

EXECUTIVE SUMMARY

Kanapaha Middle School

Kanapaha Middle School received the School Grade of A for the seventh year in a row. Our goals this year will include improving student performance in all areas, improving the gains made by students scoring in the lowest quartile in FCAT reading, writing, and math, and achieving Adequate Yearly Progress (AYP) as defined by the federal government.

Kanapaha attributes their success during the 2007-08 school year to the focused efforts of all faculty and staff on literacy. The curriculum and instruction was driven by the Florida Department of Education's A++ Legislation. A literacy team comprised of the Reading Coach, reading and language arts teachers, media specialists, teachers of content area courses, and school administrators wrote a plan for instruction, professional development, and curriculum materials. This focus on literacy for all students and on intensive instruction and quarterly assessment for the lowest quartile led to 77% of all students meeting high standards in reading.

During the 2008-09 school year, Kanapaha will again focus on literacy in all content areas as a way to improve student achievement for the entire student body. We will also concentrate our efforts on improving the performance of our economically disadvantaged students in both reading and math. Kanapaha faculty, staff, and administration will utilize data and frequent assessment to guide the curriculum and instruction of subgroups who did not meet proficiency as defined by NCLB legislation.

The faculty and staff of Kanapaha recognize that middle school students undergo great social, emotional, mental and physical changes. Therefore, the middle school's program should help students understand these changes and develop ways to deal with them effectively. Affective skill development focusing on student motivation and performance will be an integral part of the total school program. The involvement of community will also be utilized to help achieve our goals.

The ultimate goal of Kanapaha Middle School is to develop a self-confident, self-disciplined learner who can be a productive citizen in a democratic society.

SCHOOL PERFORMANCE

School Data

READING 2008 Mean Scale Scores

	6th Grade	7th Grade	8th Grade
Kanapaha	321	325	320
District	313	320	315
State	310	315	310

MATH 2008 Mean Scale Scores

	6th Grade	7th Grade	8th Grade
Kanapaha	318	319	336
District	309	314	328
State	313	315	324

SCIENCE 2008 Mean Scale Scores

	8th Grade
Kanapaha	321
District	317
State	305

WRITING 2008 Mean Scale Scores

	8th Grade mean scale score Writing +	8th Grade mean score writing prompt
Kanapaha	319	4.4
District	309	4.3
State	300	4.2

School Grades:

2004-
2005

__A__

2005-
2006

__A__

2006-
2007

__A__

2007-
2008

__A__

2008 – 2009
KANAPAHA MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN

Vision/Mission Belief Statements

The mission of Kanapaha Middle School is to provide the opportunity for a quality education to every student while ensuring a safe learning environment, high academic standards, and affective, focusing on student motivation and performance.

School Profile/Demographics

Kanapaha Middle School houses 875 6th, 7th, and 8th grade students. Approximately 55% of the students are white, 24% are black, 9% are Hispanic, 5% are Asian, and 7% are multiracial. Nineteen percent of our students are in exceptional student education programs. Thirty-eight percent of our students qualify for free or reduced lunch.

Kanapaha has 51 teachers, 2 deans, 2 guidance counselors, one media specialist, and three administrators.

Kanapaha is located in west Gainesville.

Quality Staff

Highly Qualified Certified Administrators

Jennifer Wise is the principal of Kanapaha Middle School. She has a Specialist degree in educational leadership, a Masters degree in curriculum & instruction, and 17 years of experience as a middle school educator. Manda Bessner is the Assistant Principal for Curriculum. She has a Specialist degree in educational leadership, a Masters degree in curriculum & instruction, and 14 years of experience as a middle school educator. Aaron Carter is the Assistant Principal for Administration. He has a Masters degree in educational leadership and is in his twenty third year as a professional educator.

All administrators monitor student progress through data analysis of test scores and provide professional development for teachers in the areas that will meet the needs of students. The administrators carefully select teachers who are certified in their subject area and work diligently to retain highly qualified teachers on the staff. All three administrators work hard to meet the needs of a diverse student body.

