



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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A. L. Mebane Middle School

16401 NW 140TH ST

Alachua, FL 32615

386-462-1648

<http://www.sbac.edu/pages/acps>

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## School Demographics

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**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
62%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
47%

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## School Grades History

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**2013-14**  
D

**2012-13**  
D

**2011-12**  
C

**2010-11**  
B

**2009-10**  
B

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## SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

A. L. Mebane Middle School

##### Principal

Manda Bessner

##### School Advisory Council chair

Tim Hinchman

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Melissa Berryman	Assistant Principal
Joshua Lenius	Dean of Students
Dustin McMillan	School Counselor
Melissa Armstrong	Team Leader
Jennifer Hickman	Team Leader
Jamie Krames	Team Leader
Jennifer Diley	Language Arts Department Chairperson
Tim Hinchman	Math Department Chairperson
Lisa Bailey	Media Specialist

#### District-Level Information

##### District

Alachua

##### Superintendent

Dr. W. Daniel Boyd, Jr.

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The SAC is made up of 14 members. Members include the following people:

Manda Bessner - Principal

Tim Hinchman - Teacher

Heidi Kling - Teacher

Jennifer Diley - Teacher

Mike McCall - Teacher

Teata Bonfiglio - Parent

Lourdes Stalnaker - Parent  
Theo Horne - Parent  
Rachel Flinchum - Parent  
Richard Towns - Career Service Employee  
Gussie Lee - Business Owner (Other Citizen)  
Joel DeCoursey - Police Chief (Other Citizen)  
Adam Bourkari - Asst. City Manager for Alachua (Other Citizen)  
Linda Kay Dougherty - (Other Citizen)  
Gibb Coeper - Mayor of Alachua (Other Citizen)

### **Involvement of the SAC in the development of the SIP**

Meetings were held during last school year to discuss improvements needed for the upcoming school year especially in the area of communication and community involvement. Discussions also included a possible magnet to attract and retain students in the city of Alachua especially in the areas of science and math. They discussed the possibility of being a feeder school into the high school Agriculture/Bio-Technology Magnet.

### **Activities of the SAC for the upcoming school year**

The SAC will meet bimonthly to discuss the progress of the school in its implementation of the school improvement plan. Regular updates will be provided on student progress on FAIR and benchmark assessments for science, math, and language arts. SAC will also participate in the organization of the school curriculum fair, Mustang Roundup, in order to get greater parent and community involvement to showcase the accomplishments of Mebane students.

### **Projected use of school improvement funds, including the amount allocated to each project**

SIP funds will be used to implement the following efforts:

- Training for teachers will be used to teach Comprehensive Instructional Sequencing (CIS) lessons in order to provide students with more complex text and rigor. (\$1600)
- To purchase for reading and math teachers a resource and an instruction book designed to implement Common Core Standards. It will be used by teachers to assess all the tested CCSS in the reading and Language strands and also as a supplement to address specific standards that students may need additional instruction and practice. (\$800)
- To purchase a set of Reading Quest for science and social studies teachers. This will provide informational text to students on various science and social studies material that will engage students using informational text with strategy instruction including reading strategies (making connections, prediction, self monitor, summarize, and synthesize activities). Assessments used will include discussion questions and writing that includes supporting details from the informational text. This will help students to develop nonfiction reading and writing skills as well as engage struggling readers.(\$450)

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

NA

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## **Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**



**Manda Bessner**

Principal

Years as Administrator: 10

Years at Current School: 3

**Credentials**

Bachelor of Arts - History  
 Masters Degree - Secondary Social Studies Education  
 Specialist Degree - Educational Leadership  
 Certifications: 5-9 Social Studies, 9-12 Social Studies,  
 Principalship,  
 Reading Endorsement, ESOL Endorsement

