

Alachua County Public Schools

A. L. Mebane Middle School



2016-17 Schoolwide Improvement Plan

A. L. Mebane Middle School

16401 NW 140TH ST, Alachua, FL 32615

<https://www.sbac.edu/mebane>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Middle School 6-8 | No | 87% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 50% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | B* | D | |

**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 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 9 |
| Effective Leadership | 10 |
| Public and Collaborative Teaching | 13 |
| Ambitious Instruction and Learning | 14 |
| 8-Step Planning and Problem Solving Implementation | 18 |
| Goals Summary | 18 |
| Goals Detail | 18 |
| Action Plan for Improvement | 22 |
| Appendix 1: Implementation Timeline | 32 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 34 |
| Professional Development Opportunities | 34 |
| Technical Assistance Items | 35 |
| Appendix 3: Budget to Support Goals | 35 |

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for A. L. Mebane Middle School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mebane Middle School is committed to the teaching of knowledge, skills, and personal characteristics through independent thinking, real life examples, and student centered learning to further build upon a strong foundation for our students.

b. Provide the school's vision statement.

Mebane is committed to the teaching, training, and preparation of all students to be successful in school and as contributing members of the community. Our vision for our students is that they will graduate with the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. We want our graduates to excel in their chosen careers and be productive and contributing members of the global community.

2. School Environment

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

Mebane is a community school. We have about half of our teachers and staff who are from the city of Alachua. Ms. Bessner and Mrs. attend City of Alachua Chamber of Commerce meetings as an opportunity to promote partnerships with local businesses and people. Our school participates in local activities such as "Scarecrow Row," and local Relay for Life. Each year we hold a "Mustang Round-up" where we open the school to all current and prospective parents to tour the school and see some of the projects completed by our students. We also hold family events such as our annual Mebane's Got Talent Show. In December we will also be hosting our school-level robotics competition. We have several community members, including members from the Mebane Alumni Association and former Chief of Police, who mentor one-on-one with our Take Stock Students and our high-priority students.

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

Safety and respect are a main priority at Mebane. Each morning there is grade level supervision beginning at 7:15am. Sixth graders report to the cafeteria, and seventh and eighth graders report to the auditorium. Supervision is offered by the administration, dean, SRO, and assigned staff members. Our administrative team, dean, and school counselor are visible during class changes, and often students will use this time to report any issues with one of the adults. Teachers allow students to come to the dean's office or counselor's office if students report any issues to them. We have grade level hallways which helps keep the grade levels separated and eliminate issues. Our teachers are expected to monitor the hallways as well during class changes. After school we offer EDEP for students. All students are supervised leaving campus whether through car pick-up, buses, or walking.

c. 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.

Mebane Middle School employs a discipline plan with a focus on keeping students as engaged in the instructional environment as possible. All classroom teachers maintain a record of minor classroom

disciplinary incidents along with the corresponding behavioral interventions aimed at eliminating the undesired behavior as well as any resulting parent contact. This log is electronic and is shared with the administration and student services office. On a weekly basis, the student services department reviews the entries in the behavior intervention log and provides counseling and further intervention to students. Additionally, teachers have established Time Out partners. After teachers administer behavioral interventions, document this in the behavior log, and contact parents, the repeated behavior can result in a time out from the learning environment. This process should be followed for all minor discipline events. Severe incidents (such as fighting) are immediately sent to the dean's office. The intent is for students to be removed from the instructional setting as a last resort. The dean's office uses progressive discipline to handle behavior referrals unless the incident, such as those mentioned above, require more severe consequences. The school counselor is also utilized for student disputes that are causing a disturbance throughout the campus including the classrooms in order for the students involved to talk through their issues and determine a solution to prevent the problem/disagreement from continuing.

d. 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.

Our guidance counselor works with small groups and one-on-one. Teachers may refer students, or students can self-refer if there is an issue. If a behavior issue stems from a social-emotional issue, then dean will refer students to the counselor as well. In addition to our school counselor, a counselor from Meridian comes weekly to meet with students who have been recommended through the school counselor and/or assigned through Meridian. The school counselor works with individual families to determine the best form of support and provides information on outside agencies that can work with families and individual students. In addition to the services provided by Meridian, Mebane has also partnered with Big Brothers and Sisters. Support from this program is worked out with the parents and the school. It involves pairing a mentor with a student to meet on a weekly basis either during school lunches or outside of the school with times being arranged through the families. These mentors are provided information about the academic progress of students in order to help them be more successful at school. We also have community members who mentor our Take Stock Students and meet with the students weekly. These mentors make sure the students are continuing academic success into high school until high school graduation. Teacher will also work with students one-on-one and provide additional mentoring opportunities for students.

