

Alachua County Public Schools

A. L. Mebane Middle School



2018-19 Schoolwide Improvement Plan

A. L. Mebane Middle School

16401 NW 140TH ST, Alachua, FL 32615

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

School Demographics

School Type and Grades Served

(per MSID File)

Middle School
6-8

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate

(as reported on Survey 3)

92%

Primary Service Type

(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

52%

School Grades History

Year
Grade

2017-18
C

2016-17
C

2015-16
C

2014-15
B*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/16/2018.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for A. L. Mebane Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mebane Middle School is committed 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.

b. Provide the school's vision statement.

Mebane is committed to the teaching, training, and preparation of all students to be successful in school and as contributing members of the community. We believe that learning is a continuous process. The responsibility for learning should be inspired by parents, encouraged by teachers, and ultimately accepted by each student. We believe that with the parent support, faculty effort, and student commitment with self-discipline, a child will have the next opportunity to realize his or her fullest potential

2. School Environment

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- Attendance reports printed on a biweekly basis to check for students with high absenteeism/tardies due to sickness, out of school suspensions, or for other non-stated reasons. The Attendance Clerk and teachers will give a list of students of concern to the school counselor to further investigate the causes for high absenteeism with parents. Continued absenteeism will result in the scheduling of an Educational Planning Team meeting with school counselor, teachers, parent, and student. District truancy officer will be notified of students of concern for home visits/phone calls with parents.
- Pull reports on a biweekly basis to check for students with suspensions in or out of school. Students with 2 or more level one and/or two referrals will be identified and parents will be contacted to schedule an educational planning team (EPT) meeting with dean of students, school counselor, school psychologists, parents, teachers, and student. A plan will be set up with specific actions to be taken by the student, teacher, and parent to help the student be more successful as well as alternate behaviors to replace inappropriate behaviors. Consequences of continued inappropriate behavior by student will be discussed with parent and student.
- Pull monthly report which targets students who display two or more of the EWS. Hold EPTs with appropriate staff.
- Reports will be printed each nine week grading period to review all students that have failed English Language Arts (ELA), Mathematics, Science, or Social Studies. A list will be provided to the guidance clerical secretary to schedule parent conferences with these students of concerns. The conference should focus on solutions and strategies for student to use during class and at home for success in the individual classrooms.
- School data will be printed to identify students scoring level 1 and level 2 in math and in ELA and Math. Course schedules will reflect placement in reading and math classes targeting specific areas for remediation. Teachers will be provided a list of their students scoring below proficiency for focused instruction and scaffolding on assignments for the core classes.
- Teachers will discuss students of concern for both academics and behavior during team meetings to determine whether issues are in all classes or select classes. Suggestions to help the student be more successful in both areas will be discussed and the school counselor will be made aware of the student and teacher concerns for success. The counselor will meet with student to discuss assistance needed and follow up with teachers and students to check for student progress.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	15	22	22	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	4	17	9	0	0	0	0	30
Course failure in ELA or Math	0	0	0	0	0	0	8	3	5	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	44	45	40	0	0	0	0	129
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

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

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

Students that scored a level 1 or level 2 in ELA will have focused instruction on foundational reading skills by being scheduled into a course with a lesser amount of students where teachers can focus on more intensive instruction. Supplemental materials will be purchased for teachers as well. Students that scored a level 1 or level 2 in math will use supplemental math resources provided by the textbook company.

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Mebane will have a "meet the teacher" event for students and parents to come before school starts to receive their school schedules. Open house will occur within the first 5 weeks of school for parents to visit with their child's teachers and learn about the goals and expectations of the classes. The current PTO will transition to a PTSA for greater access to National PTA resources. During the spring of 2019 open house will take place to introduce elementary school families to available academic programs at Mebane Middle School. Parent teacher conferences will be scheduled throughout the school year as well as during teacher workdays/evenings.