**Performance Record**

School Grade at Kanapaha Middle School from 2003 - 2004: A  
 In the 2009-10 school year, Kanapaha met 82% of AYP criteria; In reading 69% of total population was proficient, 49% of econ. disadvantage subgroup was proficient, 36% of students with disabilities subgroup was proficient in reading. For math 69% of students were proficient in math, 42% of the black subgroup were proficient, 50% of economically disadv. student subgroup were proficient, and 35% of students with disabilities subgroup were proficient.  
 2008-09 - 85%; 2007-08 - 95% of criteria Kanapaha has yet to make AYP.  
 2010-2011  
 Mebane Middle School  
 School Grade - B  
 AYP - No.  
 79% of Criteria Met.  
 Total Writing Proficiency was Met.  
 Total Graduation Criteria - N/A.  
 60% High Standards in Reading.  
 61% High Standards in Math.  
 90% High Standards in Writing.  
 40% High Standards in Science.  
 60% Making Learning Gains in Reading.  
 69% Making Learning Gains in Math.  
 70% of Lowest Quartile Making Learning Gains in Reading.  
 66% of Lowest Quartile Making Learning Gains in Math.  
 2011-12 School Year  
 Mebane Middle School  
 School Grade C  
 49% High Standards in Reading  
 47% High Standards in Math  
 80% High Standards in Writing  
 45% High Standards in Science  
 53% of Lowest Quartile Making Learning Gains in Reading  
 63% of Lowest Quartile Making Learning Gains in Math  
 40% Minority Rate  
 59% Free or Reduced Lunch Rate

2012-13 - Mebane Middle School  
 97% of 8th grade Alg. I students passed the EOC  
 53% of 6th grade students passed FCAT Reading 2.0  
 41% of 7th grade students passed FCAT Reading 2.0  
 37% of 8th grade students passed FCAT Reading 2.0  
 41% of 6th grade students passed FCAT Math 2.0  
 47% of 7th grade students passed FCAT Math 2.0  
 26% of 8th grade students passed FCAT Math 2.0  
 38% of 8th grade students passed FCAT Science  
 78% of 8th grade students scored a 3 or higher on FCAT Writing

<b>Melissa Berryman</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 0

<b>Credentials</b>	Bachelor of Arts - English Masters Degree - English Education Specialist Degree - Educational Leadership Certification - Math 5-9, English 6-12, Elementary K-6, ESOL endorsed, Reading Endorsed
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<b>Performance Record</b>	No data available for 1st year as an administrator. High School scores will not be available until December of 2013.
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**Instructional Coaches**

<b># of instructional coaches</b>	1
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<b># receiving effective rating or higher</b>	(not entered because basis is < 10)
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<b>Instructional Coach Information:</b>	
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**Pam O'Steen**

Part-time / District-based

Years as Coach: 2

Years at Current School: 2

**Areas**

Reading/Literacy

**Credentials**

Certification - ESE and Reading

**Performance Record**

2011-12 School Year  
Mebane Middle School  
School Grade C  
49% High Standards in Reading  
47% High Standards in Math  
80% High Standards in Writing  
45% High Standards in Science  
53% of Lowest Quartile Making Learning Gains in Reading  
63% of Lowest Quartile Making Learning Gains in Math  
40% Minority Rate  
59% Free or Reduced Lunch Rate  
2012-13 - Mebane Middle School  
97% of 8th grade Alg. I students passed the EOC  
53% of 6th grade students passed FCAT Reading 2.0  
41% of 7th grade students passed FCAT Reading 2.0  
37% of 8th grade students passed FCAT Reading 2.0  
41% of 6th grade students passed FCAT Math 2.0  
47% of 7th grade students passed FCAT Math 2.0  
26% of 8th grade students passed FCAT Math 2.0  
38% of 8th grade students passed FCAT Science  
78% of 8th grade students scored a 3 or higher

**Classroom Teachers****# of classroom teachers**

21

**# receiving effective rating or higher**

26, 124%

**# Highly Qualified Teachers**

100%

**# certified in-field**

16, 76%

**# ESOL endorsed**

3, 14%

**# reading endorsed**

7, 33%

**# with advanced degrees**

8, 38%

**# National Board Certified**

1, 5%

**# first-year teachers**

4, 19%

**# with 1-5 years of experience**

5, 24%

**# with 6-14 years of experience**

4, 19%

**# with 15 or more years of experience**

8, 38%

**Education Paraprofessionals****# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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's College 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 Berryman, Beverly Finley, and Michael Jacobi

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The rationale for the pairing of mentors with beginning teachers was determined at 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, Infinite Campus data, school instruction technology, district training focusing on computer use skills).

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Reading: The RTI team will use assessment data collected from FAIR and mini assessments to provide continual progress monitoring at Tier 1. Tier 2 and Tier 3 will also use Diagnostic Assessment of Reading (DAR), as well as Intensive reading program assessment including R180 and Bridges To Literature.

Math: The RTI team will use assessment data collected through mini assessments and OnTrack testing for progress monitoring at Tier 1.

