

Alachua County Public Schools

A. L. Mebane Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	20
Positive Culture & Environment	29
Budget to Support Goals	29

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: 7/1/2010

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Alachua County School Board.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	29

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: 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	Position Title	Job Duties and Responsibilities
Bessner, Manda	Principal	Literacy Team Member Threat Assessment Team Member AVID Team Member PBIS Committee Member Responsibilites - 1. Increase the participation of African American students in academically rigorous coursework. 2. Continue to support the AVID program through scheduling an AVID elective course in the master schedule. 3. Create sessions for AIMS in Illuminate and then analyze student data provided by the progress monitoring. 4. Conducting data chats quarterly after AIMS with core FSA/EOC teachers about the progress of their students and next steps for students still struggling.
Williamson, Elizabeth	Assistant Principal	Literacy Team Member Threat Assessment Team Member PBIS Committee Member Responsibilites: 1. Ensure that all AVID students are enrolled in at least one academically challenging course. 2. Conducting data chats quarterly after AIMS with core FSA/EOC teachers about the progress of their students and next steps for students still struggling.
Hamblen, David	Dean	PBIS School Coordinator Threat Assessment Team Member Title IV Investigator Responsibilities - 1. Will monitor student behavior using a behavior intervention log checking in with students that are appearing on the log on a regular basis. 2. Will hold monthly PBIS meetings to review discipline procedures and make suggestions for implementation. 3. Will meet to discuss monthly students of concern, review interventions for students, and make adjustments as needed.
Spina, Todd	Teacher, K-12	AVID Co-Coordinator 7th Grade Team Leader PBIS Committee Member Responsibilities: 1. Monitor the participation and progress of African American AVID students in academically challenging courses. 2. Provide AVID Instructional Practices P.D. school wide to ensure the implementation of WICOR strategies in all classes.
Scott, Stephanie	Teacher, K-12	Literacy Team Member LA Department Chairperson

Name	Position Title	Job Duties and Responsibilities
		<p>AVID Team Member PBIS Committee Member Responsibilities:</p> <ol style="list-style-type: none"> 1. Support the implementation of ELA newly adopted materials and work with reading teachers on focus strategies to support in their classes. 2. Provide AVID Instructional Practices P.D. school wide to ensure the implementation of WICOR strategies in all classes.
Morris, Lisa	Teacher, K-12	<p>Literacy Team Member Reading Department Chairperson AVID Team Member PBIS Committee Member Responsibilities:</p> <ol style="list-style-type: none"> 1. Support the implementation of ELA newly adopted materials and work with reading teachers on focus strategies to support in their classes. 2. Provide AVID Instructional Practices P.D. school wide to ensure the implementation of WICOR strategies in all classes. 3. Support the implementation of I-Ready in all Intensive Reading Courses. 4. Using data from I-Ready to create small intervention groups twice per nine weeks to work on standards mastery.
Bailey, Lisa	Instructional Media	<p>Media Specialist Site Tech PBIS Committee Member Literacy Team Member Responsibilities -</p> <ol style="list-style-type: none"> 1. Support the implementation of I-Ready in all Intensive Reading Courses. 2. Working with teachers using data from I-Ready to create small intervention groups twice per nine weeks to work on standards mastery. <p>Assist in classrooms by facilitating a small group.</p>
Bonilla, Gloria	Teacher, K-12	<p>Literacy Team Member Science Department Chairperson</p> <ol style="list-style-type: none"> 1. Support the implementation of reading and writing in all Science classes through the use of TEAL (Topic, Evidence, Analysis, and Link) when generating Costa's Higher Order Questions and student response expectations. 2. Provide AVID Instructional Practices P.D. school wide to ensure the implementation of WICOR strategies in all classes.
Carreiro, Paul	Teacher, K-12	<p>Literacy Team Member Social Studies Department Chairperson AVID Team Member PBIS Committee Member Responsibilities:</p> <ol style="list-style-type: none"> 1. Support the implementation of reading and writing in all Social Studies classes through the use of TEAL (Topic, Evidence, Analysis, and Link) when

