

Alachua County Public Schools

A. L. Mebane Middle School



2019-20 Schoolwide Improvement Plan

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A. L. Mebane Middle School

16401 NW 140TH ST, Alachua, FL 32615

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

Demographics

Principal: Michael Gamble

Start Date for this Principal: 5/28/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (52%) 2016-17: C (51%) 2015-16: C (47%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Alachua County School Board on 10/15/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mebane Middle School is committed to the teaching, training, and preparation of all students to be successful in school and as contributing members of the community. We believe that learning is a continuous process that never stops. The responsibility for learning should be inspired by parents, encouraged by teachers, and ultimately accepted each student. We believe that with parent support, faculty efforts, and student commitment with self-discipline, a child will have the best opportunity to realize his or her fullest potential.

Provide the school's vision statement.

Mebane Middle School is committed to providing students with skills and experiences that will enable them to reach their fullest potential while building on their strengths to prepare students for successful careers, higher education opportunities, and to be lifelong learners.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Bessner, Manda	Principal	
Pratto, Melissa	Assistant Principal	
Lopez-Krushinskie, Jacqueline	School Counselor	
Hamblen, David	Dean	
Krames, Jamie	Teacher, K-12	
Scott, Stephanie	Teacher, K-12	
Spina, Todd	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	146	107	123	0	0	0	0	376	
Attendance below 90 percent	0	0	0	0	0	0	21	4	23	0	0	0	0	48	
One or more suspensions	0	0	0	0	0	0	7	6	21	0	0	0	0	34	
Course failure in ELA or Math	0	0	0	0	0	0	11	1	15	0	0	0	0	27	
Level 1 on statewide assessment	0	0	0	0	0	0	57	35	47	0	0	0	0	139	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	24	8	31	0	0	0	0	63

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	4	1	3	0	0	0	0	8	

FTE units allocated to school (total number of teacher units)

21

Date this data was collected or last updated

Wednesday 9/25/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

Prior Year - Updated**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	15	22	22	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	4	17	9	0	0	0	0	30
Course failure in ELA or Math	0	0	0	0	0	0	8	3	5	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	44	45	40	0	0	0	0	129

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	13	20	13	0	0	0	0	46	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	59%	54%	45%	60%	52%
ELA Learning Gains	55%	56%	54%	57%	59%	54%
ELA Lowest 25th Percentile	38%	41%	47%	52%	40%	44%
Math Achievement	49%	60%	58%	49%	60%	56%
Math Learning Gains	58%	56%	57%	57%	62%	57%
Math Lowest 25th Percentile	45%	46%	51%	44%	47%	50%
Science Achievement	33%	53%	51%	30%	57%	50%
Social Studies Achievement	63%	73%	72%	52%	72%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	146 (0)	107 (0)	123 (0)	376 (0)
Attendance below 90 percent	21 ()	4 ()	23 ()	48 (0)
One or more suspensions	7 (0)	6 (0)	21 (0)	34 (0)
Course failure in ELA or Math	11 (0)	1 (0)	15 (0)	27 (0)
Level 1 on statewide assessment	57 (0)	35 (0)	47 (0)	139 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	47%	53%	-6%	54%	-7%
	2018	46%	55%	-9%	52%	-6%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	45%	54%	-9%	52%	-7%
	2018	49%	55%	-6%	51%	-2%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
08	2019	57%	61%	-4%	56%	1%
	2018	52%	61%	-9%	58%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		5%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	47%	52%	-5%	55%	-8%
	2018	33%	53%	-20%	52%	-19%
Same Grade Comparison		14%				
Cohort Comparison						
07	2019	51%	59%	-8%	54%	-3%
	2018	57%	58%	-1%	54%	3%
Same Grade Comparison		-6%				
Cohort Comparison		18%				
08	2019	15%	27%	-12%	46%	-31%
	2018	20%	24%	-4%	45%	-25%
Same Grade Comparison		-5%				
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	32%	54%	-22%	48%	-16%
	2018	38%	53%	-15%	50%	-12%
Same Grade Comparison		-6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	69%	-8%	71%	-10%
2018	68%	69%	-1%	71%	-3%
Compare		-7%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	56%	6%	61%	1%
2018	91%	60%	31%	62%	29%
Compare		-29%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	63%	-63%	56%	-56%