3. Early Warning Systems

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

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

- Attendance reports printed on a biweekly basis to check for students with high absenteeism/tardies due to sickness, out of school suspensions, or for other non-stated reasons. The Attendance Clerk and teachers will give a list of students of concern to the school counselor to further investigate the causes for high absenteeism with parents. Continued absenteeism will result in the scheduling of an Educational Planning Team meeting with school counselor, teachers, parent, and student. District truancy officer will be notified of students of concern for home visits/phone calls with parents.
- Pull reports on a biweekly basis to check for students with suspensions in or out of school. Students with 2 or more level one and/or two referrals will be identified and parents will be contacted to schedule an educational planning team (EPT) meeting with dean of students, school counselor, school psychologists, parents, teachers, and student. A plan will be set up with specific actions to be taken by the student, teacher, and parent to help the student be more successful as well as alternate behaviors to replace inappropriate behaviors. Consequences of continued inappropriate behavior by student will be discussed with parent and student.

- Pull monthly report which targets students who display two or more of the EWS. Hold EPTs with appropriate staff.
- Reports will be printed each nine week grading period to review all students that have failed English Language Arts (ELA), Mathematics, Science, or Social Studies. A list will be provided to the guidance clerical secretary to schedule parent conferences with these students of concerns. The conference should focus on solutions and strategies for student to use during class and at home for success in the individual classrooms.
- School data will be printed to identify students scoring level 1 and level 2 in math and in ELA. Course schedules will reflect placement in reading classes targeting specific areas for remediation. Teachers will be provided a list of their students scoring below proficiency for focused instruction and scaffolding on assignments for the core classes.
- Teachers will discuss students of concern for both academics and behavior during team meetings to determine whether issues are in all classes or select classes. Suggestions to help the student be more successful in both areas will be discussed and the school counselor will be made aware of the student and teacher concerns for success. The counselor will meet with student to discuss assistance needed and follow up with teachers and students to check for student progress.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 | 13 | 0 | 0 | 0 | 0 | 33 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 38 | 22 | 0 | 0 | 0 | 0 | 98 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 9 | 12 | 0 | 0 | 0 | 0 | 33 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 92 | 54 | 0 | 0 | 0 | 0 | 225 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 45 | 42 | 0 | 0 | 0 | 0 | 128 | |

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

Attendance is checked each class period on a daily basis. Students that have 5 unexcused absences have a letter sent home to the parents that includes the Florida Statute requiring students attend school. An educational planning team (EPT) meeting is also scheduled with parents to determine if there is an issue with attending the school or if something can be done from the school end to help a student and parent with attendance. If the attendance issue continues after the EPT, the district truancy officer is notified. She will make contact by phone and home visits with the parents. The last resort by the truancy officer is to involve the court system.

The school counselor also contacts parents of students with high rates of absenteeism to determine if it is health related. If it is determined that it is a health related issue, he looks at possible interventions that include collecting assignments from teachers to send home, looking at the possibility of hospital homebound, and the possibility of starting a 504 plan for short term. The school counselor also works with parents in getting counseling services from outside agencies including Meridian, which will

arrange services to take place at the school site.

Students that have excessive suspensions or discipline referrals require an EPT meeting with the parents, student, dean, school counselor, and teachers. Plans are developed at this meeting to help the student be more successful in handling situations at school that result in their misbehavior. These accommodations can include delayed transitions, supervised transitions, and cue words used by the child that signal to a teacher the child needs to leave the room. Students that continue to have discipline issues are referred to the district Alternative Learning Center where they may attend in place of an out of school suspension. To encourage students to follow the student code of conduct, the school uses a system (positive behavior support system) to reward students that are doing the right thing with Mebane bucks. These bucks can be used to purchase items from the school store, patio dining, etc. Each week "students of the week" are chosen by each grade level team and recognized on the morning news. In addition, each teacher is able to pick a "Legendary" Mebane Student every week. These students can invite another student to have lunch out on the patio.

Students that scored a level 1 or level 2 in ELA will have focused instruction on foundational reading skills using READ180. Students that scored a level 1 or level 2 in math will use supplemental math resources provided by the textbook company.

EPTs are also held for any students with two or more early warning indicators. Teachers along with the school counselor and parents develop a plan to address the areas of struggle for each student.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Mebane will have a "meet the teacher" event for students and parents to come before school starts to receive their school schedules. Open house will occur within the first 5 weeks of school for parents to visit with their child's teachers and learn about the goals and expectations of the classes. A curriculum fair will also take place in the fall to showcase the work and accomplishments of students. In the spring an open house will take place to introduce elementary school families to available academic programs at Mebane Middle School.

Parent nights will also be scheduled throughout the year to help parents with the different options available for high school including the criteria for magnets.

2. 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.

