A. L. Mebane Middle School

2020-21 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: 8/20/2010

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 10/6/2020.

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.](http://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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	**2019-20**	**2018-19**	**2017-18**	**2016-17**
Grade	C	C	C	C

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Purpose and Outline of the SIP

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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 by 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, position title, and job duties/responsibilities 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	
Spina, Todd	Teacher, K-12	
Scott, Stephanie	Teacher, K-12	
Morris, Lisa	Teacher, K-12	

Demographic Information

Principal start date
Friday 8/20/2010, Michael Gamble

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school
24

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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SI Region	Northeast
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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.	

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	119	158	114	0	0	0	0	391
Attendance below 90 percent	0	0	0	0	0	0	20	18	19	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	2	17	7	0	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	2	1	3	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	4	1	2	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	40	47	25	0	0	0	0	112
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	34	41	28	0	0	0	0	103

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	29	39	25	0	0	0	0	93

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	2	4	1	0	0	0	0	7

Date this data was collected or last updated

Thursday 7/9/2020

Prior Year - As Reported

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	
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

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	
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

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**	
	(0)	(0)	(0)	0 (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.

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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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		

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
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				
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	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

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%	0

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%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

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%	0
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%	0

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 the 2018-19 school year, only 6th grade students were included in the co-teach math, ELA, and Reading courses.

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

The greatest decline in data from the prior year was in the area of acceleration. In the 2018-19 school year, we used the guidance of the state and placed all students who earned a Level 3 on the 7th grade math FSA in Algebra 1. Several of those students did not have a course in prealgebra and were not as well prepared for Algebra as students who had a course in prealgebra. In the 2019-2020 school year, only students who scored a Level 3 on the 7th grade FSA, AND had a course in prealgebra were placed in Algebra 1. Although we do not have data to support this, the rationale in this change was that these students would be better prepared, and would be more successful on the assessment.

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 in performance as compared to the state. One of the contributing factors to this is that the curriculum for science has changed to comprehensive science over the course of the last 3 years.

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

Gains of the Lowest Quartile in Math showed the greatest improvement with an 11 percentage point increase. In the 2018-19 school year we implemented co-teach math in grade 6 and in the 2019-20 school year in grade 7. The inclusion and support of SWD in the general education math classroom is what contributed to the significant gains in Math LQ.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The areas of greatest concern from the EWS Data are the amount of students who have earned a Level 1 in either Math or ELA.

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

1. Increasing the Performance of Students with Disabilities on the Federal Index of Points
2. Increasing the Learning Gains of the Lowest Quartile in ELA and Math
3. Reducing the Racial Achievement Gap in ELA and Math
4. Performance of English Language Learners
5. Reduce the number of out of school suspensions for black students

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	ESSA data indicates that Students with Disabilities only earned 29% of available points on the Federal Index of Points. This is the second year that Students with Disabilities have performed below 32% on the Federal Index of Points. Students with Disabilities had only 10% achievement in ELA and 9% in Math in 2018-19. Additionally Students with Disabilities make up a large portion of the Lowest Quartile. These factors make this area critically important to the overall success of the school.
Measurable Outcome:	Students with Disabilities will gain 3 percentage points on the Federal Index to exceed 32% while working over the next 3 years to exceed 41% of available Federal Index Points.
Person responsible for monitoring outcome:	Manda Bessner (bessnemg@gm.sbac.edu)
Evidence-based Strategy:	A majority of Students with Disabilities in grades 6,7, and 8 will be scheduled into co-teach Mathematics and Reading. In Grade 7, a majority of Students with Disabilities will also be scheduled into co-teach Language Arts.
Rationale for Evidence-based Strategy:	In a co-teach classroom, SWD learn alongside nondisabled peers with the support of both a general education and a special education teacher. In the 2018-19 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%. In addition, learning gains for SWD in the lowest quartile rose 3% in ELA, and regular learning gains rose 9%. Based on this data, the collaboration of the general education and special education teachers was successful at producing positive learning trends. These trends support the further implementation of co-teach classes in grades 7 and 8.

Action Steps to Implement

Students with Disabilities will be identified as candidates for and scheduled into co-teach classes by their IEP teams.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

Co-teach teams will plan together to create curriculum and determine appropriate instructional strategies for these classes.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

Co-teach teams will implement small group learning where all students in the co-teach classes are placed into groups based on classroom data gathered through formative assessments. Teachers will intervene around skills which are not mastered in order to accelerate student learning.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

Co-teach teams will conduct regular data review of progress monitoring assessments (AIMS) in order to adjust instructional strategies and groupings to meet the needs of students.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

Teachers will be trained in Snap and Read during one of the regularly scheduled monthly professional development sessions so that this resource can be used in content area classrooms which do not have co-teach support.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and 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%. Over the last two years, Mebane has seen an increase in English Language Learners- particularly those who are Spanish speaking.
Measurable Outcome:	English Language Learners need to earn 3 percentage points on the Federal Index of Points.
Person responsible for monitoring outcome:	Jacqueline Lopez-Krushinskie (lopezkrushinskiejr@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, varied translator apps, 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. The AVID Schoolwide curriculum offers varied supports for learners including ELLs.