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	42	31	9	55	63	5	13			
ELL	23	50		38	42						
BLK	30	43	38	29	49	34	5	48	38		
HSP	44	56	36	41	31	27	43	53			
MUL	43	48		35	65						
WHT	68	63	36	64	68	55	45	76	76		
FRL	40	51	41	39	53	40	22	56	44		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	33	29	20	37	36	7	25			
BLK	25	39	35	26	42	33	19	50			
HSP	30	27		53	37			53			
MUL	47	56		63	60						
WHT	69	64	43	64	61	39	57	76	85		
FRL	35	41	33	39	44	31	23	58	79		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	28	33	7	50	47					
BLK	23	49	63	25	44	36	10	32	38		
HSP	35	48		39	72	55	8				
MUL	59	57		64	67		40				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	57	64	50	63	60	54	43	66	79		
FRL	29	48	49	37	54	46	19	39	66		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students with disabilities showed the lowest performance in the ESSA data, In addition to that, science was our lowest performing area in terms of school grade.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline we saw was in the acceleration category of our school grade. At the guidance of the state, we placed all students who earned a level 3 on the math portion of the FSA into Algebra. Many of those students had not yet had prealgebra instruction. As such, they were not prepared for Algebra in the right way. This school year, we only selected level 3 students for Algebra who had a previous course with prealgebra curriculum.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science achievement showed the greatest gap as compared to the state. One of the factors contributing to this is that the curriculum has just switched to comprehensive science over the last 2 years. Students in the 8th grade had not yet been able to have 2 years of comprehensive science instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Math LQ gains showed the greatest improvement at an 11% increase. In the 2018-19 school year we implemented co-teach mathematics in grade 6. All SWD were scheduled into that math course. In addition, there were only 2 SWD in small group math in the 7th grade. The inclusion and support of SWD in Math is what contributed to the significant gain in Math LQ

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

EWS data indicates that the number of students earning a Level 1 on the statewide assessment in either ELA or Math is 139 out of the 376 enrolled for this school year. This is the biggest area of concern for us at this time.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students with disabilities
2. Achievement Gap
3. English Language Learners
4. Increasing the Learning Gains of the Lowest Quartile
5. Reduce the number of out of school suspensions for black students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students with Disabilities
Rationale	Students with disabilities only had 10% achievement in ELA and 9% achievement in Math for the 2018-19 school year. Additionally, ESSA data indicates that Students with Disabilities only earned 29% of federal index points available. This is the second year that SWD have performed below 32% on the federal index.
State the measurable outcome the school plans to achieve	Students with disabilities will gain 3 percentage points on the federal index of points.
Person responsible for monitoring outcome	Manda Bessner (bessnemg@gm.sbac.edu)
Evidence-based Strategy	A majority of 6th and all 7th grade students with disabilities will be scheduled into co-teach mathematics, reading, and language arts. In these classes, students will learn alongside nondisabled peers with the support of a general education and a special education teacher.
Rationale for Evidence-based Strategy	In the 2018-19 school year, all 6th grade students were scheduled into co-teach mathematics, reading, and language arts. As a result, the learning gains of SWD in the lowest quartile in mathematics rose from 36% to 63%. Regular math learning gains for SWD rose from 37% to 55%. Learning gains for SWD in the lowest quartile in ELA rose 3%, and regular learning gains rose 9%.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students with Disabilities will be identified as candidates for and scheduled into co-teach classes by their IEP team. 2. Co-teach teams for students with disabilities will plan together to create curriculum, and determine appropriate instructional strategies for these classes. 3. Teachers of all students with disabilities (co-teach and non co-teach subjects) will receive all previous years assessment data for students to use as part of the lesson planning process. 4. 5.
Person Responsible	[no one identified]