Science: The RTI team will use assessment data collected through mini assessments and OnTrack testing for progress monitoring. Tier 2 and Tier 3 will use Coach Standards Based Instruction for data collection.

Writing: The RTI team will use assessment data collected through mini assessments and district created writing prompts to assess student writing at Tier 1. Tier 2 and Tier 3 will use Coach Standards Based Instruction for data collection.

Behavior: The RTI team will use data collected from the district database system (Infinite Campus) to gather data including location and types of behavior. Positive Behavior Support will be used for Tier 1. Tier 2 and Tier 3 will use data collected through the Guidance Counselor and curriculum provided by the University of South Florida.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal, Assistant Principal, selected teachers, Guidance Counselor, Dean, staffing specialist and school psychologist will be included as a member of the RtI team. Specific behavioral information and academic information will be shared with the Student Services Team to coordinate efforts for student individual concerns. This second team includes the School Psychologist, Speech/Language Pathologist, School Nurse, Dean, Resource Officer, Guidance Counselor, and Administrators. We consider this to be our second RTI team, wherein our school has a large RTI Team, split into two groups to focus on two centralized ideas/targeted interests (academics and behavior). Data is shared between groups to allow for informed decision making among both groups.

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The RTI Leadership Team meets every other week. The role of the team is to discuss student achievement and address specific concerns for student progress based upon data collection. The team identifies specific needs in the school and tries to problem solve. Together, team members will determine need for additional resources, change in curriculum delivery, additional support necessary in subject areas, how to appropriately dispense information to parents/stakeholders, etc. In addition, it is the role of

the team to notice any new trends arising that may affect student achievement including individual student declines in their grades, lack of attendance in school, or significant behavior changes.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Data sources and management systems used to access and analyze data will include FAIR result, mini assessments results by teacher and benchmark assessments by teacher. Leadership team members will also use the infinite campus student system to track behavior and attendance on a weekly basis. This information will be broken down by days absent and types of behavior being seen and their location. R180 teachers and Bridges teachers will use fluency and assessments for each individual student and program to track progress and additional assistance required. This information will be reported to the literacy coach that will visit with those teachers on a weekly basis to offer assistance, modeling, and tracking of students.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Some faculty members have already attended trainings provided by the district. The school will have district personnel train persons who are unfamiliar with the process. In addition, specific district personnel are assigned to the school to assist faculty with making good instructional decisions based on the RTI model. Additional training will be available for teachers regarding academic and behavioral interventions provided by district subject area supervisors.

Parents - Weekly team meetings are held which includes the discussion of students of concern. Names of students that have been brought up at weekly meetings are brought to the attention of the dean or the school counselor. Parent conferences will be set up to implement a plan to help the student be more successful in the area of academics and/or behavior. Specific team members will attend this meeting to help plan for the child's success.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 25,000

Mebane will have a 21st Century After School Program to offer parents free after school tutoring and homework help. Certified teachers will be hired to help students complete homework as well as long term projects. This program will run Monday through Thursday starting after Labor Day and going through the second to last week of school. Hours will be from 2:05 pm until 5:30 pm.

### Strategy Purpose(s)

- Instruction in core academic subjects

### How is data collected and analyzed to determine the effectiveness of this strategy?

Data collected will include student mini assessment, benchmark, and FAIR assessment results as well as student grades on report cards every nine week grading period.

### Who is responsible for monitoring implementation of this strategy?

The 21st Century Supervisor as well as district personnel over the 21st Century Program for the district

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
Manda Bessner	Principal
Melissa Berryman	Assistant Principal
Pam O'steen	Literacy Coach
Jennifer Diley	Language Arts Department Chair
Lisa Bailey	Media Specialist
Valerie Pothier	Reading Department Chair
John Gullic	Social Studies Department Chair
Gloria Bonilla	Science Department Chair
Tim Hinchman	Math Department Chair

### How the school-based LLT functions

The Literacy Team will meet on a monthly basis with the assistant principal as the team leader. The team will discuss the effectiveness of school wide initiatives including reading strategies across all subject areas and school wide initiatives to improve all students' academic abilities. The literacy coach will provide ongoing support to subject area teachers on literacy strategies to use in the classroom as well as work with Intensive Reading Teachers on incorporating complex text into classroom instruction.