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The principal and assistant principal will attend Chamber of Commerce Meetings to make connections with local businesses as well as local government officials to secure resources and support at the school level. The school will also maintain a positive relationship with the Mebane Alumni Association to secure volunteers for the school as well as student mentor opportunities. The principal will also serve on the advisory committee for the Perry Center at Santa Fe College for emerging technologies located in the community. The current SAC chair is the City Manager of Alachua who assists Mebane in making contact with community resources to support school initiatives.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Bessner, Manda	Principal
Bailey, Lisa	Instructional Media
Krames, Jamie	Teacher, K-12
Pratto, Melissa	Assistant Principal
Hamblen, David	Dean
Rettig, Kelly	Teacher, K-12
Bonilla, Gloria	Teacher, K-12
Scott, Stephanie	Teacher, K-12
Watkins, Natalie	Teacher, K-12
Lopez-Krushinskie, Jacqueline	Guidance Counselor
Carreiro, Paul	Teacher, K-12

b. Duties

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

The Principal facilitates team leader meetings and the assistant principal facilitates department meetings throughout the school year. The school counselor, dean, AVID teacher representative and media specialist all serve on the team leader committee. In addition, 3 of the teachers serve as team leaders at each of the grade levels and act as the liaison between grade level teachers and the administrative team. Concerns about struggling students are funneled through bimonthly meetings attended by all teachers per team and then discussed at team leaders in order to determine the best course of action to help the child. As an AVID pilot school, we also have monthly site team meetings with a representative from the site team attending team leader meetings to share information relevant to the program. Department Chairpersons attend district meetings and disperse information related to standards and testing to their department members. They also run meetings and training for their specific subjects reviewing student data on mini and district assessments.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Problem-solving as related to the implementation of resources and personnel to advance student performance is addressed via team and department meetings. These meetings

take place monthly and involve all members of the faculty. The principal and assistant principal are responsible for monitoring these activities.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Teacher
Joel Decoursey	Business/Community
Adam Boukari	Business/Community
Gib Coerper	Business/Community
Richard Towns	Education Support Employee
Manda Bessner	Principal
Gussie Lee	Business/Community
Paul Carreiro	Teacher
Stephanie Scott	Teacher
LaKeidra Young	Teacher
Holly Banner	Parent
Traci Lofing	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

elements of assessment, curriculum, and test preparation solutions to help ensure success on the EOC exam. Discussions also centered around Science improvement and review using USA Test Prep on a weekly basis for all 8th graders for standards review on material covered during 6th and 7th grade science courses. In addition, there was discussion about the need of more consistent progress monitoring of standard mastery in math and ELA. It was determined that USA Test Prep can provide the progress monitoring tools and assessments for teachers of these two subjects on a four week basis giving teachers up to date tracking information for lesson plan development and remediation. It was also discussed that the local area placed emphasis and importance on agriculture development and the need for a continued program at the school centered on agricultural knowledge and skills. The Assistant Principal shared the school's focus for professional development based upon FSA/EOC data as well as walk through data from the previous year.

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

Last year the school worked using the Prepworks Civics program on a weekly basis for targeted instruction in Civic's Standards. There was more than a 10% increase in Civics EOC achievement so money was earmarked to again purchase this program for all Civics students. In addition, money was earmarked to expand the use of USA Test prep to include 6th - 8th grade math and ELA. This will provide online access to these teachers as a way for students to access informational text for ELA and standards questioning and tasks similar to the question format on standardized tests. USA test prep use in Science for last year increased science achievement by 10% points. We have again earmarked the money for the continued use of this program in the science class.