Additional Requirements

Teacher Mentoring

Kanapaha Middle School follows the district's plan for assigning mentor teachers to beginning teachers. All new teachers go through the district's induction program, which includes seminars, discussion groups, classroom observations, goal setting and unit planning, and the partnering with an experienced mentor teacher. Additionally, grade level team leaders and department chairs offer assistance and curriculum leadership. Kanapaha's National Board Certified Teachers, Lisa Bailey, Jennifer Diley, Maria Olsen, Diane Anding, and LaVelle Oswald offer mentoring to any faculty member who requests it.

All mentor teachers have to obtain training to be certified to work with beginning teachers. During the 2008-09 school year beginning teachers: Cristina Journey, Austin Crutchfield, Richard Bell, and Brian Donohoe will be assigned a collaborative coaching model and work with the Reading

Coach, our National Board Certified Teachers, and their Department Chairs, to mentor them through their first year of teaching.

All Kanapaha teachers receive the expertise and support of Reading Coach, Diana Chance. She supports improving student performance in reading and teacher effectiveness in the area of reading instruction across all subject areas. She offers monthly professional development opportunities for teachers, models reading lessons, conducts walk-through observations and reflective feedback to teachers, and coordinates book studies for teachers and administrators.

School Wide Improvement Model

Kanapaha Middle School utilizes the Continuous Improvement Model (CIM) to drive student achievement for all subgroups as defined by NCLB. The CIM was developed in Brazosport School District, Texas, and is a data-driven model in which instruction is driven by the results of assessment. Teachers and staff received information during pre-planning about all students scoring below level 3 on FCAT reading and math. Subgroups were identified and targeted for specialized instruction. Students' schedules and curriculum materials were matched to the areas targeted for growth. Department chairpersons, the Reading Coach, and administrators tracked all students' progress. Parents and teachers were given quarterly reports about intensive students' achievement in areas of deficiency.

School Advisory Council

The School Advisory Council at Kanapaha Middle meets once a month. SAC members are charged with writing, monitoring the implementation of, and evaluating the effectiveness of the School Improvement Plan. Additionally, SAC members oversee the expenditure of school improvement monies. The SAC also conducts a yearly climate survey of parents, students, and Kanapaha staff. The results of the survey drive the formulation of the School Improvement Plan and the other activities of the SAC.

The principal serves on the SAC. There are three teacher representatives, chosen by their peers to represent them. The teacher representatives are Maria Olsen, who serves as the SAC Chair, Terry Hoffer, and Katherine Corder. The career service employees are represented on the SAC by Clifton Williams. There are three parent representatives who serve on the SAC, Kevin Griffin, Dan Wilde, and Sandy Hayes. The community is also represented on the SAC by Aaron Bosshardt, Darby Delane, and Robert Goetz. All members enjoy full voting privileges.

Communication with Parents

Parents receive progress reports midway between each nine week grading period as well as a report card four times a year. Sixth and seventh grade students who failed a subject area course received a letter informing their parents of the new middle school requirements as well as a conference appointment to discuss after school tutoring. All special education students have a current Individual Education Plan, and the IEP team meets regularly to monitor those students' progress. Many other students have 504 plans that are regularly updated and revisited to ensure student needs are being met.

Parents are also mailed home a school newsletter four times a year with information from administrators, grade level teams, the Reading Coach, and any other clubs or student activity reports. Calendar, testing schedules, and any registration information is placed in the school newsletter.

The school also purchased for each student a school planner that students record daily assignments in. There is space in the school planners for teachers and parents to have brief, daily correspondence with one another. New planners are given to each student every new 9 week grading period. The school maintains a school website with information about all school activities. The lighted marquee also announces special meetings and events. The Parent Link

phone messaging system can call parents, students, teachers, and staff with daily announcements as needed.