### Major initiatives of the LLT

The major initiatives this year will continue to include close reading and explicit teaching of vocabulary and the use of context clues. Another major initiative this year will be the inclusion of CIS

(comprehensive instructional sequencing) lessons in content areas (science, social studies, and language arts) in addition to reading classes.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

The administration requires teachers to complete mini assessments that use grade level texts. In addition, social studies, language arts, and science teachers are required to complete CIS lessons as well as document based questions in their curriculum using complex text that are grade appropriate and require the use of informational text and comprehension skills. This will help students to recognize and understand important text features and structures. These lessons should also provide targeted and explicit instruction on comprehension, writing, and vocabulary development.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

### Strategies for improving student readiness for the public postsecondary level

Mebane Middle School currently offers Alg. I Honors to students that qualify with either previous grades earned or previous FCAT 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.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	43%	No	61%
American Indian				
Asian				
Black/African American	38%	18%	No	44%
Hispanic	56%	35%	No	60%
White	66%	56%	No	69%
English language learners				
Students with disabilities	34%	11%	No	41%
Economically disadvantaged	43%	25%	No	49%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	23%	28%
Students scoring at or above Achievement Level 4	75	20%	25%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	180	52%	57%
Students in lowest 25% making learning gains (FCAT 2.0)	49	52%	57%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	44	33%	38%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	31	22%	27%

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%		No	62%
American Indian				
Asian				
Black/African American	38%		No	45%
Hispanic	73%		No	76%
White	65%		No	69%
English language learners				
Students with disabilities	32%		No	39%
Economically disadvantaged	43%		No	49%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	36%	41%
Students scoring at or above Achievement Level 4	64	19%	24%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	184	53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	46%	51%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	36	9%	14%
Middle school performance on high school EOC and industry certifications	35	97%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	97%	100%
Students scoring at or above Achievement Level 4	29	80%	85%

**Area 4: Science****Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	38%	43%
Students scoring at or above Achievement Level 4	29	20%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	155	41%	50%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	143	38%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	32	8%	12%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	3	1%	0%
Students who fail a mathematics course	27	7%	5%
Students who fail an English Language Arts course	23	6%	4%
Students who fail two or more courses in any subject	18	5%	3%
Students who receive two or more behavior referrals	40	11%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	31	8%	6%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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. A curriculum fair will also take place in the spring to showcase the work and accomplishments of students throughout the year.

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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Portal Accounts Opened by parents	237	39%%	45%

## Goals Summary

- G1.** To increase the number of students scoring at achievement level 3 by 5% by increasing the rigor of math problems along with having students drill down to the why of a math process.
- G2.** To increase the number of students who are reading at or above proficiency in all subgroups by 5%. Students will be able to focus on key story events, concepts and skills through the use of reading strategies, including prediction, sequence, cause and effect
- G3.**

## Goals Detail

**G1.** To increase the number of students scoring at achievement level 3 by 5% by increasing the rigor of math problems along with having students drill down to the why of a math process.

### Targets Supported

- Algebra 1 EOC
- STEM - All Levels

### Resources Available to Support the Goal

- District math supervisor to monitor and model instructional strategies, and provide support for math teachers
- district developed math instructional pacing calendar along with higher order questioning and mini assessment
- additional math curriculum materials to help with remediation and reteach opportunities

### Targeted Barriers to Achieving the Goal

- Minimal time allotted for teacher planning to interpret student data and develop mini lessons for remediation
- Lack of student opportunities to practice rigorous math problems and higher order questioning that would require students to analyze problems when single factors are changed.

## Plan to Monitor Progress Toward the Goal

Mini assessments and benchmark assessments will be used to monitor progress of students. Enrichment will occur if positive results are documented. Increased walk-throughs will happen if questionable results are documented to get an extra pair of eyes targeting specific activities (remediation, reteach, etc...) A district coach will be asked to observe, monitor, model, and assist with instructional strategies for teachers that show poor results.

### Person or Persons Responsible

Math teachers and administration

### Target Dates or Schedule:

Twice monthly for data collection talks. Weekly checking of lesson plans for documentation of remediation.

### Evidence of Completion:

Ongoing (completion date - June 2014)

**G2.** To increase the number of students who are reading at or above proficiency in all subgroups by 5%. Students will be able to focus on key story events, concepts and skills through the use of reading strategies, including prediction, sequence, cause and effect

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Civics EOC
- Science - Middle School

### Resources Available to Support the Goal

- district assigned reading coach to work with teachers on a weekly basis
- literacy coach from DOE regional team 2 to work with reading/language arts teachers to increase rigor and assist with analysis of data and suggestions on instructional strategies
- comprehensive instructional sequencing training provided for teachers for the inclusion and analysis of informational text with the focus on supporting detail
- additional instructional resources to include nonfiction works of writing and practice with reading strategies

### Targeted Barriers to Achieving the Goal

- Insufficient time for teachers to read and understand student data on benchmark and FAIR assessments and to identify areas needing improvement or remediation
- Students not being exposed to informational text in all subject areas.
- Lack of rigorous reading materials and higher order questioning that would require students to think and read critically with the requirement of supporting all answers with details from the reading materials.