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

SIP funds were used to implement the following efforts:

- \$4000 for a site based license for NEWSELA for the all teachers
- \$350 for a site license for USA Test Prep to be used by all teachers of science
- \$1250 Civics Prepworks
- \$1800 Substitutes for Department lesson planning and training

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

No

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

NA

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Bessner, Manda	Principal
Armstrong, Melissa	Teacher, K-12
Bailey, Lisa	Instructional Media
Krames, Jamie	Teacher, K-12
Pratto, Melissa	Assistant Principal
Bonilla, Gloria	Teacher, K-12
Scott, Stephanie	Teacher, K-12
Watkins, Natalie	Teacher, K-12
Rettig, Kelly	Teacher, K-12
Lopez-Krushinskie, Jacqueline	Guidance Counselor

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Teachers are placed in teams, departments, and Professional Learning Communities (PLC). Team meetings are held two times/month where the team of teachers discuss students of concern for their grade level. Teachers share if they are having similar issues with the student and strategies that have been found to work. Department meetings are held once/month. Teachers also meet with their PLC department groups every quarter to discuss data in order to change their lesson plans and determine effectiveness of the implementation of the lesson plans. The meetings are focused on student data collected through benchmark and classroom assessments as well as lessons and assignments used in the classroom. Through a collaborative process using protocols from the School Reform Initiative, teachers engage each other in designing, revising, and evaluating lesson plans. In addition, teachers examine student work to determine mastery of standards as it relates to the assignment. Teachers are also given the opportunity to work with district personnel throughout the year for planning. The administration provides substitutes for teachers to participate in these additional planning days.

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

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

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

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

The rationale for the pairing of mentors with beginning teachers was determined at the district level in order to assist in completion of the Beginning Teacher Program, lead monthly cohort meetings at school sites, and support each beginning teacher in professional development. The pairing of mentor and beginning teacher is based on the experience and training of each mentor coach, including grade level and subject(s) taught. Relationship building and collaboration with colleagues and staff, resource management and collaboration, identifying district resources and web resources, collaboration with literacy and technology coaches, accountability and organization (schedule, log, and notebook), curriculum (engagement and curriculum strategies). Beginning teacher requirements (Domain 1/lesson planning, PDP, and online course), professionalism (Keys to Successful Teaching, Shadowing, reflection workshop, and cohort seminars), and technology collaboration (tech coaches, Skyward data, school instruction technology, district training focusing on computer use skills).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All classes are required to use the state adopted textbooks as decided by the district. In addition to the state adopted textbooks, teacher may use supplemental resources which are in line with the pacing guides for each subject. The pacing guides are created by content area specialists under the supervision of the district content area supervisor. Supplemental links, texts, and resources are included in the scope and sequence as well. In addition, any web-based programming must be approved by district personnel as being Florida Standards Based before purchase can be completed.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school will use data provided by AIMS, USA Test Prep student data, and mini assessments to determine if students have shown mastery. FSA data is initially used to place students in regular or advanced math and/or ELA. Teachers use the different

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 41,000

Mebane will have an EDEP After School Program to offer parents after school homework help and enrichment activities including arts/crafts and sports. Activity leaders will be hired to help students complete homework as well as long term projects during the first part of the program which will run Monday through Friday from 2:07 pm until 6:00 pm.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lopez-Krushinskie, Jacqueline, lopezkrushinskiejr@gm.sbac.edu

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

For incoming middle school students, Mebane holds several events to help students transition from elementary school. We have an open house for elementary parents to attend in the spring to introduce them to the course requirements at the middle school and the academic opportunities available as well as supports available through the school counselor. During the week prior to the first day of school, Mebane has a "Meet

the Teacher" event for students and parents where they can get their schedules and familiarize themselves with their child's teacher and classrooms. Current 8th grade students have opportunities to visit the high school campuses and evening orientation events that showcase the different options for magnets in the school district. Our school counselor works with the high school counselors on application deadlines and helps the 8th grade students through the application process. The school counselor also holds several evening events for parents to go over the magnet options at the high school level. Mebane is also working with Santa Fe College to inform our 8th grade students about career and vocational programs that are offered.