Extended Learning Opportunities

Students at Kanapaha may take part in a free after-school program that incorporates tutoring and recreation. Many teachers offer homework help before and after school. For students arriving on campus between 7:00-8:15 am, there will be a teacher-supervised, required homework help and reading time each morning in the media center. Level 1 and 2 students as well as students failing courses were offered after school tutoring by on campus teachers. Sixth grade students who fail a subject area course will attend extended school year. Exceptional Education students in need of services may also attend extended school year.

Adequate Progress Statement

Kanapaha will make adequate progress as defined by NCLB legislation. The following criteria must be met:

- 65% of the total population **and** each identifiable subgroup will score a level 3 or above on FCAT reading
- 68% of the total population **and** each identifiable subgroup will score a level 3 or above on FCAT mathematics
- 90% of the total population **and** each identifiable subgroup will score a level 3.5 or above on FCAT writing;

or

Kanapaha will make Safe Harbor as defined by NCLB legislation.

GOAL: Reading

Goal Statement

All students including students in all subgroups as defined by NCLB will increase their reading proficiency.

Needs Assessment

In 2008, 16% of 6th graders scored a level 1 in reading and 14% scored a level 2. In 7th grade, 12% scored a level 1 in reading and 16% scored a level 2. In the 8th grade 13% scored a level 1 and 24% scored a level 2 in FCAT reading. All students scoring a level 1 or 2 in FCAT reading were also assessed three times per year using the Jamestown Fluency Assessment and the Scholastic Reading Inventory Lexile assessment to monitor proficiency in fluency and comprehension.

Identify subgroups/needs:

- | | |
|--|---|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> White | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| <input type="checkbox"/> Improved performance in tested clusters | |

Objective

Increase reading proficiency of all students scoring a level 1 or 2 on FCAT reading.

Strategies

- All students will be placed in the most appropriate reading course by the assistant principal for curriculum. Their placement will be determined by utilizing teacher recommendations and data elements such as FCAT scores, SRI scores, and rate of fluency.
- Make adjustments to classroom instruction based on these assessments. Teachers in all core content areas should find ways to adjust instruction and provide additional supports using CRISS strategies, audiotapes of reading assignments, leveled texts, and explicit modeling by Reading Coach.
- All teachers should include in their Professional Development Plans ways to address reading strategies. These strategies will be updated based on progress monitoring in reading.
- Teachers will participate in department meetings and ESE consult meetings to discuss student achievement in reading and focus on areas in need of improvement to generate future professional development activities.
- Teachers are encouraged to participate in school-based professional development focusing on brain-based teaching and learning, the learning environment, and learning styles..
- Teachers will identify changes in instructional practices based on professional development learning activities.
- Administrators and Reading Coach will conduct classroom walk-through observations with reflective feedback as it relates to teaching reading.
- The Reading Coach will provide a professional library for teachers to check out materials to improve reading instruction.
- Offer reading courses utilizing the Read-180 curriculum.
- Offer reading courses utilizing the Bridges to Literature curriculum.
- Offer Six-Minute Solution as a supplement to students needing extra support in fluency skills.
- Continue the role of the Reading Coach as a mentor and trainer of teachers in all subject areas.
- Implement a school-wide Silent Sustained Reading program (DEAR) once a week during homeroom for 40 minutes.

Evaluation

Kanapaha administrators and the Reading Coach will analyze FCAT scores, SRI, and fluency scores to monitor student progress. All students who received a level 1 or 2 on FCAT reading in the previous year will be monitored quarterly. Each subgroup of students as identified in AYP will show a decrease of 10% in the number of students scoring 1 or 2 on FCAT Reading assessment.

Research-Based Program

The following research-based curriculum materials will be used to teach reading: Read-180, Corrective Reading-Direct Instruction, and Bridges to Literature.