Action Steps to Implement

School based ESOL contact will provide teachers with a list of their ELL students including those who are active and in the monitoring stage.

Person Responsible	Jacqueline Lopez-Krushinskie (lopezkrushinskiejr@gm.sbac.edu)

Teachers will plan for lessons using the Mebane Middle School Planning Template

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

ELL students who are new to the school or have a previous Level 1 or 2 in ELA will be enrolled in the iReady program. This program provides a customized course of study for students based on a diagnostic assessment given three times per year.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

ELL students will be grouped based on the mastery of skills and concepts as outlined in progress monitoring assessments. Teachers will conduct small group lessons for students to intervene around certain skills.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

#3. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Reduction in suspensions of African Americans is one of the initiatives included in the Alachua County Equity Plan.
Measurable Outcome:	Reduce the out of school suspensions of African American students by 15% from the 2019-20 school year.
Person responsible for monitoring outcome:	David Hamblen (hambledw@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 Mebane student services department focuses on implementing restorative measures alongside behavioral interventions and traditional disciplinary measures to work with student behaviors.

Action Steps to Implement

Instruct teachers on behavioral interventions that can be used in the classroom to avoid behavior escalating to the level of a discipline referral.

Person Responsible	David Hamblen (hambledw@gm.sbac.edu)

Monitor student behavior using a behavior intervention log. The dean and guidance counselor have access to this document which they can use to check in with students who they see appear here on a regular basis.

Person Responsible	David Hamblen (hambledw@gm.sbac.edu)

Each grade level team will select a representative to be a member of the discipline committee which will meet monthly to review discipline policies and procedures and make suggestions for implementation and improvement.

Person Responsible	David Hamblen (hambledw@gm.sbac.edu)

Student Services team will meet monthly to discuss students of concern, results of discipline committee meetings, to review interventions, and to determine next steps.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

The student services team will design and administer behavioral and social emotional interventions for students both individually and in groups. They will work with students and teachers to help correct problem behaviors and reteach appropriate interactions and behaviors.

Person Responsible	David Hamblen (hambledw@gm.sbac.edu)

#4. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and 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.
Measurable Outcome:	In order to reduce the achievement gap between African American and white students, Mebane will increase the successful participation of African American students in academically rigorous courses.
Person responsible for monitoring outcome:	Manda Bessner (bessnemg@gm.sbac.edu)
Evidence-based Strategy:	Mebane Middle School will continue its implementation of AVID Schoolwide strategies in conjunction with expansion of the AVID Elective to include grade 7 in order to suppport students enrolled in academically rigorous coursework. In keeping with AVID Schoolwide practices, African American students will be scheduled into academically rigorous courses as appropriate. The AVID (Advancement Via Individual Determination) Elective course and Schoolwide principles promote a college-going culture on campus by exposing students to rigorous coursework along with the targeted instruction of specific skills necessary to complete this coursework successfully.
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 Steps to Implement

Ensure that African American students enrolled in the AVID Elective are also enrolled in at least 1 academically rigorous course.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

African American students in grade 6 will be enrolled in an Accelerated Math course.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

African American students in grade 8 will be enrolled in an Advanced US History course.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

Training in using AVID Schoolwide strategies in the HyFlex learning environment will take place throughout the year with a focus on Critical Reading and Writing, and Focused Note Taking. This training will take place on a monthly basis.

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

Teachers will engage in data review using data from progress monitoring assessments on a monthly basis to determine necessary changes in curriculum and instructional strategies to assist in reducing the achievement gap. Teachers will also review data with administrators every nine weeks to identify trends.

Person Responsible   Melissa Pratto (prattomm@gm.sbac.edu)

Teachers will participate in follow-up activities which include examining differentiation in lesson plans to address both AVID Elective students and African American students, as well as other student populations, examination of student work samples, and peer observation and feedback about classroom instruction.

Person Responsible   Melissa Pratto (prattomm@gm.sbac.edu)

Teachers will implement small group instruction in their classrooms based on the results from progress monitoring data. These groups will be based on content and skills mastery as gathered from progress monitoring assessments.

