAT scores are reported, the APA will check each student who participated in the program's FCAT score to track growth from previous year

Person or Persons Responsible

APA

Target Dates or Schedule

June 2014

Evidence of Completion

At least 75% of believe students will achieve their annual learning gains on Reading FCAT

G1.B5.S1 Implement "Why Try?" Tier 3 Intervention

Action Step 1

Select students for "Why Try" intervention

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

September 2013

Evidence of Completion

Students contacted and enrolled in program

Action Step 2

Conduct "Why Try?" course once per week for 12 weeks

Person or Persons Responsible

Counselors

Target Dates or Schedule

October 2013 to January 2014

Evidence of Completion

Program conducted each week with fidelity

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Ensure that each scheduled meeting takes place and that students attend each scheduled meeting

Person or Persons Responsible

APA

Target Dates or Schedule

October 2013 to January 2014

Evidence of Completion

100% of meetings take place and students attend when present

Plan to Monitor Effectiveness of G1.B5.S1

APA will monitor data monthly to track progress and adjust if necessary

Person or Persons Responsible

APA

Target Dates or Schedule

October 2013 to June 2014

Evidence of Completion

Students enrolled in "Why Try?" will reduce their number of discipline referrals by 25% from the previous school year

G1.B6 Unclear student understandings of appropriate middle school behaviors and consequences for inappropriate behaviors

G1.B6.S1 Hold professional development regarding PBS and cultural competency, so that teachers can help explicitly teach student expectations

Action Step 1

Conduct professional development for entire faculty

Person or Persons Responsible

APA

Target Dates or Schedule

August 2013

Evidence of Completion

All teachers attend training

Facilitator:

APA

Participants:

Teachers

Action Step 2

Provide regular refreshers through email and faculty meetings, and share discipline data with faculty on a monthly basis

Person or Persons Responsible

Deans

Target Dates or Schedule

September 2013 to June 2014

Evidence of Completion

Teacher reflection

Facilitator:

Deans

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Ensure that each scheduled professional development takes place in an effective and efficient manner, and that all teachers attend.

Person or Persons Responsible

APA

Target Dates or Schedule

August 2013 to June 2014

Evidence of Completion

Professional development takes place

Plan to Monitor Effectiveness of G1.B6.S1

APA

Person or Persons Responsible

APA will monitor data monthly to track progress and adjust if necessary

Target Dates or Schedule

August 2013 to June 2014

Evidence of Completion

School-wide discipline referrals will be reduced by at least 10%

G1.B6.S1 Utilize deans and counselors to be proactive and intervene with students prior to receiving a discipline referral

Action Step 1

Invite teachers to request students to be brought in as a pre-referral intervention; will also be proactive in meeting with students involved in the Tier 3 program; will explicitly teach appropriate behavior in one-on-one setting

Person or Persons Responsible

Deans and Counselors

Target Dates or Schedule

August 2013 to June 2014

Evidence of Completion

Number of discipline referrals is reduced

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Regularly remind teachers that this service is available; use weekly student services meetings to identify students in need of counseling

Person or Persons Responsible

Deans and Counselors

Target Dates or Schedule

August 2013 to June 2014

Evidence of Completion

Many students have the opportunity to meet with adults on campus prior to receiving discipline referrals

Plan to Monitor Effectiveness of G1.B6.S1

APA will monitor data monthly to track progress and adjust if necessary

Person or Persons Responsible

APA

Target Dates or Schedule

August 2013 to June 2014

Evidence of Completion

School-wide discipline referrals will be reduced by at least 10%

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

All discretionary funding from local, state, and federal sources is utilized with the approval of the SAC. The funding will be coordinated to support the implementation of the School Improvement Plan. Funding can be utilized to support curriculum and instruction, professional development, and teacher planning. Addressing the needs of our most struggling learners is always a priority.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Utilize the comprehensive three-tiered Positive Behavior Support (PBS) model to identify and provide behavioral interventions that reinforce positive student behaviors and decrease the number of students who need Tier 3 support (6 or more referrals).

G1.B6 Unclear student understandings of appropriate middle school behaviors and consequences for inappropriate behaviors

G1.B6.S1 Hold professional development regarding PBS and cultural competency, so that teachers can help explicitly teach student expectations

PD Opportunity 1

Conduct professional development for entire faculty

Facilitator

APA

Participants

Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

All teachers attend training

PD Opportunity 2

Provide regular refreshers through email and faculty meetings, and share discipline data with faculty on a monthly basis

Facilitator

Deans

Participants

Teachers

Target Dates or Schedule

September 2013 to June 2014

Evidence of Completion

Teacher reflection

Appendix 2: Budget to Support School Improvement Goals