

Alachua County Public Schools

A. L. Mebane Middle School



2022-23 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: 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (46%) 2018-19: C (50%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI

* 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 12/6/2022.

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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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)	2021-22 Title I School	2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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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 teachers, encouraged by parents, 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bessner, Manda	Principal	<p>Literacy Team Member Threat Assessment Team Member CORE Team Member PBIS Committee Member Responsibilities:</p> <ol style="list-style-type: none"> 1. Increase the participation of African American students in academically rigorous coursework 2. Support the Biomedical Magnet Program through scheduling a Biomedical Forensics elective course in the Master Schedule. Oversee the selection process for the magnet to be representative of multiple minority groups. 3. Create sessions for F.A.S.T and AIMS in Illuminate and then analyze student data provided by the progress monitoring. 4. Conduct data chats quarterly after F.A.S.T and AIMS progress monitoring with core teachers about the progress of their students and next steps for students still struggling.
Spina, Todd	Dean	<p>PBIS School Coordinator Threat Assessment Team Member Title IV Investigator Responsibilities:</p> <ol style="list-style-type: none"> 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. Planning monthly reward activities for students that exemplify the Mustang Expectations. 4. Will meet to discuss monthly students of concern, review interventions for students, and make adjustments as needed including writing behavior plans for students in need of interventions.
Weeks, Lillian	School Counselor	<p>School Counselor Truancy Liason PBIS Team Member Threat Assessment Team Member Title IV Investigator Responsibilities:</p> <ol style="list-style-type: none"> 1. Monitor student behavior log and checking in with students that are appearing on a regular basis. 2. Working with small groups of students during lunch on behavior and academic success. 3. Support student mental health concerns through individual and group counseling as well as provide Mental Health Curriculum to all students based upon the Mental Health Assessment Data collected by teachers. 4. Meet monthly to discuss students of concern, review interventions for students, and make adjustments as needed. 5. Act as a liaison between teachers, students, and parents in creating student success plans.

Name	Position Title	Job Duties and Responsibilities
Watkins, Natalie	Teacher, K-12	<p>Literacy Team Member Math Department Chairperson Biomedical Elective Teacher</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1. Support the implementation of new math materials and BEST standards with math department and determine focus strategies for support in classrooms 2. Conduct math department meetings and lead the team through data analysis of IXL data. 3. Create appropriate forensic curriculum for the Biomedical elective course.
Bailey, Lisa	Instructional Media	<p>Media Specialist PBIS Committee Member Literacy Team Member</p> <p>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 standards mastery. Assist in classrooms by facilitating a small group.
Bonilla, Gloria	Teacher, K-12	<p>Literacy Team Member Science Teacher and Mentor Teacher to 2nd year science teachers</p> <p>Responsibilities:</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. Promoting the use of Cornell Notes and summarization within the science department to ensure implementation across all subject areas.
Felix, Sarah	Teacher, K-12	<p>Literacy Team Member Math Teacher Biomedical Magnet Team Leader</p> <ol style="list-style-type: none"> 1. Support the implementation of new math materials and BEST standards within the classroom and determine focus strategies for student support 2. Participate in math department meetings to discuss data analysis of IXL and F.A.S.T progress monitoring data. 3. Plan activities, run selection process, and communicate with parents of magnet students as well as provide communication to PTSA about the program.
Leblanc, Sara	Teacher, K-12	<p>Literacy Team Member LA Department Chairperson PBIS Committee Member Core Team Member</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1. Support the implementation of ELA newly adopted materials and work with

Name	Position Title	Job Duties and Responsibilities
		<p>reading teachers on focus strategies to support in their classrooms.</p> <p>2. Promoting the use of Cornell Notes and summarization within the ELA department to ensure implementation across all subject areas.</p> <p>3. Promote the use of TEAL writing instruction with science and social studies teachers.</p>
Reynolds, Hannah	Teacher, K-12	<p>Literacy Team Member</p> <p>Social Studies Department Chairperson</p> <p>CORE Team Member</p> <p>PBIS Committee Member</p> <p>Responsibilities:</p> <p>1. Support the implementation of reading and writing in all Social Studies classes through the use of TEAL (Topic, Evidence, Analysis, and Link) when generating Costa's Higher Order questions and student response expectations.</p> <p>2. Promoting the use of Cornell Notes and summarization within the ELA department to ensure implementation across all subject areas.</p>