#2	
Title	Achievement Gap
Rationale	The achievement gap for Mebane Middle School in ELA was 39% and the achievement gap in Math was 37% in the 2018-2019 school year. ESSA data also indicates that the federal index for performance of African American students is at 35%. This is below the 41% target for the current school year. Improvement in reducing the achievement gap will address the ESSA data as well.
State the measurable outcome the school plans to achieve	Reduce the achievement gap between White and African American students by three percentage points in both ELA and Math for the 2019-2020 school year.
Person responsible for monitoring outcome	Manda Bessner (bessnemg@gm.sbac.edu)
Evidence-based Strategy	Mebane Middle School will implement AVID Schoolwide strategies in conjunction with expansion of the AVID Elective. In keeping with AVID Schoolwide practices, African American 2.5 students will be scheduled into academically rigorous courses as appropriate.
Rationale for Evidence-based Strategy	In the 2018-19 school year, 66% of African American students enrolled in the AVID Elective made learning gains in ELA and 42% in Math. 42% of African American AVID Elective students were proficient in ELA and 33% in Math. 50% of AVID Elective students enrolled in Algebra 1 were proficient. 75% of African American students enrolled in the AVID Elective passed one or more academically rigorous courses.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure that African American students enrolled in the AVID Elective are also enrolled in at least 1 academically rigorous course. 2. African American 2.5 students will be enrolled in Advanced Courses in Math, Social Studies, Science, or ELA as appropriate. 3. Training in AVID Schoolwide instructional strategies such as AVID Critical Reading and Writing, Collaborative Study groups, and other strategies will be conducted on a monthly basis. 4. Teachers will participate in follow up activities which include looking at differentiation in lesson plans to address both AVID Elective students and African American 2.5 students, examination of student work samples, and peer observation and feedback about classroom instruction. 5. Teachers will review progress monitoring data including AIMS and other progress monitoring tools such as Khan Academy and Common Lit in department meetings as well as individual conferences with administrators. Teacher will look for trends in data to provide further instruction to these students.
Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

#3	
Title	English Language Learners
Rationale	Mebane Middle School earned only 38% of possible points on the Federal Index of Points in the ELL category. The target for this indicator is 41%.
State the measurable outcome the school plans to achieve	English Language Learners need to earn 3 percentage points on the Federal Index of Points.
Person responsible for monitoring outcome	Manda Bessner (bessnemg@gm.sbac.edu)
Evidence-based Strategy	Mebane Middle School will focus on the academic performance in ELA and Math for all ELL students who are active and students in the monitoring phase. We will use AVID Schoolwide strategies such as AVID Critical Reading and Writing, Collaborative Study Groups and the other ESOL specific strategies and resources offered through the AVID curriculum to support the learning of ELL students in ELA and Math.
Rationale for Evidence-based Strategy	Because Mebane did not have a subgroup of active ELL students large enough to earn any points in the ELP section of the Federal Index of Points, it is necessary to consider the academic performance of students who are in the monitoring phase of ELL classification. These are students who will count in achievement and learning gains in the areas of ELA, Math, Science, and Social Studies.
Action Step	
Description	<ol style="list-style-type: none"> 1. School based ESOL contact will provide teachers with a list of their ELL students including active students and those currently in the monitoring phase. 2. Teachers will plan for lessons using the Mebane Middle School Planning template 3. 4. 5.
Person Responsible	Jacqueline Lopez-Krushinskie (lopezkrushinskiejr@gm.sbac.edu)

#4	
Title	Increasing the Learning Gains of the Lowest Quartile
Rationale	Focus on the learning gains of the Lowest Quartile in ELA and Math is part of the district strategic plan. Additionally, Mebane scores 3 points below the district average in ELA and 1 point below the district average in Math in this category.
State the measurable outcome the school plans to achieve	The learning gains of the Lowest Quartile in ELA and Math will increase by 3 percentage points.
Person responsible for monitoring outcome	Manda Bessner (bessnemg@gm.sbac.edu)
Evidence-based Strategy	Mebane Middle School will implement AVID Schoolwide strategies including AVID Critical Reading and Writing, focused note taking and collaborative study groups. Lesson plans will incorporate the principles of WICOR to be found in student work samples as well as specific methods for differentiating instruction for students in the lowest quartile and teachers will collaborate to plan and evaluate instruction and student learning.
Rationale for Evidence-based Strategy	64% of students enrolled in the AVID Elective made a learning gain in ELA and 60% made a learning gain in Math. In addition, LQ students enrolled in classes where teachers were AVID trained made 46% gains in Math and 43% gains in ELA. These are above the school average in both of these categories. This data supports the implementation of AVID Schoolwide Strategies in all content areas to increase performance of students in the lowest quartile.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will receive rosters for each class period with LQ students identified. ELA, Social Studies, and Science teachers will identify students in the lowest quartile for ELA, and Math teachers for Math. Separate lists will be provided after the February FTE when we know exactly which students will be in that subgroup. 2. Teachers will identify specific instructional accommodations and interventions they will use to support the learning of LQ students using the Mebane Middle School Lesson Planning template. 3. Core Academic teachers will participate in quarterly departmental planning meetings where they plan collaboratively, evaluate each other's lesson plans, examine student work and discuss peer observations to determine the learning, growth, and mastery of students in the LQ. Teachers will choose a work sample for an LQ student for each lesson they present, determine student learning, and create scaffolds for further success. 4. Teachers will examine progress monitoring data to include AIMS, Khan Academy and other data to determine areas of instructional focus for LQ students. Teachers will share the data, and plans for further instruction both in department meetings and with administration in individual meetings.
Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