Professional Development Aligned with Objective

Teachers will receive professional development opportunities in teaching reading strategies in all content areas. The Reading Coach will provide these trainings during faculty meetings, planning periods, teacher planning days, SAC-supported release time, and the summer. The Reading Coach will provide at least one book study for teachers during the school year. Additionally,

there will be several book studies offered by the administrators and other teacher leaders on Brain-based teaching and learning, the learning environment, and learner styles. Reading teachers will attend district training on Read 180, Corrective Reading, and other reading curricula as needed. The reading coach and the principal will attend the Just Read, Florida! Summer Institute for administrators.

Budget for Reading

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Bridges to Literature Texts Reasoning and Writing READ 180	District office		
Research-based Resource(s)	Jamestown Fluency Assessment SRI Lexile Tests			
Technology	Computers for Read-180 Laboratories	SAC monies	9,000	
Professional Development	Stipend for participants Materials for trainer and participants	CREATE Budget KMS SAC	3,000	
Other	Reading Coach Graphic Novels	District Reading Grant Consumables	 3,500	
		Total	15,500	

Reading Elements: Highly Certified In-Field Instructors

- Sarah Byrd teaches 6th grade reading and language arts. She is certified in language arts and is reading endorsed.
- Diane Anding teaches 8th grade gifted language arts. She is certified in English, holds a gifted and a reading endorsement. She serves on the school literacy team and holds National Board Teacher Certification.
- Jen Diley teaches 8th grade language arts. She is certified in middle grades English and is pursuing her reading endorsement.
- Lauren Marlowe is teaching 7th grade gifted language arts and 8th grade reading. She is certified in language arts and has her gifted and reading endorsements.
- Daniel Burney teaches 7th grade reading and language arts. He is certified in English and has the reading endorsement.
- Jill Skotko teaches 6th grade reading and language arts. She is certified in language arts and is working on her reading endorsement.
- Susie Moon teaches 6th grade reading and language arts. She is certified in elementary education, middle grades English, and reading k-12.
- Zane Hasan teaches 7th grade reading and language arts. She is certified in language arts and has the reading endorsement.
- Collin Whitlock is teaching 8th grade language arts and reading. He is certified in language arts and has his reading endorsement.

- Sara Sutfin is teaching 7th grade language arts and reading. She is certified in language arts and has her reading endorsement.
- Janet Witte is teaching 7th and 8th grade reading. She is certified in language arts and holds a reading endorsement.
- Wendy Welch teaches ESE language arts and reading. She is certified in ESE, has the middle grades integrated curriculum certification, and has the reading endorsement.
- Brian Donohoe teaches 8th grade language arts and reading. He is certified in middle grades integrated curriculum and is currently working on his reading endorsement.
- Kate Corder teaches 6th grade reading and language arts. She is certified in language arts and holds the reading endorsement.
- Beth Rosenblat teaches 7th grade reading. She is certified in elementary education. She has completed her reading endorsement and her gifted endorsement.
- Lisa Bailey teaches 6th, 7th and 8th grade reading and language arts. She is certified in language arts and holds a reading endorsement. She is a National Board Certified teacher.
- Jane McMullen teaches ESE reading and language arts. She is certified in exceptional student education and middle school integrated curriculum. She has her reading endorsement.
- Bradley Stumpff teaches ESE reading and language arts. He is certified in exceptional student education and middle grades integrated curriculum. He is pursuing the reading endorsement.
- Tonya Lopez teaches ESE reading and language arts. She is certified in exceptional student education and middle school integrated curriculum. She has the reading endorsement.

GOAL: Mathematics

Goal Statement

All students, including students in subgroups as defined by NCLB, will increase their mathematics proficiency.

Needs Assessment

In 2008, 24% of 6th graders scored a level 1 in math and 16% scored a level 2. In 7th grade, 15% scored a level 1 in math and 21% scored a level 2. In the 8th grade 12% scored a level 1 and 15% scored a level 2 in FCAT math.