The principal and assistant principal will attend Chamber of Commerce Meetings to make connections with local businesses as well as local government officials to secure resources and support at the school level. The school will also maintain a positive relationship with the Mebane Alumni Association to secure volunteers for the school as well as student mentor opportunities. The principal will also serve on the

advisory committee for the Perry Center at Santa Fe College for emerging technologies located in the community. The principal also serves on the Food Systems Initiative panel which is comprised of faculty from the University of Florida as well as representation from Alachua County Public Schools.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|--------------------|---------------------|
| Bessner, Manda | Principal |
| Armstrong, Melissa | Teacher, K-12 |
| Bailey, Lisa | Instructional Media |
| Dustin, McMillan | School Counselor |
| Krames, Jamie | Teacher, K-12 |
| Lenius, Joshua | Dean |
| Pratto, Melissa | Assistant Principal |
| Amell, Amber | Teacher, K-12 |
| Gullic, John | Teacher, K-12 |

b. Duties

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

The Principal facilitates team leader meetings and the assistant principal facilitates department meetings throughout the school year. The school counselor, dean, and media specialist all serve on the team leader committee. In addition, 3 of the teachers serve as team leaders at each of the grade levels and act as the liaison between grade level teachers and the administrative team. Concerns about struggling students are funneled through bimonthly meetings attended by all teachers per team and then discussed at team leaders in order to determine the best course of action to help the child. 3 of the teachers also serve as subject area department chairpersons. They attend district meetings and disperse information related to standards and testing to their department members. They also run meetings and training for their specific subjects reviewing student data on mini and district assessments.

2. 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.

Mebane Middle School receives vocational funding for a full time agriculture program. Drop out Prevention funds are used to provide intensive instruction in reading. In addition funds allocated to the school by the district are used to purchase various instructional and curriculum resources. To determine how to use funds, or available services, administration collaborates with department chairs and team leaders to determine student needs and to discuss which resources might best meet these needs. Once resources have been chosen which will meet specific student needs and cost is

determined, the matter comes before the SAC for approval.

Problem-solving as related to the implementation of resources and personnel to advance student performance is addressed via team and department meetings. These meetings take place monthly and involve all members of the faculty. The principal and assistant principal are responsible for monitoring these activities.

Mebane does not receive Title I, Title II, Title III, Title VI, SAI, Head Start, adult education, or job training funds. We do provide one CTE course to students as an option in 6th grade and 8th grade. Mebane participates in a positive behavior support system, but outside donations fund the reward system. Mebane has less than 2% of the population that are homeless. These students qualify for transportation to school and are also automatically enrolled for free breakfast and lunch. In addition to those funds, local churches provide a backpack for kids program to provide a backpack filled with non-perishable items to eat over the weekend and long holidays. Our school cafeteria does participate in the "Choices" lunch program providing healthy breakfast and lunch options that have been approved by a certified nutritionist.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-----------------|----------------------------|
| Jamie Krames | Teacher |
| Joel Decoursey | Business/Community |
| Adam Boukari | Business/Community |
| Teata Bonfiglio | Parent |
| Rachel Flinchum | Parent |
| Gib Coerper | Business/Community |
| Alice Bryan | Parent |
| John Gullic | Teacher |
| David Hamblen | Teacher |
| Richard Towns | Education Support Employee |
| Manda Bessner | Principal |
| Gussie Lee | Business/Community |

b. Duties

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

a. Evaluation of last year's school improvement plan

It was shared with the SAC the results of data provided from FSA and EOC results. Based upon this information, areas targeted for continued focus included science, bottom quartile students in reading and math, as well as continued focus on language and literacy development.

b. Development of this school improvement plan

Discussions from last school year focused on the continued need for Civics preparation in the form of PrepWorks which is a program specifically designed to combine the essential elements of

assessment, curriculum, and test preparation solutions to help ensure success on the EOC exam. Discussions also centered around the STEAM Focus which included the continuation of the school's Robotic's Program. It was also discussed that the local area placed emphasis and importance on agriculture development and the need for a continued program at the school centered on agricultural knowledge and skills. The Assistant Principal shared the school's focus for professional development based upon FSA/EOC data as well as walk through data from the previous year.

c. Preparation of the school's annual budget and plan

Last year the school worked using the Prepworks Civics program as a drill program right before the EOC. It was decided that the use of the program should be expanded to include it's use through throughout the entire school year. Money was earmarked to purchase this program again for all Civics students. In addition, money was earmarked to pay a school wide license for NEWSELA. The previous year it was used by both the 6th/7th grade advanced reading teachers as a way for students to access informational text and questioning similar to the question format on standardized tests. This year it will be used by all teachers in all subject areas.

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

SIP funds were used to implement the following efforts:

- Professional development for teachers to teach Comprehensive Instructional Sequencing (CIS) lessons in order to provide students with more complex text and rigor. (\$1600)
- Purchased reading and math teachers a resource and and instruction book designed to implement Common Core Standards. It will be used by teachers to assess all the tested CCSS in the reading and Language strands and also as a supplement to address specific standards that students may need additional instruction and practice. (\$800)
- Purchased a set of Reading Quest for science and social studies teachers. This provided informational text to students on various science and social studies material that engaged students using informational text with strategy instruction including reading strategies (making connections, prediction, self monitor, summarize, and synthesize activities). Assessments used included discussion questions and writing that includes supporting details from the informational text. This helped students to develop nonfiction reading and writing skills as well as engaged struggling readers.(\$450)