Person Responsible   Melissa Pratto (prattomm@gm.sbac.edu)

#5. Other specifically relating to Learning Gains of the Lowest Quartile	
Area of Focus Description and 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.
Measurable Outcome:	The learning gains of the Lowest Quartile in ELA and Math will increase by 3 percentage points.
Person responsible for monitoring outcome:	Melissa Pratto (prattomm@gm.sbac.edu)
Evidence-based Strategy:	Mebane Middle School will implement AVID Schoolwide strategies including AVID Critical Reading and Writing, and focused note taking in all content areas. AVID stands for Achievement Via Individual Determination. In addition, Reading and Math classes will implement small group learning on a regular basis based on classroom assessment data and data from district progress monitoring assessments. Lesson plans will incorporate the principles of WICOR (a guiding AVID principle meaning Writing, Inquiry, Collaboration, Organization, and Reading) to be found in student work samples as well as specific methods for differentiating instruction through small group learning for students in the lowest quartile and teachers will collaborate to plan and evaluate instruction and student learning. Reading courses with students from the lowest quartile will implement iReady.
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.

Action Steps to Implement	
Students in the lowest quartile will be scheduled into a reading course which uses the iReady program.	
Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)
Reading teachers will implement a rotating schedule which includes regular lab visits to participate in the iReady customized course of study, time for whole group direct standards based instruction, and small group intervention instruction.	
Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)
Math teachers will use the data from classroom instruction and progress monitoring assessments to design small group lessons focused on promoting the mastery of skills and content of the course.	
Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)
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.	
Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

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.

Person Responsible   Melissa Pratto (prattomm@gm.sbac.edu)

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)

Core Academic teachers will participate in monthly department 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.

Person Responsible   Melissa Pratto (prattomm@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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 of the AVID training as well as departmental planning 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. Comprehensive science curriculum requires that content relating to Earth, Life and Physical Science are taught in grades 6-8. In this method, students are exposed to skills necessary to master standards assessed on the Statewide Science Assessment Our 8th grade science teacher will use USATestPrep as a method of reviewing content across the comprehensive science curriculum. In addition, science teachers will focus on building critical thinking of students through higher order questioning, a focus on the nature of science, and applying critical thinking skills to solving scientific problems.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

A positive and supportive school environment is important in ensuring that each student reaches their potential. At Mebane, we strive to do this through a system of shared decision making that solicits feedback, ideas, and support from varied stakeholder groups.Team Leaders are an integral part of the leadership structure at Mebane. Team Leaders meet biweekly with the leadership team to learn about events, ideas, initiatives and to share concerns and feedback from their teams. In this way we are able to involve faculty and staff in our decision making. Involving parents and students is also integral in creating a positive school community. One of the ways that we do that at Mebane is through partnering with our PTSA. The PTSA is comprised of very supportive parents and some of our students as well. This group represents Mebane through working with business partners in the community to secure funding and provide food, supplies, and other support for our school throughout the year.

Mebane is also able to partner with our community through a strong working relationship with the Alachua Recreation Center. The staff of the Recreation Center supports Mebane's athletics, academics, and our other needs through providing space for our teams to practice, partnering with us to provide after school tutoring opportunities to our students, and supporting the efforts of our school in improving student behavior. In the 2020-21 school year, Mebane has been provided an opportunity to partner with the Recreation Center to provide a course of after school tutoring to students. Students offered the opportunity to participate in this are those which are members of the Lowest Quartile, Students with Disabilities, and other students who may benefit from targeted academic support. Students will receive additional instruction in ELA and Math four days per week on a rotating schedule. Student data will be tracked in order to determine the effectiveness of the implementation.

In addition, our SAC is comprised of parents, faculty members, and members of the community such as the City Manager and Mayor. Not only does the city support Mebane through the Rec Center and our SAC Committee, they also partner to provide tutors for our AVID program.

Mebane is able to foster the strong relationships built with various stakeholders and solicit and use feedback to help develop its programs in order to create the strongest, and most positive school climate in order to maximize the potential of its students. By involving various sets of stakeholders in decision making, Mebane continues to be an innovative, exciting school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$1,694.40
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0221 - A. L. Mebane Middle School			$1,694.40
			Notes: This budget line will support the use of Prepworks in preparing for the Civics EOC			
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				$1,579.16
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0221 - A. L. Mebane Middle School			$1,579.16
			Notes: This budget line supports the learning of English Language Learners in HyFlex classrooms with the purchase of LadiBug document cameras to provide direct instruction.			
3	III.A.	Areas of Focus: Culture & Environment: Discipline				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0221 - A. L. Mebane Middle School			$300.00
			Notes: This budget line supports the implementation of PBIS to improve suspension rates.			
4	III.A.	Areas of Focus: ESSA Subgroup: African-American				$399.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0221 - A. L. Mebane Middle School	School Improvement Funds		$399.50
			Notes: This budget line supports the use of USATestPrep for science review.			
5	III.A.	Areas of Focus: Other: Learning Gains of the Lowest Quartile				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0221 - A. L. Mebane Middle School	School Improvement Funds		$2,000.00
			Notes: This budget line will support the use of substitutes as necessary to provide time for departmental planning for teaching teams			
					Total:	$5,973.06