Identify subgroups/needs:

- | | |
|--|---|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> White | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| <input type="checkbox"/> Improved performance in tested clusters | |

Objective

Increase mathematics proficiency of all students scoring a level 1 or 2 on FCAT math.

Strategies

- All students will be placed into the most appropriate mathematics course based on previous teacher recommendation. If the student is new to the school, FCAT scores and placement scores are used for appropriate placement. This placement will be done by the Assistant Principal.
- Classroom instruction will be based on the state and county-adopted curriculum for that particular mathematics course. Teachers will adjust curriculum to meet the needs of all students. This may include, but not be limited to CRISS strategies, the use of “foldables,” and manipulatives.
- Mathematics teachers will document that they teach the state objectives by using grade level expectation documents provided by the district Mathematics Supervisor.
- Teachers will participate in department meetings to keep abreast of current mathematical research as well as to pass on best practice ideas. In addition, they will attend ESE consult meetings to discuss student achievement in mathematics and student accommodations.
- Teachers will select specific professional development activities to be included in their Professional Development Plans. These activities will hone their skills in teaching mathematics and in reinforcing reading in all content areas.
- Teachers will identify changes in instructional practices based on professional development learning activities. These learning opportunities are provided by the district Math Supervisor during the summer and all current full time mathematics teachers attend.
- Teachers will administer and end of course exam to evaluate if course objectives are met.

Evaluation

Kanapaha administrators along with math teachers will analyze FCAT scores to determine areas of strength and weakness. Activities and strategies are developed based on research gained from these scores. End of course exams will also provide data to evaluate curriculum effectiveness.

Research-Based Program

All math programs are based on grade level expectations issued by the state of Florida. Curriculum materials are from the list of state-approved, aligned with Sunshine State Standards, books and supplemental workbooks. Courses and the materials used meet the objectives tested by the FCAT.

Professional Development Aligned with this Objective

Teacher training for mathematics teachers is offered by the district throughout the school year and in the summer.

Budget for Mathematics

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	District adopted texts	District		
Research-based Resource(s)	FCAT math preparation workbooks	District		
Technology	FCAT Explorer Smart Board Training	KMS SAC	300	
Professional	School based trainings	KMS SAC	1,200	

Development				
		Total	1,500	

Mathematics Elements: Highly Certified In-Field Instructors

- Jane Alexander teaches 6th grade math. She is certified in middle grades mathematics.
- Jane Calabrese teaches 6th grade math. She holds certification in mathematics education.
- Richard Bell teaches 7th and 8th grade math. He is certified in middle school integrated curriculum.
- Sherry Willey teaches 6th grade math. She is certified in middle school integrated curriculum.
- Lynn Stinson-Keyes teaches 7th grade math. She is certified in mathematics education.
- Karen Grater teaches 7th grade math. She is certified in mathematics education.
- Jennifer Neldner teaches 8th grade math. She is certified in mathematics education.
- Maria Olsen teaches 8th grade math and serves as the math department chair. She has mathematics education, middle grades math, and National Board Teacher Certification.
- Jodi Joseph, Jane McMullen, Bradley Stumpff, and Crystal Atkinson teach ESE math in grades 6-8. All hold certification in Exceptional Student Education and Middle Grades Integrated Curriculum.

GOAL: Writing

Goal Statement

All students, including students in subgroups as defined by NCLB, will increase their proficiency in writing.

Needs Assessment

8% of all students did not score at least a 3.5 on the Florida Writing Assessment.

Objective

All students will score a 3.5 on the Florida Writing Assessment.

Strategies

- Students scoring a level I will receive intensive instruction in Reasoning and Writing.
- All students will be asked to complete simulated FCAT prompts, scored on a rubric by trained teachers, and given feedback in class throughout the year.
- A school-wide Literacy Plan will be implemented to emphasize expository writing in all courses.
- Lesson plans will be checked at least quarterly by school administrators for documentation of literacy strategies, instructional validity, and FCAT practice.