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|--------------------|---------------------|
| Bessner, Manda | Principal |
| Armstrong, Melissa | Teacher, K-12 |
| Bailey, Lisa | Instructional Media |
| Dustin, McMillan | School Counselor |
| Krames, Jamie | Teacher, K-12 |
| Lenius, Joshua | Dean |
| Pratto, Melissa | Assistant Principal |
| Gullic, John | Teacher, K-12 |
| Bonilla, Gloria | Teacher, K-12 |
| Scott, Stephanie | Teacher, K-12 |
| Watkins, Natalie | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

As a school our main focus continues to be language and literacy development in all content areas. Don Fitzpatrick, the district ELA Curriculum Specialist, will assist teachers with implementation. This will be a continual focus for several years. The literacy team will meet once per 9 weeks to discuss how literacy is being implemented across all content areas and to identify areas for growth in implementation. Solutions will be generated at the literacy meetings to include, but not limited to further professional development, providing mentoring by district support personnel, and modeling of strategies that prove to be effective in other classrooms.

D. Public and Collaborative Teaching

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

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

Teachers are placed in teams, departments, and Professional Learning Communities (PLC). Team meetings are held two times/month where the team of teachers discuss students of concern for their grade level. Teachers share if they are having similar issues with the student and strategies that have been found to work. Department meetings are held once/month. Teachers also meet with their PLC department groups every 6 weeks to discuss mini-assessment data in order to change their lesson plans and determine effectiveness of the implementation of the lesson plans. The meetings are focused on student data collected through benchmark and classroom mini-assessments. Teachers share the percentage of students showing mastery as well as instructional strategies being used in the classroom that are showing success. Teachers are also given the opportunity to work with district personnel throughout the year for planning. The administration provides substitutes for teachers to participate in these additional planning days.

In addition, the school is participating in Learning Walks. Learning Walks is a program designed by the Center for Educational Leadership at the University of Washington. The program promotes public practice and collaboration by teachers and other school staff. A team comprised of teachers, deans, and administrators from Mebane develops a focus, and then observes instruction in three classrooms. The evidence from those observations is used to developing statements regarding what the teachers can do and what they are on the verge of doing. The information from those discussions is then used to develop further professional development opportunities to continue to grow instruction on campus. The training

was facilitated by the Office of Professional Development, and the walks will take place three to four times during the school year. This process will continue into the next school year.

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

School based administration will work with district personnel to identify highly qualified candidates for instructional positions. Highly qualified teachers will be retained by having a working relationship with the University of Florida and St. Leo University in order to have student teachers working at schools in the community. Attendance at education recruitment fairs in order to seek out and hire qualified individuals that are in the process of completing teacher preparation programs.

Individuals Responsible - Manda Bessner, Melissa Pratto, Beverly Finley, Laurie Bauer, and Michael Jacobi

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

The rationale for the pairing of mentors with beginning teachers was determined at the district level in order to assist in completion of the Beginning Teacher Program, lead monthly cohort meetings at school sites, and support each beginning teacher in professional development. The pairing of mentor and beginning teacher is based on the experience and training of each mentor coach, including grade level and subject(s) taught.

Relationship building and collaboration with colleagues and staff, resource management and collaboration, identifying district resources and web resources, collaboration with literacy and technology coaches, accountability and organization (schedule, log, and notebook), curriculum (engagement and curriculum strategies). Beginning teacher requirements (Domain 1/lesson planning, PDP, and online course), professionalism (Keys to Successful Teaching, Shadowing, reflection workshop, and cohort seminars), and technology collaboration (tech coaches, Infinite Campus data, school instruction technology, district training focusing on computer use skills).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All classes are required to use the state adopted textbooks as decided by the district. In addition to the state adopted textbooks, teacher may use supplemental resources which are in line with the pacing guides for each subject. The pacing guides are created by content area specialists under the supervision of the district content area supervisor. Supplemental links, texts, and resources are included in the scope and sequence as well.

b. Instructional Strategies

1. 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.

The school will use data provided by AIMS and mini assessments to determine if students have shown mastery. FSA data is initially used to place students in regular or advanced math and/or ELA.

Teachers use the different assessment results at meetings to discuss mastery of benchmarks, successful strategies used in the classroom, remediation strategies, and scaffolding used in the classroom with students based upon their individual needs. These are discussed at department meetings once a month and at their department half-day planning times.

2. 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: After School Program

Minutes added to school year: 41,000

Mebane will have an EDEP After School Program to offer parents after school homework help and enrichment activities including arts/crafts and sports. Activity leaders will be hired to help students complete homework as well as long term projects during the first part of the program which will run Monday through Friday from 2:05 pm until 6:00 pm.