b. College and Career Readiness

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

Students take a course that includes career planning. As part of this course they take a career interest inventory for students to begin looking at career choices that are of interest and what future course requirements will be necessary in high school and beyond. Within this course they also participate in a 2nd Step Program that develops success skills for their education and future jobs. Throughout the school year, parents will be invited to a parent night which will have the school counselor working with parents about high school magnet options and requirements needed for acceptance into these programs. Students from both 6th and 8th grade will attend field trips to UF and/or Santa Fe College. These field trips will focus on STEM careers and the field trip to area business will be in conjunction with the Vocational Technical department showcasing the many job areas of the surrounding area. In addition, the AVID (advancement via individual determination) elective class will target students traditionally not looking at post secondary opportunities and provide opportunities for these students to visit colleges and consider career opportunities.

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

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

Students have the opportunity to participate in a robotics club after school to further their exposure to STEM fields and to participate in the district and state robotics competitions.

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

Mebane Middle School currently offers Alg. I Honors to students that qualify with either previous grades earned or previous FSA scores. This provides students with an opportunity to participate in higher level math classes not only at the middle school

level, but at the high school level as well. This puts students on track to be in higher level math and science classes supporting the STEM initiative in education.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If all teachers continue to focus on ambitious, standards based instruction in ELA and Math, then Mebane MS will increase their overall achievement in ELA and Mathematics by 5%, achievement of African American students by 3%, and increase lowest quartile gains for ELA and Mathematics by at least 3% for the 2018-2019 school year.

- G2.** If all teachers of science continue to focus on ambitious instruction in science, then Mebane Middle School will increase their science proficiency by 3% in the 2018-2019 school year.

Strategic Goals Detail

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

G1. If all teachers continue to focus on ambitious, standards based instruction in ELA and Math, then Mebane MS will increase their overall achievement in ELA and Mathematics by 5%, achievement of African American students by 3%, and increase lowest quartile gains for ELA and Mathematics by at least 3% for the 2018-2019 school year. **1a**

G100624

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - Black/African American	28.0
ELA/Reading Lowest 25% Gains	53.0
ELA/Reading Gains	57.0
FSA ELA Achievement	55.0
FSA Mathematics Achievement	54.0
Math Lowest 25% Gains	45.0
Math Gains	57.0

Targeted Barriers to Achieving the Goal **3**

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

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

- Money available for substitutes to cover classes for department collaborative planning time
- District support from subject area supervisors in ELA, Math, and Science
- Teacher leaders for each subject areas will report on district meetings to their departments.
- Monthly faculty wide professional development sessions.
- Purchase of USA Test Prep for science and 6th - 8th grade ELA and math.

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

Teachers will bring results from quarterly AIMS and USA Test Prep assessments to departmental planning days.

Person Responsible

Melissa Pratto

Schedule

Quarterly, from 10/30/2018 to 5/31/2019

Evidence of Completion

Scores from AIMS assessments through PCG and USA Test Prep assessment data

G2. If all teachers of science continue to focus on ambitious instruction in science, then Mebane Middle School will increase their science proficiency by 3% in the 2018-2019 school year. 1a

G100625

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	43.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- District science supervisor to monitor instructional strategies, and provide support for science teachers.
- District developed science instructional sequencing calendar along with higher order questioning and mini assessments.
- Additional science curriculum materials (USATest Prep) to help with remediation and reteach opportunities.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Manda Bessner

Schedule

Every 6 Weeks, from 9/3/2018 to 5/31/2019

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving
Step

 S123456 = Quick Key

G1. If all teachers continue to focus on ambitious, standards based instruction in ELA and Math, then Mebane MS will increase their overall achievement in ELA and Mathematics by 5%, achievement of African American students by 3%, and increase lowest quartile gains for ELA and Mathematics by at least 3% for the 2018-2019 school year. 1