Demographic Information

Principal start date

Thursday 7/1/2010, Michael Gamble

Number of teachers with a 2022 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 2022 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.*

15

Total number of teacher positions allocated to the school

20

Total number of students enrolled at the school

332

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	131	103	100	0	0	0	0	334
Attendance below 90 percent	0	0	0	0	0	0	31	26	21	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	12	16	15	0	0	0	0	43
Course failure in ELA	0	0	0	0	0	0	13	8	9	0	0	0	0	30
Course failure in Math	0	0	0	0	0	0	18	24	13	0	0	0	0	55
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	40	35	27	0	0	0	0	102
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	54	44	26	0	0	0	0	124
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	40	35	27	0	0	0	102

Using the table above, complete the table below with the number of students by current grade level who have 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	51	48	38	0	0	0	0	137

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	1	2	0	0	0	0	5

Date this data was collected or last updated

Wednesday 9/28/2022

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

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	0	0	0	0	0	0	0	

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

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	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	51%	50%				51%	59%	54%
ELA Learning Gains	45%	50%	48%				55%	56%	54%
ELA Lowest 25th Percentile	41%	34%	38%				38%	41%	47%
Math Achievement	41%	51%	54%				49%	60%	58%
Math Learning Gains	50%	55%	58%				58%	56%	57%
Math Lowest 25th Percentile	38%	42%	55%				45%	46%	51%
Science Achievement	27%	45%	49%				33%	53%	51%
Social Studies Achievement	58%	62%	71%				63%	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	2022					
	2019	47%	53%	-6%	54%	-7%
Cohort Comparison						
07	2022					
	2019	45%	54%	-9%	52%	-7%
Cohort Comparison		-47%				
08	2022					
	2019	57%	61%	-4%	56%	1%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	47%	52%	-5%	55%	-8%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	51%	59%	-8%	54%	-3%
Cohort Comparison		-47%				
08	2022					
	2019	15%	27%	-12%	46%	-31%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	32%	54%	-22%	48%	-16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	69%	-8%	71%	-10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	56%	6%	61%	1%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	31	30	13	30	29	4	21			
ELL	14	43		29	43						
BLK	22	39	37	21	40	37	6	44			
HSP	28	42	40	28	42		25				
MUL	53	64		44	60						
WHT	50	49	50	60	58		48	67	73		
FRL	29	44	39	30	46	37	20	53	67		
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	46

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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%	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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	55
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	57
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall, most subgroups declined in the area of achievement in ELA, however, learning gains from the previous year did increase. Every subgroup in the L25% for ELA showed improvement from the previous year. SWD struggle the most in ELA and in Math but did do better than the previous year FSA. Our black students outscore SWD by 7 - 10 points in every category.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Overall, we need to continue our work in ELA instruction with a focus on our SWD and black students. The data component with the greatest need is in the area of Math instruction. There was some improvement, but all of our subgroups are significantly behind in achievement as compared to our white students. Learning gains in math reflect the same result except multiracial students had a higher percentage of students showing gains.

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

During the 2020-21 and 2021-22 school year the math teacher in 6th grade resigned their position in the middle of the school year causing a vacancy two years in a row. These vacant positions could only be filled by long term substitutes. Additionally, the high flex model used in the previous year was not as successful as traditional brick and mortar schools. Many students either did not show up to virtual class or did not focus on the lesson being taught with too many distractions at the home site.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Social studies achievement showed the most improvement with each subgroup achievement level increasing by approximately 20%

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

Instead of separating our social studies class into advanced and regular the course was scheduled to promote mixed ability groups of students together. This promoted flexible small groups, teaching and reteaching by other students, and less classroom management distractions for the teacher.