Strategy Rationale

The rationale for this program is to offer parents an after school program at a minimal cost where students are supervised and provided an opportunity to complete homework in a structured environment with no distractions. Supervising adults can help students with homework. Teachers of students in the program will be able to communicate with the coordinator if homework and projects are coming due and the students need the time to complete the work.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dustin, McMillan, mcmilland@gm.sbac.edu

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

Data collected will include student attendance in the program and grades on report cards every nine weeks evaluated to determine if grades and teacher comments reflect homework completion.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

For incoming middle school students, Mebane holds several events to help students transition from elementary school. We have an open house for elementary parents to attend in the spring to introduce them to the course requirements at the middle school and the academic opportunities available as well as supports available through the school counselor. We also hold a curriculum fair where 5th grade students and parents are invited to attend to visit 6th grade classrooms and see the end result of student projects. During the week prior to the first day of school, Mebane has a "Meet the Teacher" event for students and parents where they can get their schedules and familiarize themselves with their child's teacher and classrooms. Current 8th grade students have opportunities to visit the high school campuses and evening orientation events that showcase the different options

for magnets in the school district. Our school counselor works with the high school counselors on application deadlines and helps the 8th grade students through the application process. The school counselor also holds several evening events for parents to go over the magnet options at the high school level. Mebane is also working with Santa Fe College to inform our 8th grade students about career and vocational programs that are offered.

b. College and Career Readiness

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

Students take a course that includes career planning. As part of this course they take a career interest inventory for students to begin looking at career choices that are of interest and what future course requirements will be necessary in high school and beyond. Within this course they also participate in a 2nd Step Program that develops success skills for their education and future jobs. Throughout the school year, parents will be invited to a parent night which will have the school counselor working with parents about high school magnet options and requirements needed for acceptance into these programs. Students from both 6th and 8th grade will attend field trips to UF and area business. The UF field trip will focus on STEM careers and the field trip to area business will be in conjunction with the Vocational Technical department showcasing the many job areas of the surrounding area. Targeted 8th grade students will also attend a field trip highlighting local manufacturers and career options in manufacturing and technology.

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

Located in a rural community, Mebane offers an agriculture class to students interested in farming and the raising of livestock. Curriculum includes farming techniques, information on plants, and the use of large farming equipment, as well as the care of livestock including horses, cows, chickens, and hogs. Students are also able to participate in the livestock fair to show their animals which includes the showing of animals, and questions by judges on the care provided by the student. This opportunity provides students with an opportunity to speak publicly as well as opportunities to show responsibility and showmanship.

6th and 8th graders will participate in a robotics class to foster interest in STEM careers as well as participate in multiple robotics competitions held throughout the school year.

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

Mebane Middle School currently offers Alg. I Honors to students that qualify with either previous grades earned or previous FSA scores. This provides students with an opportunity to participate in higher level math classes not only at the middle school level, but at the high school level as well. This puts students on track to be in higher level math and science classes supporting the STEM initiative in education.

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers consistently establish expectations for language and literacy development in the content areas, then Mebane MS will increase their proficiency in ELA by 5% for the 2016-2017 school year.
- G2.** If all teachers continue to focus on ambitious instruction in math, then Mebane Middle School will increase their mathematics proficiency will increase by 5% in the 2016-2017 school year.

Strategic Goals Detail

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

G1. If all teachers consistently establish expectations for language and literacy development in the content areas, then Mebane MS will increase their proficiency in ELA by 5% for the 2016-2017 school year. **1a**

 G085104

Targets Supported **1b**

| Indicator | Annual Target |
|--------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 35.0 |
| ELA/Reading Lowest 25% Gains | 40.0 |
| FAA Writing Proficiency | 100.0 |
| AMO Reading - African American | |
| AMO Reading - ED | |
| AMO Reading - Hispanic | |
| AMO Reading - All Students | |
| AMO Reading - SWD | |
| AMO Reading - White | |
| ELA/Reading Gains | 50.0 |

Targeted Barriers to Achieving the Goal **3**

- Frequency and fidelity of progress monitoring
- Students lacking fundamental language and literacy skills

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Money available for substitutes to cover classes for department collaborative planning time
- District support from subject area supervisors in ELA, Math, and Science
- Teacher leaders for each subject areas will report on district meetings to their departments.
- Monthly faculty wide professional development sessions.

Plan to Monitor Progress Toward G1. **8**

Teachers will complete the google excel document with results from their mini-assessments.

Person Responsible

Melissa Pratto

Schedule

Monthly, from 9/27/2016 to 5/31/2017

Evidence of Completion

Google Excel document

Plan to Monitor Progress Toward G1. 8

Department Chairs will complete reflection questions during the half day planning/reflection days.

Person Responsible

Melissa Pratto

Schedule

Monthly, from 9/27/2016 to 5/31/2017

Evidence of Completion

Minutes from Department Chair meetings

G2. If all teachers continue to focus on ambitious instruction in math, then Mebane Middle School will increase their mathematics proficiency will increase by 5% in the 2016-2017 school year. 1a

G085105

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| AMO Math - All Students | |
| AMO Math - African American | |
| Middle School Participation in EOC and Industry Certifications | 70.0 |
| Middle School Performance in EOC and Industry Certifications | 97.0 |
| AMO Math - ED | |
| AMO Math - Hispanic | |
| AMO Math - SWD | |
| AMO Math - White | |
| Algebra I EOC Pass Rate | 100.0 |
| Math Gains | 63.0 |
| Math Lowest 25% Gains | 47.0 |
| FSAA Mathematics Achievement | 100.0 |
| FSA Mathematics Achievement | 51.0 |

Targeted Barriers to Achieving the Goal 3

- Minimal time allotted for teacher planning to interpret student data and develop mini lessons for remediation

Resources Available to Help Reduce or Eliminate the Barriers 2

- District math sDistrict math supervisor to monitor instructional strategies, and provide support for math teacher.
- District developed math instructional sequencing calendar along with higher order questioning and mini assessments.
- Additional math curriculum materials to help with remediation and reteach opportunities.