G100624

G1.B1 Frequency and fidelity of progress monitoring 2

B271514

G1.B1.S1 ELA, Math, and Social Studies teachers will meet quarterly for planning and reflection. The meetings will have focused discussion to review results from mini assessments, USA Test Prep Data, AIMS data, and how well the lesson plan along with the implementation of lesson plans worked. Teachers will look through student artifacts to show mastery or lack of mastery of standards to determine how future lesson plans can be altered to better fit the needs of our students. During the meetings teachers will also discuss any areas of concern they have with the curriculum and ways to work in Florida Standards including literacy standards. 4

S287390

Strategy Rationale

The rationale for this strategy is to provide support and training to all teachers on the process of standards based planning where teachers begin with the end goal and plan accordingly to cover each standard at the required level of complexity. In addition, the use of USA Test Prep will help teachers identify students not mastering standards earlier in the learning process and target these same students for remediation.

Action Step 1 5

Principal will announce training dates to the faculty

Person Responsible

Manda Bessner

Schedule

On 8/6/2018

Evidence of Completion

Email Announcement

Action Step 2 5

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

Person Responsible

Manda Bessner

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

Sign in sheet

Action Step 3 5

Teachers of ELA, math, and social studies will attend department planning and reflection meetings on selected days.

Person Responsible

Melissa Pratto

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

TDE Forms

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

Remind principal to set up training with District curriculum specialist.

Person Responsible

Melissa Pratto

Schedule

On 8/6/2018

Evidence of Completion

email evidence of reminder

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

Remind principal to email teachers with confirmed date

Person Responsible

Melissa Pratto

Schedule

On 8/6/2018

Evidence of Completion

email evidence of reminder

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

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

Person Responsible

Manda Bessner

Schedule

On 8/6/2018

Evidence of Completion

Shared google calendar with dates

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

Meetings with Department chairs

Person Responsible

Melissa Pratto


Schedule

Monthly, from 9/12/2018 to 5/31/2019

Evidence of Completion

Scheduled meeting in school calendar

G1.B2 Students lacking fundamental skills 2

 B271515

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

 S287391

Strategy Rationale

Continued development in fundamental skills is vital to continued achievement in all content areas.

Action Step 1 5

Students will be assigned to ELA and Math course which focuses on developing fundamental skills.

Person Responsible

Melissa Pratto

Schedule

On 5/31/2019

Evidence of Completion

Completed student schedules

Action Step 2 5

Teachers will be provided with additional resources including USA Test Prep, Florida Ready (LAFS) materials, and Grammar, Usage and Mechanics supplemental materials for ELA teachers and Math Coaching Books to meet the needs of students in these courses. The civics teacher will also use Civis Prepworks and online resource weekly.

Person Responsible

Melissa Pratto

Schedule

On 8/10/2018

Evidence of Completion

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

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

Administrators will monitor usage of curriculum materials to advance student fundamental skills.

Person Responsible

Melissa Pratto

Schedule

Every 6 Weeks, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

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

Person Responsible

Manda Bessner

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student grades, work samples, and performance on assessments.

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

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

Person Responsible

Melissa Pratto

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student scores scanned into PCG

G2. If all teachers of science continue to focus on ambitious instruction in science, then Mebane Middle School will increase their science proficiency by 3% in the 2018-2019 school year. **1**

G100625

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

B271516

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

S287392

Strategy Rationale

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

Action Step 1 **5**

Time will be provided to teachers to have professional development from the district science supervisor around best instructional practices. Lesson plan areas including strategies and implementation of lessons will be identified for adjustment using student artifacts.

Person Responsible

Melissa Pratto

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

Action Step 2 5

Teachers will be provided with additional resources, including USA TestPrep to provide additional instruction in targeted areas.

Person Responsible

Manda Bessner

Schedule

On 5/31/2019

Evidence of Completion

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

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

Scores on quarterly AIMS assessments and USA Test Prep assessment data in science.