Evaluation

Students' writing will be assessed frequently utilizing simulated FCAT writing prompts. Results will drive instruction in writing.

Research-Based Program

SRA Reasoning and Writing.

Professional Development Aligned with this Objective

School based staff development: Reading Coach-led training, Summer Literacy Institute, CRISS Strategy training.

Budget for Writing

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Corrective Reading Reasoning and Writing	District		
Research-based Resource(s)	Consumable student workbooks	District		
Technology				
Professional Development	Reading Coach-led trainings	District grant, KMS SAC	1,200	
Other				
		Total	1,200	

GOAL: Science

Goal Statement

Improve student performance on the FCAT science test.

Needs Assessment

The average mean scale score on FCAT science test in 2008 was 321.

Objective

All students will meet or exceed the district average mean scale score on FCAT science test.

Strategies

- Science department teachers will meet in preplanning to align curriculum to be sure all Sunshine State Standards for science are adequately covered.
- Increase the use of hands-on activities in the classroom to reinforce science inquiry with proper and safe use of lab and equipment.
- Increase development of literacy skills with the content area of science including comprehension strategies for non-fiction reading.
- Implement the school-wide Literacy Plan to reinforce reading skills with science texts.
- Use FCAT style test items as well as class work and homework assignments in FCAT format.
- Administer science pre and posttests based on GLE's and use data to plan for instruction.

Evaluation

- Teacher assessment
- Pre and posttests
- Science FCAT scores
- IEP goals and objectives

Research-Based Program

District adopted texts

Professional Development Aligned with this Objective

School based staff development: Reading Coach-led training, Summer Literacy Institute, Monthly CRISS Strategy training.

Budget for Science

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	District Adopted Science Text	District, KMS		
Research-based Resource(s)	Science consumable and laboratory supplies	District and school budget	2,000	
Technology				
Professional Development	School-based sessions with Reading Coach	CREATE and KMS SAC	1,200	
Other				
		Total	3,200	

Science Elements: Highly Certified In-Field Instructors

Please provide a list of and a brief narrative about the certified quality instructors in science.

- Justin Russell teaches 6th grade science. She holds certification in middle grades integrated curriculum.
- Elena Rhiddlehoover teaches 6th grade science. She holds certification in health and middle grades general science.
- Janet Wisby teaches 7th grade science and serves as the science department chair. She is certified in agriculture, middle grades science, and biology.
- Cristina Gray teaches 7th grade science. She holds certification in middle grades integrated curriculum.
- Robyn Freeman teaches 8th grade science and holds a certificate in middle grades science.
- Elizabeth Freeman teaches 8th grade science and holds a certificate in middle grades science.
- Karen Mittner teaches 8th grade science and holds a certificate in middle grades science.
- Meghan Boyagian teaches 6th grade science and holds a certificate in middle school integrated curriculum and is working towards the gifted endorsement.
- Sherry Willey teaches 7th grade science, she holds a certificate in middle grades integrated curriculum.

- Alba Delgado, Bradley Stumpff, Jane McMullen, and Crystal Atkinson teach ESE 6-8th grade science. Alba Delgado is HOUSSED in elementary education and is ESE certified. All others listed are certified in ESE and middle grades integrated curriculum .

Goal: Parental Involvement

Goal Statement:

Improve the communication between parents and the school.

Needs Assessment

SAC surveys indicate a need to improve communication with parents about school activities and assignments.

Objective

Decrease the percentage of parents stating they would like more information about the school and related activities on the 2008-09 SAC survey.

Strategies

- Increase the number of teachers utilizing a web page or e-mail to communicate with parents about student progress and class assignments.
- Teachers will post homework and other classroom information on their On-Course Website for parents and students to access from home.
- Increase the use of the Parent-Link calling system.
- Add more curriculum-focused articles to the school newsletter.

Evaluation

The number of parents responding that they need more communication with the school on the 2008-09 SAC survey will decrease by at least 5%.