Plan to Monitor Progress Toward G2. 8

Mini assessments and AIMS assessments will be used to monitor progress of students. Increased walk-throughs will happen if questionable results are documented in the mini assessment google document to get an extra pair of eyes targeting specific instructional strategies. A district coach will be asked to observe, monitor, model, and assist with instructional strategies for teachers that show poor results.

Person Responsible

Manda Bessner

Schedule

Weekly, from 9/12/2014 to 6/19/2015

Evidence of Completion

Lesson plans, google documents for recording lesson plans, and walk through documentation

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

 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers consistently establish expectations for language and literacy development in the content areas, then Mebane MS will increase their proficiency in ELA by 5% for the 2016-2017 school year. **1**

 G085104

G1.B1 Frequency and fidelity of progress monitoring **2**

 B226383

G1.B1.S1 Provide professional development for all teachers on standards based planning and alignment of progress monitoring assessments **4**

 S238815

Strategy Rationale

The rationale for this strategy is to provide support and training to all teachers on the process of standards based planning where teachers begin with the end goal and plan accordingly to cover each standard at the required level of complexity.

Action Step 1 **5**

Principal will announce training dates to the faculty

Person Responsible

Manda Bessner

Schedule

On 6/6/2016

Evidence of Completion

Email Announcement

Action Step 2 **5**

Teachers will attend monthly professional development sessions regarding standards based instruction.

Person Responsible

Manda Bessner

Schedule

Monthly, from 8/31/2016 to 5/10/2017

Evidence of Completion

Sign in sheet

Action Step 3 5

Teachers of ELA, math, and science will attend department planning and reflection meetings and selected days.

Person Responsible

Melissa Pratto

Schedule

Every 6 Weeks, from 9/27/2016 to 3/14/2017

Evidence of Completion

TDE Forms

Action Step 4 5

Department Chairs will meet with Administrative Team to share information from their planning/ reflection days.

Person Responsible

Melissa Pratto

Schedule

Monthly, from 10/4/2016 to 3/14/2017

Evidence of Completion

Google Calendar with dates for Department Chair meetings

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

Remind principal to set up training with District ELA specialist.

Person Responsible

Melissa Pratto

Schedule

On 7/13/2016

Evidence of Completion

email evidence of reminder

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

Remind principal to email teachers with confirmed date

Person Responsible

Manda Bessner

Schedule

On 7/13/2016

Evidence of Completion

email evidence of reminder

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

Create a calendar with dates for mini-assessments and data collection.

Person Responsible

Melissa Pratto

Schedule

On 9/8/2016

Evidence of Completion

Shared Google calendar with the dates

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

create a calendar with dates for for subject area data reflection and planning

Person Responsible

Melissa Pratto

Schedule

On 8/30/2016

Evidence of Completion

Shared google calendar with dates

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

Meetings with Department chairs

Person Responsible

Melissa Pratto

Schedule

Monthly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Scheduled meeting in school calendar

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

Progress Monitoring Excel Document

Person Responsible

Melissa Pratto

Schedule

Every 6 Weeks, from 10/3/2016 to 5/31/2017

Evidence of Completion

Google Doc with mini-assessment scores

G1.B2 Students lacking fundamental language and literacy skills **2**

 B226384

G1.B2.S1 All students with a deficiency in fundamental language and literacy skills will receive intensive instruction in these areas. **4**

 S238816

Strategy Rationale

Continued development in language and literacy skills is vital to continued achievement in all content areas.

Action Step 1 **5**

Students will be assigned to a reading course which focuses on developing language and literacy skills.

Person Responsible

Melissa Pratto

Schedule

On 8/1/2016

Evidence of Completion

Completed student schedules

Action Step 2 **5**

Teachers will be provided with additional resources including NEWSELA, Florida Ready (LAFS) materials, and Grammar, Usage and Mechanics supplemental materials to meet the needs of students in these courses.

Person Responsible

Melissa Pratto

Schedule

Evidence of Completion

Teacher lesson plans and student work using the resources. Lab sign outs by teacher.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators will monitor usage of curriculum materials to advance student language and literacy skills.

Person Responsible

Melissa Pratto

Schedule

Every 6 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

Administrators will conduct walk throughs, examine lesson plans and attend departmental planning meetings.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers and administrators will review progress of student in assigned reading courses.

Person Responsible

Manda Bessner

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student grades, work samples, and performance on mini assessments.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students will complete classroom administered mini assessments as well as district AIMS assessments.