Name	Position Title	Job Duties and Responsibilities
		generating Costa's Higher Order Questions and student response expectations. 2. Provide AVID Instructional Practices P.D. school wide to ensure the implementation of WICOR strategies in all classes.
Watkins, Natalie	Teacher, K-12	Literacy Team Member Math Department Chairperson Responsibilities: 1. Support the implementation of Math newly materials and work with math teachers on focus strategies to support in their classes. 2. Conduct math department meetings and lead the team through data analysis of IXL.
Weeks, Lillian	School Counselor	School Counselor Truancy Liaison PBIS Team Member Threat Assessment Team Member Title IV Investigator Responsibilities - 1. Will monitor student behavior using a behavior intervention log checking in with students that are appearing on the log on a regular basis. 2. Will support student mental health concerns through individual and group counseling as well as provide Mental Health Curriculum to all students. 3. Will meet to discuss monthly students of concern, review interventions for students, and make adjustments as needed. 4. Will act as a liaison between teachers, students, and parents in creating student success plans.

Demographic Information

Principal start date

Thursday 7/1/2010, 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

21

Total number of students enrolled at the school

336

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 5/21/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	59%	54%	49%	60%	53%
ELA Learning Gains				55%	56%	54%	51%	58%	54%
ELA Lowest 25th Percentile				38%	41%	47%	36%	40%	47%
Math Achievement				49%	60%	58%	50%	60%	58%
Math Learning Gains				58%	56%	57%	52%	62%	57%
Math Lowest 25th Percentile				45%	46%	51%	34%	45%	51%
Science Achievement				33%	53%	51%	40%	56%	52%
Social Studies Achievement				63%	73%	72%	66%	73%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	47%	53%	-6%	54%	-7%
Cohort Comparison						
07	2021					
	2019	45%	54%	-9%	52%	-7%
Cohort Comparison		-47%				
08	2021					
	2019	57%	61%	-4%	56%	1%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	47%	52%	-5%	55%	-8%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	59%	-8%	54%	-3%
Cohort Comparison		-47%				
08	2021					
	2019	15%	27%	-12%	46%	-31%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	32%	54%	-22%	48%	-16%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	69%	-8%	71%	-10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	56%	6%	61%	1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The data below is based on the district wide AIMS assessment for each grade level and subject area.
The test is taken at the conclusion of each nine weeks for the first three quarters throughout the district.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.2	35.4	44.7
	Economically Disadvantaged	23.4	27.8	34.7
	Students With Disabilities	0	0	10
	English Language Learners	0	0	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.6	44.2	17.4
	Economically Disadvantaged	22.8	35.1	10.5
	Students With Disabilities	16.7	0	6.7
	English Language Learners	6.7	20	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.4	30.6	64
	Economically Disadvantaged	37.3	26.3	63.8
	Students With Disabilities	10	6.7	40
	English Language Learners	40	33.3	66.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	11.4	6.4
	Economically Disadvantaged	8	11.1	4.3
	Students With Disabilities	9	0	0
	English Language Learners	20	16.7	16.7
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.9	3.7	4.9
	Economically Disadvantaged	30.8	3.1	6.3
	Students With Disabilities	11.1	0	0
	English Language Learners	50	0	16.7

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.6	42.1	57.9
	Economically Disadvantaged	40	34.5	47.2
	Students With Disabilities	12.5	25	11.1
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.4	4.1	17.9
	Economically Disadvantaged	17	0	14.8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	47.8	22.6	38.6
	Economically Disadvantaged	37.3	11.8	29.2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	7	12	9	7	15	13					
ELL	23	42		31	33						
BLK	25	35	24	15	28	29	21	23	27		
HSP	35	47	40	31	36			39			
MUL	43	50		35	37						
WHT	53	52	25	56	42	25	49	50	66		
FRL	32	40	23	27	30	21	33	34	39		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	9
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	9
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	32
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
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	25
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	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	41
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	46
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	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

With the exception of 8th grade ELA all other grade levels, subgroups, and core content areas saw significant decline in scores.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

6th and 7th Grade ELA along with 8th grade science.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The 2020-21 school year was heavily impacted by Covid and students not having the optimum environment to learn from at home digital academy.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

8th grade ELA scores remained consistent and did not see a significant drop in scores.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors were having 2 experienced ELA teachers working with the entire 8th grade along with small group intensive instruction several times last year.

What strategies will need to be implemented in order to accelerate learning?