### Plan to Monitor Progress Toward the Goal

Mini assessments and benchmark assessments will be used to monitor progress of students. Enrichment will occur if positive results are documented. Questionable results will require a walk through to be scheduled targeting specific activities (remediation, reteach, etc...) A district coach will be asked to observe, monitor, model, and assist with instructional strategies for teachers that show poor results.

#### **Person or Persons Responsible**

Individual teachers, subject area department chairperson, and assistant principal

#### **Target Dates or Schedule:**

Twice monthly for data collection talks. Weekly checking of lesson plans for documentation of remediation.

#### **Evidence of Completion:**

Mini Assessment and benchmark assessment results will be collected

### G3.

#### **Targets Supported**

#### **Resources Available to Support the Goal**

#### **Targeted Barriers to Achieving the Goal**

### Plan to Monitor Progress Toward the Goal

#### **Person or Persons Responsible**

#### **Target Dates or Schedule:**

#### **Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase the number of students scoring at achievement level 3 by 5% by increasing the rigor of math problems along with having students drill down to the why of a math process.

**G1.B1** Minimal time allotted for teacher planning to interpret student data and develop mini lessons for remediation

**G1.B1.S1** Teachers will meet twice monthly by subject area. One meeting will have focused discussion to review results from mini assessments. Areas needed for remediation will be identified by individual teachers and plans will be developed to include a reteach of areas of concern. The second monthly meeting will discuss with teachers any areas of concern they have with the curriculum and ways to work in Common Core Standards including literacy standards.

### **Action Step 1**

Teachers will have discussion to review results from mini assessments. Areas needed for remediation will be identified by individual teachers and plans will be developed to include a reteach of areas of concern. The second monthly meeting will discuss with teachers any areas of concern they have with the curriculum and ways to work in Common Core Standards including literacy standards.

#### **Person or Persons Responsible**

Math teachers and administration

#### **Target Dates or Schedule**

twice monthly - second Tuesday of each month and the 3rd Wednesday of each month

#### **Evidence of Completion**

Teacher feedback, student mini assessment scores documented in grade books, and documentation in lesson plans of remediation that occurs in the classroom.



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

Assistant Principal will lead the Tuesday department meeting allowing teachers to report on their mini assessment results. Teachers will provide their plan to re-mediate students not mastering specific standards.

#### Person or Persons Responsible

Math teachers and administration

#### Target Dates or Schedule

Second Tuesday of each month (noted in the Google Calendar)

#### Evidence of Completion

Mini assessment results, documentation of remediation activities in lesson planner to be checked on a weekly basis

### Plan to Monitor Effectiveness of G1.B1.S1

Mini assessments and benchmark assessments will be used to monitor progress of students. Enrichment will occur if positive results are documented. Questionable results will require a walk through to be scheduled targeting specific activities (remediation, reteach, etc...) A district coach will be asked to observe, monitor, model, and assist with instructional strategies for teachers that show poor results.

#### Person or Persons Responsible

Math teachers and administration

#### Target Dates or Schedule

Twice monthly for data collection talks. Weekly checking of lesson plans for documentation of remediation.

#### Evidence of Completion

Ongoing throughout school year - completion date (June 2014)

**G1.B2** Lack of student opportunities to practice rigorous math problems and higher order questioning that would require students to analyze problems when single factors are changed.

**G1.B2.S1** Work with DOE math coach on a weekly basis to analyze student data and to work on instructional strategies focused on increasing rigor of math problems presented.

