

Achua County Public Schools

Kanapaha Middle School



2015-16 School Improvement Plan

Kanapaha Middle School

5005 SW 75TH ST, Gainesville, FL 32608

<http://www.sbac.edu/pages/acps>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	47%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	53%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

We are in the second year of implementation of the Emancipated Teacher Project, a PBS student inquiry project designed to bridge the cultural gap between teachers and students. This project enables Tier 3 students as researchers to tackle some of the hot button issues in education today. This project is led by a faculty member and 20 other teachers are participating this year. They will regularly report their findings to the administrative team and the rest of the faculty throughout the year.

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

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

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

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

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

We have a strong Guidance team who follows students throughout their years with us. We also utilize Peer Helpers, students trained to assist their peers with a variety of needs. We have a very strong partnership with several community organizations who provide mentors to work with students in In-School Detention every day. The Take-Stock program mentors a large number of our students weekly. Guidance counselors offer one-on-one, small group, and whole class guidance on a regular basis. Student Support Services Team meets bi-weekly to discuss Tier 2 & 3 students and the RTI process. Tier 3 students also participate in the Emancipated Teacher project on a weekly basis. Additionally, we invite a speaker annually to discuss bullying with each grade level. Our school also participates in the Food 4 Kids Backpack program to ensure that struggling families have food to eat each weekend. Finally, many of our male students attend the Reichert House after school program Monday through Thursday.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

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

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

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	18	17	28	63
One or more suspensions	3	1	2	6
Course failure in ELA or Math	25	35	42	102
Level 1 on statewide assessment	48	66	70	184

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	16	22	35	73

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

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

In order to improve parental involvement in their child's academic success, we encourage parents to utilize the Infinite Campus Parent Portal. From the Portal, parents can view upcoming events, grades, assignments due, absences, and behavior reports. We strive to increase Portal accounts and usage each year. Additionally we send home a school newsletter quarterly and update the school website frequently. Parent conferences receive priority during teacher planning time four mornings a week. Phone homes are used to notify parents of important information. Finally, we update the school marquee frequently with important information regarding school events and activities.

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

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

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

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Estes, Sherry	Principal
Russell, Justin	Assistant Principal
Smith, Tommie	Assistant Principal
Chance, Diana	Instructional Media
Bell, Ricky	Dean
Calabrese, Jane	Teacher, K-12
Hart, Sara	Teacher, K-12
Hoffer, Terry	Teacher, K-12
Jones, Jessica	Teacher, K-12
Whitlock, James	Teacher, K-12
Hall, Amelia	Dean
Mercer, Kristin	Guidance Counselor
Wilson, Preston	Guidance Counselor
Fournier, Adam	Teacher, K-12

Duties

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

School administrators meet weekly with Team Leaders and Department Heads to share in decisions impacting all aspects of the school. There are two representatives from each grade level team, a representative from each department, guidance counselors, deans and all three administrators in each meeting.

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

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

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

All resources are deployed in such a way as to support teaching and learning first and foremost. Direct ties to the School Improvement Plan receive the highest priority. Outside funding sources, in addition to the PTA funding, are sought to supplement local, state, and federal dollars. Attention is also made to the upkeep and maintenance of the facility to ensure a safe, comfortable, and appealing learning environment. Rental money earned is reinvested in the beautification and general maintenance to engender a sense of pride and responsibility for the school among all the school community.

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sherry Estes	Principal
Karen Grater	Teacher
Debra West	Teacher
Jennifer Denault	Parent
Robert Goetz	Business/Community
Bobby Sasser	Business/Community
Nancy Mosurick	Education Support Employee
Karen Mittner	Teacher
Shawn Hine	Business/Community
Mike Barton	Parent
Daisy Manning-Cook	Parent

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Chance, Diana	Instructional Media
Estes, Sherry	Principal
Russell, Justin	Assistant Principal
Craine, Chris	Teacher, K-12
Rosenblat, Beth	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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 & Essays (DBQ's) and the science department in the implementation of Comprehension Instructional Sequence (CIS) lessons.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers are encouraged to plan collaboratively with both grade level team members and department members. We are unable to give all the common planning time necessary to do that, but release time can be provided to plan as needed. Teachers are also encouraged to participate in peer observation,

lesson study, and reflective feedback sessions through videotaping themselves teach lessons. Administrators or substitutes cover classes as needed to allow for that. Teachers share a variety of information including, but not limited to, lesson plans, behavior interventions, parent contacts, and materials via Google Docs.