Team building between the 6th, 7th and 8th grade ELA teachers in order to provide a streamline approach in teaching ELA at Mebane

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development implement the following strategies: AVID Focused Notetaking, Content Area Writing to include school wide TEAL outline (topic, evidence, analysis, and link), ELA small group intervention for standards mastery using heterogeneous groups between two different classroom teachers during the same period.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers will have the opportunity to have follow up sessions that continue through the year.

Part III: Planning for Improvement

Areas of Focus:

#1. 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 2021-22 school year
Monitoring:	Suspensions will be monitored during the monthly student service meeting. Students of concern will be discussed as well as interventions needed.
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 David Hamblen (hambledw@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)

#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.
Monitoring:	Progress monitoring assessments given at the end of the nine weeks and followed up with data chats
Person responsible for monitoring outcome:	Elizabeth Williamson (williaea@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:	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 Lillian Weeks (weekslt@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 Elizabeth Williamson (williaea@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 Stephanie Scott (scottsl@gm.sbac.edu)

#3. 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.
Monitoring:	Progress monitoring assessments given at the end of the nine weeks and followed up with data chats
Person responsible for monitoring outcome:	Elizabeth Williamson (williaea@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. 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.
Rationale for Evidence-based Strategy:	

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 Elizabeth Williamson (williaea@gm.sbac.edu)

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

Person Responsible Elizabeth Williamson (williaea@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 Stephanie Scott (scottsl@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 Elizabeth Williamson (williaea@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 Elizabeth Williamson (williaea@gm.sbac.edu)

#4. ESSA Subgroup specifically relating to Black/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.

Monitoring:

Progress monitoring assessments given at the end of the nine weeks and followed up with data chats

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 support 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 Elizabeth Williamson (williaea@gm.sbac.edu)

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

Person Responsible Elizabeth Williamson (williaea@gm.sbac.edu)

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

Person Responsible Elizabeth Williamson (williaea@gm.sbac.edu)

Training in using AVID Schoolwide strategies in all classes 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 Todd Spina (spinatj@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 Manda Bessner (bessnemg@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 Manda Bessner (bessnemg@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 Stephanie Scott (scottsl@gm.sbac.edu)

#5. Other specifically relating to Learning Gains of 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.
Monitoring:	Progress monitoring assessments given at the end of the nine weeks and followed up with data chats
Person responsible for monitoring outcome:	Elizabeth Williamson (williaea@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 Elizabeth Williamson (williaea@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 Elizabeth Williamson (williaea@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 Elizabeth Williamson (williaea@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 Elizabeth Williamson (williaea@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 Elizabeth Williamson (williaea@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 Elizabeth Williamson (williaea@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 Elizabeth Williamson (williaea@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

A.L. Mebane Middle School reported 4.0 incidents per 100 students as a result if falls in the high category, when compared to the statewide average of 4.2. In 2019-2020, there were 44 reported suspensions or 11.7 per 100 students. This is in low in comparison to the state comparison of 18.3.

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.

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. In addition, our SAC is comprised of parents, faculty members, and members of the community such as business partners and the Mayor.

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. By involving various sets of stakeholders in decision making, Mebane continues to be an innovative, exciting school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Mebane has several business partners that provide donations of food and gifts to teachers during Teacher Appreciation Week as well as at the beginning of the school year. Our guidance counselor has worked with the company Jacobs to secure donations of Case-its and incentive to use for students. We also coordinate with the local Elementary and High school to provide holiday baskets for our most needy families.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Discipline				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			0221 - A. L. Mebane Middle School			\$300.00
			<i>Notes: This budget line will support the implementation of PBIS to improve suspension rates.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0221 - A. L. Mebane Middle School			\$200.00
			<i>Notes: This budget line will support the purchase of student calculators to improve math achievement.</i>			
4	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$497.49
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0221 - A. L. Mebane Middle School			\$497.49
			<i>Notes: This budget line supports the use of USATestPrep for science review</i>			
5	III.A.	Areas of Focus: Other: Learning Gains of Lowest Quartile				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0221 - A. L. Mebane Middle School			\$2,000.00
			<i>Notes: This budget line will support the use of substitutes as necessary to provide time for departmental planning for teaching teams.</i>			
Total:						\$2,997.49