Budget for Parental Involvement

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)				
Technology	Parent Link phone messaging system	District		
Professional Development				
Other				
		Total		

Goal: Safety & Environment

Goal Statement

Improve school safety for all members of the school community.

Needs Assessment

Though SAC survey results showed that most stakeholders feel safe on Kanapaha's campus, 16% students, 3% staff, and 2% parents reported that they wanted improved safety at KMS.

Objective

Improve supervision of students during unstructured time and reduce the number of misconduct referrals.

Strategies

- Continue the "Kanapaha Kash" program, a positive behavior student recognition program.
- Develop peer mediation program.
- Host Challenge Day for up to 200 students.
- Implement a morning duty roster for all teachers for increased supervision of students each day before school.
- Continue the use of a proctor for early morning supervision of students in the media center.
- Monitor teacher interventions for classroom misconduct with the student tracking sheets.
- Establish a Discipline Committee that consists of Deans, Administrators, and teacher-leaders from each team who meet monthly.

Evaluation

Decrease the total number of student referrals by at least 10% from the previous year.

Research-Based Program

School-wide discipline plan. District Code of Conduct.

Professional Development Aligned with this Objective

School-wide staff development during preplanning dealing with understanding of an execution of school discipline plan. Regular meeting of the discipline committee to address concerns of faculty and staff. Sharing of best practices.

Budget for Safety and Environment

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)				
Technology				
Professional Development	Faculty/Staff training on school discipline plan			

Other	Student Incentives	Grants, Donations, KMS SAC	2,500	
	Challenge Day		7,000	
		Total	9,500	

Goal: Air Quality

Goal Statement

The school will maintain good indoor environmental quality (IEQ) by ensuring clean and dry conditions, sufficient ventilation, and control of hazardous chemicals.

Needs Assessment

Health concerns that are building related will be reported to the principal in writing. The principal will follow-up as per existing district policy.

Objective

IEQ concerns will be minimized by focusing on prevention. When problems arise, the site-based instructional and custodial staff will attempt to identify and resolve common problems.

Strategies

- Report musty/moldy smells, carpet spills, large stains on ceiling tiles and sink leaks to the administration.
- Only approved carpets and furnishings will be used.
- Keep doors and windows closed.
- Properly use and store chemicals.
- Temperature settings should remain between 73-78.5 degrees F.

Evaluation

School administrators or district custodial supervisor will inspect the school quarterly for problems and document findings.

Budget for Air Quality

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)				
Technology				
Professional Development				
Other	Moisture meters, infrared thermometer, micro manometer	District	3,000	
		Total	3,000	

Goal: Health

Goal Statement

All students will have good health and physical fitness.

Needs Assessment

SAC survey results indicate parents and students are interested in improving overall health and fitness.

Objective

All students enrolled in physical education courses will document improved health and fitness.

Strategies

- Continue to offer healthy food choices in the a la carte line in the cafeteria.
- Offer physical education courses in grades 6-8.
- Notify 6th graders of immunization status.
- Offer vision, hearing, and scoliosis screening to all 7th graders.
- Offer middle school athletics to boys and girls in volleyball, soccer, basketball.
- Provide opportunities for supervised games of basketball and football before and after school free of charge for all students.
- Provide a Fitness Gram to all students participating in physical education courses.

Evaluation

Pre and post fitness assessment utilizing the Prudential Fitness Gram.

Research-Based Program

The Prudential Fitness Gram assessment measures three components of physical fitness, which have been identified as being important because of their relationship to overall health and optimal function. The three components are aerobic capacity; body composition; and muscular strength, endurance, and flexibility.

Professional Development Aligned with this Objective

Nurses and trained volunteers administer all health screenings. Physical education teachers are trained with the Prudential Fitness Gram program prior to its administration.

Budget for Health

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Prudential Fitness Gram program	School Budget	200	
Research-based Resource(s)				

Technology				
Professional Development				
Other				
		Total	200	