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

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

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

All new to the profession teachers are assigned by the District a Mentor Teacher who is experienced in the coaching model. The mentors conduct classroom observations, coaching sessions, goal setting, modeling of best practices, weekly meetings, and discussions to support the new teachers. Experienced teachers new to Kanapaha are supported by grade-level team leaders and their department chairs. Administrators give frequent feedback via classroom walkthrough and formal classroom observations throughout the school year. Members of the administrative team are being trained in the coaching model to help support young teachers who have graduated the mentoring program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy: Extended School Year

Minutes added to school year: 4,320

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Tommie, smitht2@gm.sbac.edu

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

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

College and Career Readiness

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

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

training opportunities. All 8th grade students also visit an annual career fair through Language Arts classes where they can explore different career opportunities in the community.

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

Students at Kanapaha can take as elective courses Business Education and Technology Education classes at all 3 grade levels. Microsoft Industry Certification is available to them upon successful completion of coursework and testing.

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

The Business Education teacher supports academic area teachers with the use of Microsoft Office Suite to complete class assignments. Additionally, we are in the first year of implementing a Robotics club, and will offer it as an exploratory course next year.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the academic achievement for all students (based on data).
- G2.** All students will graduate.
- G3.** Establish and maintain a safe and respectful school environment and improve customer service through reducing behavior incidents and improving teacher relationships with students.
- G4.** Employ the best teachers and build instructional capacity to improve classroom instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

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

G073538

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0
Civics EOC Pass	84.0

Resources Available to Support the Goal 2

- New curriculum materials with text-rich ancillary resources.
- Pool of lesson plans available for ELA and Content Area teachers to utilize Close Reads, Document-based Questions, and Comprehension Instructional Sequence lessons.
- Protected planning time for ELA teachers to review the FSA Writing rubrics, Item Specifications, and Test Blueprint.
- Newly aligned AIMS Assessments

Targeted Barriers to Achieving the Goal 3

- AIMS Assessments are new and unfamiliar to teachers, and some teachers need guidance in progress monitoring.
- Some learners come in with major reading/writing deficiencies

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Justin Russell

Schedule

Quarterly, from 8/24/2016 to 8/24/2016

Evidence of Completion

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

G2. All students will graduate. 1a

G073539

Targets Supported 1b

Indicator	Annual Target
Retained Students	0.0

Resources Available to Support the Goal 2

- Alachua eSchool
- CROP After School Program

Targeted Barriers to Achieving the Goal 3

- Students struggle to stay caught up academically

Plan to Monitor Progress Toward G2. 8

Fewer students will need credit remediation than the previous school year.

Person Responsible

Sherry Estes

Schedule

Weekly, from 10/30/2015 to 5/28/2016

Evidence of Completion

Failure rate

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

G073540

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	99.0
Discipline incidents	598.0

Resources Available to Support the Goal 2

- Dr. Delane and her expertise on best practices in culturally relevant pedagogy.
- Teacher's Encyclopedia of Behavior Management.
- Monthly meeting of Boys to Men working with Black males.
- A PBS program that is implemented with fidelity.
- Mentor program to work with previous year's students who received top 10% of referrals

Targeted Barriers to Achieving the Goal 3

- Chronically disciplined students lack social skills to navigate through confrontation with students and teachers.
- Teachers lack culturally relevant pedagogy in their classroom management.

Plan to Monitor Progress Toward G3. 8

Discipline Data

Person Responsible

Ricky Bell

Schedule

Quarterly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Discipline Data will be collected over the course of the year to determine where the increase in cultural awareness through the Emancipated Teacher Project decrease the behavior incidents on campus.