#5	
Title	Reducing out of school suspensions of African American students
Rationale	One of the initiatives in Alachua County's Equity Plan is to reduce the suspensions of African American students.
State the measurable outcome the school plans to achieve	Reduce the out of school suspensions of black students for the 2019-20 school year by 15% from the 2018-19 school year.
Person responsible for monitoring outcome	Manda Bessner (bessnemg@gm.sbac.edu)
Evidence-based Strategy	Implement alternatives to suspension including use of ISD and ISS, restorative practices, and behavioral interventions including the use of a behavior paraprofessional, points sheets, and other interventions designed to reduce the amount of discipline referrals.
Rationale for Evidence-based Strategy	Part of the district equity plan and the work of the student services department focuses on implementing restorative measures alongside behavioral interventions and traditional disciplinary measures to work with student behaviors.
Action Step	
Description	<ol style="list-style-type: none"> 1. Instruct teachers on behavioral interventions that can be used in the classroom prior to a referral offense. 2. Monitor student behavior using a behavior intervention log which teachers will fill out. The behavioral paraprofessional and dean have access to this so they can check in with students they see here on a regular basis. 3. This year we have been allocated a behavioral paraprofessional who will assist in designing Tier II interventions for students we see with consistent discipline issues. He will work with students individually, in small groups, and in classrooms to help students correct and develop appropriate behaviors. 4. The dean will convene a disciplinary committee who will help inform out system of PBIS. This committee will organize events to reward students demonstrating appropriate behaviors in an attempt to encourage the entire campus to do so. 5. Student services will meet monthly to discuss students of concern and to review interventions and progress of students to determine next steps. 6. Grade level Teams will also identify students of concern and determine what interventions they can put in place for students to help ensure success prior to the EPT planning process.
Person Responsible	David Hamblen (hambledw@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We are also addressing the need we see in science by having these teachers use literacy skills and strategies from the AVID curriculum as a way to teach science content. They are participating in all the of the AVID training as well as departmental planning days where they will focus on literacy strategies to

teach science content. The teachers will participate in collaborative lesson planning with the support of district staff to examine student learning and to create lessons with best practices embedded. In addition, a veteran teacher was moved to 6th grade to help provide a solid foundation in comprehensive science to students. Our 8th grade science teacher will use USATestPrep as a method of reviewing content across the comprehensive science curriculum.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

N/A

PFEP Link

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

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.

N/A

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

N/A

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.

N/A

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

N/A

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Students with Disabilities	\$0.00
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2	III.A.	Areas of Focus: Achievement Gap				\$1,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0221 - A. L. Mebane Middle School	School Improvement Funds		\$1,200.00
			<i>Notes: Prepworks is a program used to support student learning in Civics.</i>			
			0221 - A. L. Mebane Middle School			\$350.00
			<i>Notes: This budget line supports the use of USA TestPrep for science review.</i>			
3	III.A.	Areas of Focus: English Language Learners				\$0.00
4	III.A.	Areas of Focus: Increasing the Learning Gains of the Lowest Quartile				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0221 - A. L. Mebane Middle School			\$2,400.00
			<i>Notes: This budget line will support substitutes necessary for the school to organize departmental planning days for teachers to plan, and examine student work.</i>			
5	III.A.	Areas of Focus: Reducing out of school suspensions of African American students				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0221 - A. L. Mebane Middle School	School Improvement Funds		\$300.00
			<i>Notes: These funds will be used to support the PBIS initiatives on campus.</i>			
			0221 - A. L. Mebane Middle School			\$0.00
Total:						\$4,250.00