Person Responsible

Melissa Pratto

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

AIMS assessment scores will be compared with the district average scores to determine the progress of students in mastering science content.

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

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

Person Responsible

Manda Bessner

Schedule

Every 6 Weeks, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

V. Professional Development Opportunities

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

G1. If all teachers continue to focus on ambitious, standards based instruction in ELA and Math, then Mebane MS will increase their overall achievement in ELA and Mathematics by 5%, achievement of African American students by 3%, and increase lowest quartile gains for ELA and Mathematics by at least 3% for the 2018-2019 school year.

G1.B1 Frequency and fidelity of progress monitoring

G1.B1.S1 ELA, Math, and Social Studies teachers will meet quarterly for planning and reflection. The meetings will have focused discussion to review results from mini assessments, USA Test Prep Data, AIMS data, and how well the lesson plan along with the implementation of lesson plans worked. Teachers will look through student artifacts to show mastery or lack of mastery of standards to determine how future lesson plans can be altered to better fit the needs of our students. During the meetings teachers will also discuss any areas of concern they have with the curriculum and ways to work in Florida Standards including literacy standards.

PD Opportunity 1

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

Facilitator

Melissa Pratto

Participants

All Teachers

Schedule

Monthly, from 8/6/2018 to 5/31/2019

PD Opportunity 2

Teachers of ELA, math, and social studies will attend department planning and reflection meetings on selected days.

Facilitator

Melissa Pratto and/or Don Fitzpatrick

Participants

All teachers of ELA, Math, and Social Studies

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

G2. If all teachers of science continue to focus on ambitious instruction in science, then Mebane Middle School will increase their science proficiency by 3% in the 2018-2019 school year.

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

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

PD Opportunity 1

Time will be provided to teachers to have professional development from the district science supervisor around best instructional practices. Lesson plan areas including strategies and implementation of lessons will be identified for adjustment using student artifacts.

Facilitator

Melissa Pratto

Participants

all science teachers

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Principal will announce training dates to the faculty				\$0.00
2	G1.B1.S1.A2	Teachers will attend monthly professional development sessions regarding standards based instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0221 - A. L. Mebane Middle School			\$0.00
			<i>Notes: Create</i>			
3	G1.B1.S1.A3	Teachers of ELA, math, and social studies will attend department planning and reflection meetings on selected days.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6300	140-Substitute Teachers	0221 - A. L. Mebane Middle School	Other		\$2,000.00
4	G1.B2.S1.A1	Students will be assigned to ELA and Math course which focuses on developing fundamental skills.				\$0.00
5	G1.B2.S1.A2	Teachers will be provided with additional resources including USA Test Prep, Florida Ready (LAFS) materials, and Grammar, Usage and Mechanics supplemental materials for ELA teachers and Math Coaching Books to meet the needs of students in these courses. The civics teacher will also use Civis Prepworks and online resource weekly.				\$2,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0221 - A. L. Mebane Middle School	Other		\$2,450.00
6	G2.B1.S1.A1	Time will be provided to teachers to have professional development from the district science supervisor around best instructional practices. Lesson plan areas including strategies and implementation of lessons will be identified for adjustment using student artifacts.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0221 - A. L. Mebane Middle School	Other		\$0.00
7	G2.B1.S1.A2	Teachers will be provided with additional resources, including USA TestPrep to provide additional instruction in targeted areas.				\$350.00

Alachua - 0221 - A. L. Mebane Middle School - 2018-19 SIP
A. L. Mebane Middle School