G4. Employ the best teachers and build instructional capacity to improve classroom instruction. 1a

G073541

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- First year teacher mentoring program
- New teacher appraisal framework
- Emancipated teacher PLC

Targeted Barriers to Achieving the Goal 3

- Teachers unclear on performance expectations
- Teachers don't have enough planning time

Plan to Monitor Progress Toward G4. 8

Participation data for PD

Person Responsible

Sherry Estes

Schedule

On 6/3/2016

Evidence of Completion

100% of teachers will fully participate in all PD sessions, including videoing and self reflection

Plan to Monitor Progress Toward G4. 8

Quality of formal observations and classroom walkthroughs

Person Responsible

Sherry Estes

Schedule

On 6/3/2016

Evidence of Completion

90% of classroom walkthroughs will only contain "Yes" observations, and 90% of formal observations will be effective or highly effective. Feedback will be given back to teachers for reflection and to help improve teaching practices.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G073538

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

 B192067

G1.B1.S1 Utilize Department Chairs and Department meetings to train all ELA, Science, Social Studies, and Math teachers on the AIMS assessments and how to utilize the data appropriately. Provide protected planning time for teachers to become familiar with it and help monitor the assessments. Work with teachers to remediate skills not mastered. **4**

 S203513

Strategy Rationale

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

Action Step 1 **5**

Help all teachers become more familiar with progress monitoring.

Person Responsible

Justin Russell

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

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

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

Attendance in Department meetings and in planning sessions will be documented.

Person Responsible

Justin Russell

Schedule

Monthly, from 8/18/2015 to 5/31/2016

Evidence of Completion

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

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

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

Person Responsible

Justin Russell

Schedule

Quarterly, from 8/24/2015 to 6/5/2016

Evidence of Completion

FSA Scores, writing artifacts, AIMS Results

G2. All students will graduate. 1

G073539

G2.B1 Students struggle to stay caught up academically 2

B192069

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

S203515

Strategy Rationale

Students need required credits to graduate middle school.

Action Step 1 5

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

Person Responsible

Justin Russell

Schedule

Monthly, from 9/1/2015 to 5/28/2016

Evidence of Completion

Administration track number of missing credits.

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

Mr. Russell will ensure that students are attending and making progress in CROP

Person Responsible

Justin Russell

Schedule

Weekly, from 9/14/2015 to 5/28/2016

Evidence of Completion

Student attendance logs, grade reports

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

Meet with students who aren't making progress

Person Responsible

Justin Russell

Schedule

Weekly, from 9/14/2015 to 5/28/2016

Evidence of Completion

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

G2.B1.S2 Teachers receive PD in the area of recognizing the "whole student" and will work to meet them where they are at. 4

 S203516

Strategy Rationale

Students struggle for various reasons, many of which are due to factors outside the school.

Action Step 1 5

PD in culturally relevant pedagogy

Person Responsible

Sherry Estes

Schedule

On 8/26/2015

Evidence of Completion

All teachers will attend

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor teacher failure rate

Person Responsible

Sherry Estes

Schedule

Quarterly, from 10/30/2016 to 10/30/2016

Evidence of Completion

Administration will monitor individual sections and discuss with teachers if failure rates seem high

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Data Chats

Person Responsible

Sherry Estes

Schedule

Quarterly, from 10/30/2015 to 6/3/2016

Evidence of Completion

Administration will provide feedback to teachers at Data Chat meetings.

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

G073540

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

B192070

G3.B1.S1 Dr. Delane will form a PLC where Tier 3 students will meet weekly during their lunch periods and research behavior data in the school as well as cultural issues in the classroom. 4

S203517

Strategy Rationale

By treating the Tier 3 students as experts in their field, they will gain a larger self-awareness and be able to see the big picture of the educational system so that they can navigate through cultural misunderstandings in the classroom and on campus.

Action Step 1 5

Allow Tier 3 students to research behavior issues within the school and to gain better understanding of the educational system.

Person Responsible

Ricky Bell

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Meeting notes, video recordings, and research production

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

Attendance will be kept and the meetings will be recorded

Person Responsible

Ricky Bell

Schedule

Weekly, from 9/10/2015 to 6/2/2016

Evidence of Completion

Recorded meetings will be reviewed to reflect on topics covered by Tier 3 students.

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

Behavior incidents, teacher input, and grades will be monitored.

Person Responsible

Ricky Bell

Schedule

Quarterly, from 9/10/2015 to 6/9/2016

Evidence of Completion

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

G3.B2 Teachers lack culturally relevant pedagogy in their classroom management. 2

 B192071

G3.B2.S1 A teacher PLC will be formed where teachers will attend one Emancipated Teacher meetings per month with Dr. Delane to observe and ask questions to our Tier 3 student leaders. 4

 S203519

Strategy Rationale

By observing chronically disciplined students discussing cultural issues that lead to confrontations with teachers in the classroom, they will gain a better cultural understanding about why those confrontations occur and will ideally be able to adjust their teaching methods to better meet the needs of our Tier 3 student population.