Person Responsible

Melissa Pratto

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student scores scanned into PCG

G2. If all teachers continue to focus on ambitious instruction in math, then Mebane Middle School will increase their mathematics proficiency will increase by 5% in the 2016-2017 school year. 1

G085105

G2.B1 Minimal time allotted for teacher planning to interpret student data and develop mini lessons for remediation 2

B226385

G2.B1.S1 Math teachers will meet every 6 weeks for planning and reflection. The meetings will have focused discussion to review results from mini assessments and how well the lesson plan along with the implementation of lesson plans worked. Teachers will look through student artifacts to show mastery or lack of mastery of standards to determine how future lesson plans can be altered to better fit the needs of our students. During the meetings teachers will also discuss any areas of concern they have with the curriculum and ways to work in Florida Standards including literacy standards. 4

S238817

Strategy Rationale

Giving teachers time to focus on these concerns in their departments will provide support for the teachers. Teachers will also be able to share best practices and improve instruction.

Action Step 1 5

Time will be provided to teachers to have discussion to review results from mini assessments. Lesson plan areas including strategies and implementation of lessons will be identified for adjustment using student artifacts.

Person Responsible

Melissa Pratto

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Teacher feedback, student mini assessment data, mini assessment calendar, planning and reflection questions, scores documented in google docs, documentation in lesson plans of mini assessments given, and reflection report given at monthly department chairs meeting.

Action Step 2 5

Teachers will be provided with additional resources, including Florida Ready Math to provide additional instruction in targeted areas.

Person Responsible

Manda Bessner

Schedule

On 6/2/2017

Evidence of Completion

Evidence will be collected via walk throughs from administrators, in teacher lesson plans, and student work.

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

Google Excel file will be checked on a consistent basis to determine that teachers are entering the mini assessment pass/fail status for students in their classrooms

Person Responsible

Melissa Pratto

Schedule

Every 6 Weeks, from 9/26/2016 to 6/2/2017

Evidence of Completion

The Google Excel document will be used to demonstrate that teachers are complying with the mini assessment implementation on a consistent basis as determined by each department.

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

Mini assessments and benchmark assessments will be used to monitor progress of students. Questionable results will require more frequent walk throughs to be scheduled targeting implementation of lesson plans. Teachers struggling with implementation will have a district coach to observe, monitor, model, and assist with instructional strategies for teachers that show poor results.

Person Responsible

Manda Bessner




















Schedule




Every 3 Weeks, from 9/26/2016 to 6/2/2017

Evidence of Completion

Lesson plan documentation electronically, Walk through data, and mini assessment results