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

Cross curricular planning between ELA and Social Studies teachers to promote reading and writing in subject areas other than in ELA classes only especially with the shift in the BEST standards that focus on many historical pieces of writing.

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 on the following strategies: Focused Notetaking, Content area reading and writing to also include the use of TEAL (topic, evidence, analysis, and link), marking the text strategies for all classrooms. ELA and math small group intervention for standards mastery in all classrooms.

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

Teachers will continue to meet throughout the school year for planning purposes as well as critically observe each other with the purpose of fine tuning instruction.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Discipline**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Reduction in suspensions of African American students is one of the initiatives included in the Alachua County Equity Plan.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reduce the number of African American students that are suspended out of school by 15% from the previous school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Suspensions will be monitored during the monthly student services meetings. Students of concern will be discussed as well as intervention plans written or changed as needed based upon student behavior.

Person responsible for monitoring outcome:

Todd Spina (spinatj@gm.sbac.edu)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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. Additionally, training will be provided by the dean on effective classroom management and classroom procedures.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. It is also the role of the teacher to provide a safe, orderly, and respectful classroom through various management structures.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Todd Spina (spinatj@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

Todd Spina (spinatj@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

Todd Spina (spinatj@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

Todd Spina (spinatj@gm.sbac.edu)

The student services team along with the school social worker will design and administer behavioral and social emotional interventions and counseling 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

Lillian Weeks (weekslt@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to English Language Learners**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Mebane Middle School earned only 32% 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. We currently have 11 students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

38% of the English Language Learner's subgroup will show proficiency as determined by the state on the new F.A.S.T. 50% of all English Language Learner's will show growth from the first PM of F.A.S.T. to the final test administered in May 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring assessments for F.A.S.T. administered at assigned times along with individual teacher Common Assessments administered throughout the school year.

Person responsible for monitoring outcome:

Sara Leblanc (leblancsc1@gm.sbac.edu)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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 school wide strategies such as Critical Reading and Writing, marking of text, student centered instruction and collaboration, and integration of technology within direct instruction. Students will also be enrolled in courses that have access to i-Ready and IXL for Math.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Mebane is a one to one technology school along with classroom laptop carts in all core classes. Being a former AVID school, teachers have been trained to use interactive note-taking in their classrooms along with strategies for marking the text, using TEAL for writing prompts and questions to have consistency in expectations across all classrooms.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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. Additionally, ELL students will be enrolled in math courses that participate in IXL for remediation and enrichment.

Person Responsible

Manda Bessner (bessnemg@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 Sara Leblanc (leblancsc1@gm.sbac.edu)

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The Federal Percent of Points Index showed a significant drop from 39% to 31% achievement for the African American subgroup. This has increased the gap between white students and African American students though it should be noted that the white student population also had a drop in achievement. The 31% achievement 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

38% of African American students will show proficiency as determined by the state on the new F.A.S.T. 50% of all African American students will show growth from the first PM of F.A.S.T. to the final test administered in May 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring assessments for F.A.S.T. administered at assigned times along with individual teacher IXL assessments administered throughout the school year.

Person responsible for monitoring outcome:

Manda Bessner (bessnemg@gm.sbac.edu)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

In keeping with the CORE district practices, African American students will be scheduled into academically rigorous courses as appropriate. School-wide expectations of marking texts, TEAL use in classroom, and interactive note-taking to provide consistency across all courses. Students in math will use IXL for enrichment and remediation with small group instruction based upon data results.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

IXL and iReady are provided by our school district to intensive reading teachers and math teachers for use in classrooms. Teachers use these resources in two different ways. The math and reading program allow for a path of instruction based upon diagnostic tests as well as individually assigned work based upon the teacher discretion.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

African American students in grade 6 will be enrolled in an Accelerated Math course unless an IEP requires a student to receive direct instruction. Support facilitation will be used as the model in 6th grade for student assistance of ESE students in regular education classes. As the standards are identical for both regular and advanced math in 6th grade providing exposure to all students should increase the number of African American students that can then enroll in the advanced track for math from 7th grade on.