Action Step 1 5

Allow teachers to gain cultural understanding of our Tier 3 population through observation, collecting data, and reflecting on their practice.

Person Responsible

Ricky Bell

Schedule

Monthly, from 9/10/2015 to 6/2/2016

Evidence of Completion

All 20 teachers will attend at least 1 meeting per month and collect classroom data prior to each meeting.

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

Attendance will be taken at each meeting and reflections will assigned.

Person Responsible

Ricky Bell

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Attendance will be recorded. Each month teachers will be reflection assignments on discussing how they can apply what they have observed to their classroom instructional practices.

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

Reflections will be taken and used to collect data on teacher impact

Person Responsible

Ricky Bell

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Paradigm shifts in cultural awareness will be observed through the teacher reflections on their monthly meetings.

G4. Employ the best teachers and build instructional capacity to improve classroom instruction. 1

G073541

G4.B2 Teachers unclear on performance expectations 2

B192073

G4.B2.S1 Implement professional development in the area of helping teachers familiarize themselves with the new instructional framework 4

S203520

Strategy Rationale

The framework has changed this year and if teachers understand the expectations they will be more likely to meet them

Action Step 1 5

Conduct a year-long professional development, focusing on all 4 domains of new instructional framework

Person Responsible

Sherry Estes

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

All teachers will participate

Action Step 2 5

Conduct at least 5 classroom walkthroughs per week

Person Responsible

Sherry Estes

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Number of walkthroughs recorded in ACIIS

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Meetings before each PD session to ensure learning goals are addressed

Person Responsible

Sherry Estes

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PD team will determine that learning objectives are met

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Monitoring of formal observations and walkthroughs

Person Responsible

Sherry Estes

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Administration will make sure that teacher walkthroughs and formal observations are reflecting ideas and goals set forth in PD oppotunities

G4.B3 Teachers don't have enough planning time **2**

 B192074

G4.B3.S1 Provide planning opportunities through school-wide PD oppotunities **4**

 S203521

Strategy Rationale

Teachers need designated time to collaborate

Action Step 1 **5**

Cross curricular professional development

Person Responsible

Diana Chance

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Follow up from each monthly meeting

Action Step 2 **5**

Instructional Technology professional development

Person Responsible

Diana Chance

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Follow up from each monthly meeting

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Attendance will be taken at each PD activity

Person Responsible

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Follow ups from each meeting

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Administrators will monitor attendance and participation, and will support PD with planning time and substitutes

Person Responsible

Justin Russell

Schedule

Monthly, from 8/3/2015 to 6/3/2016

Evidence of Completion

Lesson plans, walk throughs, and formal observations reflect changes in instruction