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|-----------------|-------------------------------|--|-------------------------|
| 2017 | | | | | |
|  G1.B2.S1.A2 A309312 | Teachers will be provided with additional resources including NEWSELA, Florida Ready (LAFS)... | Pratto, Melissa | No Start Date | Teacher lesson plans and student work using the resources. Lab sign outs by teacher. | No End Date one-time |
|  G2.MA1 M316169 | Mini assessments and AIMS assessments will be used to monitor progress of students. Increased... | Bessner, Manda | 9/12/2014 | Lesson plans, google documents for recording lesson plans, and walk through documentation | 6/19/2015 weekly |
|  G1.B1.S1.A1 A309307 | Principal will announce training dates to the faculty | Bessner, Manda | 6/6/2016 | Email Announcement | 6/6/2016 one-time |
|  G1.B1.S1.MA1 M316158 | Remind principal to set up training with District ELA specialist. | Pratto, Melissa | 7/13/2016 | email evidence of reminder | 7/13/2016 one-time |
|  G1.B1.S1.MA2 M316159 | Remind principal to email teachers with confirmed date | Bessner, Manda | 7/13/2016 | email evidence of reminder | 7/13/2016 one-time |
|  G1.B2.S1.A1 A309311 | Students will be assigned to a reading course which focuses on developing language and literacy... | Pratto, Melissa | 8/1/2016 | Completed student schedules | 8/1/2016 one-time |
|  G1.B1.S1.MA4 M316161 | create a calendar with dates for for subject area data reflection and planning | Pratto, Melissa | 8/30/2016 | Shared google calendar with dates | 8/30/2016 one-time |
|  G1.B1.S1.MA3 M316160 | Create a calendar with dates for mini-assessments and data collection. | Pratto, Melissa | 9/8/2016 | Shared Google calendar with the dates | 9/8/2016 one-time |
|  G1.B1.S1.A3 A309309 | Teachers of ELA, math, and science will attend department planning and reflection meetings and... | Pratto, Melissa | 9/27/2016 | TDE Forms | 3/14/2017 every-6-weeks |
|  G1.B1.S1.A4 A309310 | Department Chairs will meet with Administrative Team to share information from their... | Pratto, Melissa | 10/4/2016 | Google Calendar with dates for Department Chair meetings | 3/14/2017 monthly |
|  G1.B1.S1.A2 A309308 | Teachers will attend monthly professional development sessions regarding standards based... | Bessner, Manda | 8/31/2016 | Sign in sheet | 5/10/2017 monthly |
|  G1.MA1 M316165 | Teachers will complete the google excel document with results from their mini-assessments. | Pratto, Melissa | 9/27/2016 | Google Excel document | 5/31/2017 monthly |
|  G1.MA2 M316166 | Department Chairs will complete reflection questions during the half day planning/reflection days. | Pratto, Melissa | 9/27/2016 | Minutes from Department Chair meetings | 5/31/2017 monthly |
|  G1.B1.S1.MA2 M316157 | Progress Monitoring Excel Document | Pratto, Melissa | 10/3/2016 | Google Doc with mini-assessment scores | 5/31/2017 every-6-weeks |
|  G1.B1.S1.MA1 M316156 | Meetings with Department chairs | Pratto, Melissa | 9/14/2016 | Scheduled meeting in school calendar | 6/2/2017 monthly |
|  G1.B2.S1.MA1 M316162 | Students will complete classroom administered mini assessments as well as district AIMS assessments. | Pratto, Melissa | 8/22/2016 | Student scores scanned into PCG | 6/2/2017 monthly |
|  G1.B2.S1.MA1 M316163 | Administrators will monitor usage of curriculum materials to advance student language and literacy... | Pratto, Melissa | 8/22/2016 | Administrators will conduct walk throughs, examine lesson plans and attend departmental planning meetings. | 6/2/2017 every-6-weeks |
|  G1.B2.S1.MA3 M316164 | Teachers and administrators will review progress of student in assigned reading courses. | Bessner, Manda | 8/22/2016 | Student grades, work samples, and performance on mini assessments. | 6/2/2017 quarterly |
|  G2.B1.S1.MA1 M316167 | Mini assessments and benchmark assessments will be used to monitor progress of students.... | Bessner, Manda | 9/26/2016 | Lesson plan documentation electronically, Walk through data, and mini assessment results | 6/2/2017 every-3-weeks |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|--|-----------------|-------------------------------|---|---------------------------|
| G2.B1.S1.MA1  M316168 | Google Excel file will be checked on a consistent basis to determine that teachers are entering the... | Pratto, Melissa | 9/26/2016 | The Google Excel document will be used to demonstrate that teachers are complying with the mini assessment implementation on a consistent basis as determined by each department. | 6/2/2017 every-6-weeks |
| G2.B1.S1.A1  A309313 | Time will be provided to teachers to have discussion to review results from mini assessments.... | Pratto, Melissa | 9/26/2016 | Teacher feedback, student mini assessment data, mini assessment calendar, planning and reflection questions, scores documented in google docs, documentation in lesson plans of mini assessments given, and reflection report given at monthly department chairs meeting. | 6/2/2017 quarterly |
| G2.B1.S1.A2  A309314 | Teachers will be provided with additional resources, including Florida Ready Math to provide... | Bessner, Manda | 8/22/2016 | Evidence will be collected via walk throughs from administrators, in teacher lesson plans, and student work. | 6/2/2017 one-time |

V. Professional Development Opportunities

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

G1. If all teachers consistently establish expectations for language and literacy development in the content areas, then Mebane MS will increase their proficiency in ELA by 5% for the 2016-2017 school year.

G1.B1 Frequency and fidelity of progress monitoring

G1.B1.S1 Provide professional development for all teachers on standards based planning and alignment of progress monitoring assessments

PD Opportunity 1

Teachers will attend monthly professional development sessions regarding standards based instruction.

Facilitator

Melissa Pratto

Participants

All Teachers

Schedule

Monthly, from 8/31/2016 to 5/10/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|---|-----------------------------------|----------------|-----|-------------|
| 1 | G1.B1.S1.A1 | Principal will announce training dates to the faculty | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Teachers will attend monthly professional development sessions regarding standards based instruction. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0221 - A. L. Mebane Middle School | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Teachers of ELA, math, and science will attend department planning and reflection meetings and selected days. | | | | \$3,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6300 | 140-Substitute Teachers | 0221 - A. L. Mebane Middle School | Other | | \$3,500.00 |
| 4 | G1.B1.S1.A4 | Department Chairs will meet with Administrative Team to share information from their planning/reflection days. | | | | \$0.00 |
| 5 | G1.B2.S1.A1 | Students will be assigned to a reading course which focuses on developing language and literacy skills. | | | | \$0.00 |
| 6 | G1.B2.S1.A2 | Teachers will be provided with additional resources including NEWSELA, Florida Ready (LAFS) materials, and Grammar, Usage and Mechanics supplemental materials to meet the needs of students in these courses. | | | | \$8,380.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0221 - A. L. Mebane Middle School | Other | | \$8,380.00 |
| 7 | G2.B1.S1.A1 | Time will be provided to teachers to have discussion to review results from mini assessments. Lesson plan areas including strategies and implementation of lessons will be identified for adjustment using student artifacts. | | | | \$350.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0221 - A. L. Mebane Middle School | Other | | \$350.00 |
| 8 | G2.B1.S1.A2 | Teachers will be provided with additional resources, including Florida Ready Math to provide additional instruction in targeted areas. | | | | \$1,400.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0221 - A. L. Mebane Middle School | Other | | \$1,400.00 |
| Total: | | | | | | \$13,630.00 |