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0221 - A. L. Mebane Middle School	Other		\$350.00
Total:						\$4,800.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S1.MA1 M425926	Remind principal to set up training with District curriculum specialist.	Pratto, Melissa	8/6/2018	email evidence of reminder	8/6/2018 one-time
G1.B1.S1.MA2 M425927	Remind principal to email teachers with confirmed date	Pratto, Melissa	8/6/2018	email evidence of reminder	8/6/2018 one-time
G1.B1.S1.MA3 M425928	create a calendar with dates for for subject area data reflection and planning	Bessner, Manda	8/6/2018	Shared google calendar with dates	8/6/2018 one-time
G1.B1.S1.A1 A389862	Principal will announce training dates to the faculty	Bessner, Manda	8/6/2018	Email Announcement	8/6/2018 one-time
G1.B2.S1.A2 A389866	Teachers will be provided with additional resources including USA Test Prep, Florida Ready (LAFS)...	Pratto, Melissa	8/6/2018	Teacher lesson plans and student work using the resources. Lab sign outs by teacher.	8/10/2018 one-time
G1.MA1 M425932	Teachers will bring results from quarterly AIMS and USA Test Prep assessments to departmental...	Pratto, Melissa	10/30/2018	Scores from AIMS assessments through PCG and USA Test Prep assessment data	5/31/2019 quarterly
G2.MA1 M425935	Mini assessments, USA Test Prep assessment data and AIMS assessments will be used to monitor...	Bessner, Manda	9/3/2018	Lesson plans, google documents for recording lesson plans, and walk through documentation	5/31/2019 every-6-weeks
G1.B1.S1.MA1 M425925	Meetings with Department chairs	Pratto, Melissa	9/12/2018	Scheduled meeting in school calendar	5/31/2019 monthly
G1.B1.S1.A2 A389863	Teachers will attend monthly professional development sessions regarding standards based...	Bessner, Manda	8/6/2018	Sign in sheet	5/31/2019 monthly
G1.B1.S1.A3 A389864	Teachers of ELA, math, and social studies will attend department planning and reflection meetings...	Pratto, Melissa	8/13/2018	TDE Forms	5/31/2019 quarterly
G1.B2.S1.MA1 M425929	Students will complete classroom administered assessments as well as district AIMS assessments.	Pratto, Melissa	8/13/2018	Student scores scanned into PCG	5/31/2019 monthly
G1.B2.S1.MA1 M425930	Administrators will monitor usage of curriculum materials to advance student fundamental skills.	Pratto, Melissa	8/13/2018	Administrators will conduct walk throughs, examine lesson plans and attend departmental planning meetings.	5/31/2019 every-6-weeks
G1.B2.S1.MA3 M425931	Teachers and administrators will review progress of student in assigned reading courses.	Bessner, Manda	8/13/2018	Student grades, work samples, and performance on assessments.	5/31/2019 quarterly
G1.B2.S1.A1 A389865	Students will be assigned to ELA and Math course which focuses on developing fundamental skills.	Pratto, Melissa	8/6/2018	Completed student schedules	5/31/2019 one-time
G2.B1.S1.MA1 M425933	AIMS and classroom assessments will be used to monitor progress of students. Questionable results...	Bessner, Manda	8/13/2018	Lesson plan documentation electronically, Walk through data, and AIMS assessment results	5/31/2019 every-6-weeks
G2.B1.S1.MA1 M425934	Scores on quarterly AIMS assessments and USA Test Prep assessment data in science.	Pratto, Melissa	9/3/2018	AIMS assessment scores will be compared with the district average scores to determine the	5/31/2019 quarterly

Alachua - 0221 - A. L. Mebane Middle School - 2018-19 SIP

A. L. Mebane Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				progress of students in mastering science content.	
G2.B1.S1.A1 A389867	Time will be provided to teachers to have professional development from the district science...	Pratto, Melissa	8/13/2018	Teacher feedback, student assessment data, planning and reflection questions, documentation in lesson plans of mini assessments given, and reflection report given at monthly department chairs meeting.	5/31/2019 quarterly
G2.B1.S1.A2 A389868	Teachers will be provided with additional resources, including USA TestPrep to provide additional...	Bessner, Manda	8/13/2018	Evidence will be collected via walk throughs from administrators, in teacher lesson plans, and student work.	5/31/2019 one-time