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Help all teachers become more familiar with progress monitoring.	Russell, Justin	8/24/2015	Department meeting notes, teacher lesson plans, and planning time sign-in sheets.	5/31/2016 monthly
G2.B1.S1.A1	Administrators and deans will call in students and counsel them on their credit situation as well as classroom habits	Russell, Justin	9/1/2015	Administration track number of missing credits.	5/28/2016 monthly
G2.B1.S2.A1	PD in culturally relevant pedagogy	Estes, Sherry	8/26/2015	All teachers will attend	8/26/2015 one-time
G3.B1.S1.A1	Allow Tier 3 students to research behavior issues within the school and to gain better understanding of the educational system.	Bell, Ricky	9/3/2015	Meeting notes, video recordings, and research production	6/2/2016 weekly
G3.B2.S1.A1	Allow teachers to gain cultural understanding of our Tier 3 population through observation, collecting data, and reflecting on their practice.	Bell, Ricky	9/10/2015	All 20 teachers will attend at least 1 meeting per month and collect classroom data prior to each meeting.	6/2/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.A1	Conduct a year-long professional development, focusing on all 4 domains of new instructional framework	Estes, Sherry	8/17/2015	All teachers will participate	6/3/2016 monthly
G4.B3.S1.A1	Cross curricular professional development	Chance, Diana	8/24/2015	Follow up from each monthly meeting	6/3/2016 monthly
G4.B2.S1.A2	Conduct at least 5 classroom walkthroughs per week	Estes, Sherry	8/24/2015	Number of walkthroughs recorded in ACIIS	6/3/2016 weekly
G4.B3.S1.A2	Instructional Technology professional development	Chance, Diana	8/24/2015	Follow up from each monthly meeting	6/3/2016 monthly
G1.MA1	Student achievement data will improve, including percentage of proficient students.	Russell, Justin	8/24/2016	Test results will be kept to monitor progress, and to plan for remediation.	8/24/2016 quarterly
G1.B1.S1.MA1	Students will be given AIMS assessments quarterly to monitor progress, and students scores will increase.	Russell, Justin	8/24/2015	FSA Scores, writing artifacts, AIMS Results	6/5/2016 quarterly
G1.B1.S1.MA1	Attendance in Department meetings and in planning sessions will be documented.	Russell, Justin	8/18/2015	Attendance sheets and teacher lesson plans will demonstrate participation and implementation of new materials.	5/31/2016 monthly
G2.MA1	Fewer students will need credit remediation than the previous school year.	Estes, Sherry	10/30/2015	Failure rate	5/28/2016 weekly
G2.B1.S1.MA1	Meet with students who aren't making progress	Russell, Justin	9/14/2015	Students who aren't making progress will receive interventions until their credits are remediated.	5/28/2016 weekly
G2.B1.S1.MA1	Mr. Russell will ensure that students are attending and making progress in CROP	Russell, Justin	9/14/2015	Student attendance logs, grade reports	5/28/2016 weekly
G2.B1.S2.MA1	Data Chats	Estes, Sherry	10/30/2015	Administration will provide feedback to teachers at Data Chat meetings.	6/3/2016 quarterly
G2.B1.S2.MA1	Monitor teacher failure rate	Estes, Sherry	10/30/2016	Administration will monitor individual sections and discuss with teachers if failure rates seem high	10/30/2016 quarterly
G3.MA1	Discipline Data	Bell, Ricky	9/10/2015	Discipline Data will be collected over the course of the year to determine where the increase in cultural awareness through the Emancipated Teacher Project decrease the behavior incidents on campus.	6/9/2016 quarterly
G3.B1.S1.MA1	Behavior incidents, teacher input, and grades will be monitored.	Bell, Ricky	9/10/2015	The deans will track referrals and quarterly grades to see if improvements are made over time. School-wide discipline data will also be tracked quarterly to observe the effect that Tier 3 behavior improvement has on the school climate.	6/9/2016 quarterly
G3.B1.S1.MA1	Attendance will be kept and the meetings will be recorded	Bell, Ricky	9/10/2015	Recorded meetings will be reviewed to reflect on topics covered by Tier 3 students.	6/2/2016 weekly
G3.B2.S1.MA1	Reflections will be taken and used to collect data on teacher impact	Bell, Ricky	9/10/2015	Paradigm shifts in cultural awareness will be observed through the teacher reflections on their monthly meetings.	6/9/2016 monthly
G3.B2.S1.MA1	Attendance will be taken at each meeting and reflections will assigned.	Bell, Ricky	9/10/2015	Attendance will be recorded. Each month teachers will be reflection assignments on discussing how they can apply what they have observed to their classroom instructional practices.	6/9/2016 monthly
G4.MA1	Participation data for PD	Estes, Sherry	8/24/2015	100% of teachers will fully participate in all PD sessions, including videoing and self reflection	6/3/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA2	Quality of formal observations and classroom walkthroughs	Estes, Sherry	8/24/2015	90% of classroom walkthroughs will only contain "Yes" observations, and 90% of formal observations will be effective or highly effective. Feedback will be given back to teachers for reflection and to help improve teaching practices.	6/3/2016 one-time
G4.B2.S1.MA1	Monitoring of formal observations and walkthroughs	Estes, Sherry	8/24/2015	Administration will make sure that teacher walkthroughs and formal observations are reflecting ideas and goals set forth in PD opportunities	6/3/2016 weekly
G4.B2.S1.MA1	Meetings before each PD session to ensure learning goals are addressed	Estes, Sherry	8/24/2015	PD team will determine that learning objectives are met	6/3/2016 monthly
G4.B3.S1.MA1	Administrators will monitor attendance and participation, and will support PD with planning time and substitutes	Russell, Justin	8/3/2015	Lesson plans, walk throughs, and formal observations reflect changes in instruction	6/3/2016 monthly
G4.B3.S1.MA1	Attendance will be taken at each PD activity		8/24/2015	Follow ups from each meeting	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

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

G1.B1.S1 Utilize Department Chairs and Department meetings to train all ELA, Science, Social Studies, and Math teachers on the AIMS assessments and how to utilize the data appropriately. Provide protected planning time for teachers to become familiar with it and help monitor the assessments. Work with teachers to remediate skills not mastered.