Person Responsible Manda Bessner (bessnemg@gm.sbac.edu)

African American students in grades 6-8 will be enrolled in an Advanced Social Studies course unless an IEP requires a student to be enrolled in Direct Instruction providing for mixed ability levels in all classes.

Person Responsible Manda Bessner (bessnemg@gm.sbac.edu)

African American students in grades 6-8 will be enrolled in an Advanced Science course unless an IEP requires a student to be enrolled in Direct Instruction providing for mixed ability levels in all classes.

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 Natalie Watkins (watkinnk@gm.sbac.edu)

#4. ESSA Subgroup specifically relating to Hispanic**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Mebane Middle School earned only 34% of possible points on the Federal Index of Points in the Hispanic Subgroup category. The target for this indicator is 41%. This was our first year with enough students in this subgroup to count for ESSA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

41% of the Hispanic subgroup will show proficiency as determined by the state on the new F.A.S.T. 50% of all Hispanic Learner's will show growth from the first PM of F.A.S.T. to the final test administered in May 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring assessments for F.A.S.T. administered at assigned times along with individual teacher Common Assessments administered throughout the school year.

Person responsible for monitoring outcome:

Lillian Weeks (weekslt@gm.sbac.edu)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Mebane Middle School will focus on the academic performance in ELA and Math for all Hispanic. We will use school wide strategies such as Critical Reading and Writing, marking of text, student centered instruction and collaboration, and integration of technology within direct instruction. Students will also be enrolled in courses that have access to i-Ready and IXL for Math.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Mebane is a one to one technology school along with classroom laptop carts in all core classes. Being a former AVID school, teachers have been trained to use interactive note-taking in their classrooms along with strategies for marking the text, using TEAL for writing prompts and questions to have consistency in expectations across all classrooms.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Hispanic students previously earning a 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. Additionally, Hispanic students will be enrolled in math courses that participate in IXL for remediation and enrichment.

Person Responsible

Manda Bessner (bessnmg@gm.sbac.edu)

Hispanic 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 remediate standards not mastered based upon data from FAST and iReady/IXL data.

Person Responsible

Sarah Felix (felixse@gm.sbac.edu)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESSA data indicates that Students with Disabilities only earned 22% of available points on the Federal Index of Points. This is the third year that Students with Disabilities have performed below 41% on the Federal Index of Points. Students with Disabilities had only 14% achievement in ELA and 13.4% in Math in 2021-22. 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students with Disabilities will earn 35% of Federal Index Points on the state required assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring assessments given at the end of each nine weeks and followed up with data chats using information collected on all AIMS, PM 1 F.A.S.T. and iReady/IXL data.

Person responsible for monitoring outcome:

Manda Bessner (bessnemg@gm.sbac.edu)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

All Students with Disabilities (unless otherwise stated in an IEP) in grades 6,7, and 8 will be scheduled into Support Facilitation or Coteach Mathematics and Reading

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In a Co-teach classroom or Support Facilitation classroom for ELA and Math, students with disabilities will learn alongside nondisabled peers with the support of both a general education and a special education teacher. From the previous school year this model showed an increase of over 6% of SWD meeting proficiency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible

Manda Bessner (bessnemg@gm.sbac.edu)

Co-teach and Support Facilitation 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

Sara Leblanc (leblancsc1@gm.sbac.edu)

Co-teach and support facilitation teams will conduct regular data review of progress monitoring assessments (AIMS) along with PM1 FAST data in order to adjust instructional strategies and groupings to meet the needs of students.

Person Responsible

Manda Bessner (bessnemg@gm.sbac.edu)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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 many of the local businesses to secure donations of school supplies. The Alachua Chamber of Commerce has worked to raise money for our school this year to provide laptop cases for our students to safely transport their one to one computers provided by the school. The Forensics School in Alachua is exploring ways in which they can lend their expertise to our new Biomedical Magnet. Additionally, the City Government of Alachua participates in showcasing the positive school experiences through photos and art at their county commission meetings as well as speakers for classrooms. We also coordinate with the local Elementary and High school to provide holiday baskets for our most needy families.