PD Opportunity 1

Help all teachers become more familiar with progress monitoring.

Facilitator

Estes, Chance, Russell

Participants

all ELA, Math, Science, and Civics teachers

Schedule

Monthly, from 8/24/2015 to 5/31/2016

G2. All students will graduate.

G2.B1 Students struggle to stay caught up academically

G2.B1.S2 Teachers receive PD in the area of recognizing the "whole student" and will work to meet them where they are at.

PD Opportunity 1

PD in culturally relevant pedagogy

Facilitator

Estes, Chance

Participants

All Teachers

Schedule

On 8/26/2015

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

G3.B2 Teachers lack culturally relevant pedagogy in their classroom management.

G3.B2.S1 A teacher PLC will be formed where teachers will attend one Emancipated Teacher meetings per month with Dr. Delane to observe and ask questions to our Tier 3 student leaders.

PD Opportunity 1

Allow teachers to gain cultural understanding of our Tier 3 population through observation, collecting data, and reflecting on their practice.

Facilitator

Dr. Delane

Participants

Ashley Ambrose, Annette Freckleton-Packwood, Kimberly Guido, Mimi Huynh, Megan Lamon, Eric Long, Tanya Lopez, Kristina Matrone, Diana Schuh, Hope Smith, Sue Swiderski, Debbi West, Anabel Wheeler, Colin Whitlock, Aisha Yarn, Brad Hutchinson, Beth Rosenblat, Sherry Maguire, Sarah Williams, Darby Delane

Schedule

Monthly, from 9/10/2015 to 6/2/2016

G4. Employ the best teachers and build instructional capacity to improve classroom instruction.

G4.B2 Teachers unclear on performance expectations

G4.B2.S1 Implement professional development in the area of helping teachers familiarize themselves with the new instructional framework

PD Opportunity 1

Conduct a year-long professional development, focusing on all 4 domains of new instructional framework

Facilitator

Diana Chance

Participants

All teachers

Schedule

Monthly, from 8/17/2015 to 6/3/2016

G4.B3 Teachers don't have enough planning time

G4.B3.S1 Provide planning opportunities through school-wide PD opportunities

PD Opportunity 1

Cross curricular professional development

Facilitator

Diana Chance

Participants

12 teachers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

Instructional Technology professional development

Facilitator

Diana Chance

Participants

12 teachers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Help all teachers become more familiar with progress monitoring.				\$0.00
2	G2.B1.S1.A1	Administrators and deans will call in students and counsel them on their credit situation as well as classroom habits				\$0.00
3	G2.B1.S2.A1	PD in culturally relevant pedagogy				\$0.00
4	G3.B1.S1.A1	Allow Tier 3 students to research behavior issues within the school and to gain better understanding of the educational system.				\$0.00
5	G3.B2.S1.A1	Allow teachers to gain cultural understanding of our Tier 3 population through observation, collecting data, and reflecting on their practice.				\$0.00
6	G4.B2.S1.A1	Conduct a year-long professional development, focusing on all 4 domains of new instructional framework				\$0.00
7	G4.B2.S1.A2	Conduct at least 5 classroom walkthroughs per week				\$0.00
8	G4.B3.S1.A1	Cross curricular professional development				\$8,875.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0502 - Kanapaha Middle School	Other Federal		\$8,875.00
			Notes: Grant funded. 13 teachers receiving planning time (33 hours each) and substitutes (2 days each).			
9	G4.B3.S1.A2	Instructional Technology professional development				\$7,680.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0502 - Kanapaha Middle School	Other		\$7,680.00
			Notes: Grant funded. Planning time for 23 teachers planning approximately 22 hours each throughout the year.			
Total:						\$16,555.00