**Action Step 1**

DOE math coach will work with individual teachers to observe, model, and guide teachers on instructional practices

**Person or Persons Responsible**

Math teachers and administration

**Target Dates or Schedule**

Weekly basis through June 2014 during planning periods and instructional periods

**Evidence of Completion**

Lesson plans and mini assessment results

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

Teachers will meet with the math coach on a weekly basis to go over results of mini assessments, rigor of work assigned, and instructional strategies to help teachers create a student centered classroom

**Person or Persons Responsible**

Math teachers and administration

**Target Dates or Schedule**

Ongoing weekly through June 2013

**Evidence of Completion**

Mini Assessment Results Benchmark Assessment results Lesson plans

## Plan to Monitor Effectiveness of G1.B2.S1

Mini assessments and benchmark assessments will be used to monitor progress of students. Enrichment will occur if positive results are documented. Questionable results will require a walk through to be scheduled targeting specific activities (remediation, reteach, etc...) A district coach will be asked to observe, monitor, model, and assist with instructional strategies for teachers that show poor results

### Person or Persons Responsible

Math teachers and administration

### Target Dates or Schedule

Ongoing throughout the school year (completion date - June 2014); Meetings twice/month (2nd Tuesday and 3rd Wednesday)

### Evidence of Completion

Observation and Walk Through documentation/notes

**G2.** To increase the number of students who are reading at or above proficiency in all subgroups by 5%. Students will be able to focus on key story events, concepts and skills through the use of reading strategies, including prediction, sequence, cause and effect

**G2.B1** Insufficient time for teachers to read and understand student data on benchmark and FAIR assessments and to identify areas needing improvement or remediation

**G2.B1.S1** Teachers will meet twice monthly by subject area. One meeting will have focused discussion to review results from mini assessments. Areas needed for remediation will be identified by individual teachers and plans will be developed to include a reteach of areas of concern. The second monthly meeting will discuss with teachers any areas of concern they have with the curriculum and ways to work in Common Core Standards including literacy standards.

### Action Step 1

Teachers will have discussion to review results from mini assessments. Areas needed for remediation will be identified by individual teachers and plans will be developed to include a reteach of areas of concern. The second monthly meeting will discuss with teachers any areas of concern they have with the curriculum and ways to work in Common Core Standards including literacy standards.

### Person or Persons Responsible

Teachers teaching each subject area will meet with assistant principal (administrator)

### Target Dates or Schedule

Meetings will be held twice monthly per department. One meeting will occur the third Wednesday of each month. The second meeting has been predetermined by subject area and has been shared in a google calendar for all teachers to view.

### Evidence of Completion

Teacher feedback, student mini assessment scores documented in grade books, and documentation in lesson plans of remediation that occurs in the classroom.

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

Assistant Principal will lead the Tuesday department meeting allowing teachers to report on their mini assessment results. Teachers will provide their plan to re-mediate students not mastering specific standards.

#### Person or Persons Responsible

Assistant Principal will monitor implementation

#### Target Dates or Schedule

Weekly Tuesday meetings with different subject area teachers depending upon the the particular Tuesday department as noted in the Google Calendar

#### Evidence of Completion

Mini Assessment result Benchmark Results Lesson Plan documentation

### Plan to Monitor Effectiveness of G2.B1.S1

Mini assessment data testing standards taught based upon pacing calendars will be collected. Students not scoring a 70% or higher will need to be remediated in the classroom either in small groups, individually, or whole class determined by the percentage of students not mastering a standard. If results show no improvement in mastery, a district coach will be requested to work with individual teachers on instructional strategies and planning of remediation activities.

#### Person or Persons Responsible

Individual teachers will collect and chart data on students

#### Target Dates or Schedule

Data will be collected after each mini assessment is given to students. At least twice/nine weeks.

#### Evidence of Completion

Mini assessment results, documentation of remediation activities in lesson planner to be checked on a weekly basis

**G2.B1.S2** Lesson study between teachers to collaborate and mentor colleagues on strategies and techniques to be used with students.

**Action Step 1**

Teachers will meet as 3 to 4 member teams to develop a lesson, implement and observe a lesson, dialogue about observations, and redesign of lesson

**Person or Persons Responsible**

All teachers

**Target Dates or Schedule**

ongoing throughout school year (completion date - June 2014)

**Evidence of Completion**

Lesson plan, lesson study documentation, observation forms, and follow up meeting records

**Facilitator:**

Principal and assistant principal

**Participants:**

All teachers

**Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Teachers will meet initially to determine an agreed upon lesson and the roles of each member including which teacher will teach the lesson and which teachers will use the observation forms documenting what occurred in the classroom. Teachers will then meet on two more occasions to finalize lesson, go over materials needed and the date for the observation. Substitutes will be provided.

**Person or Persons Responsible**

Teachers within a lesson study group

**Target Dates or Schedule**

On going throughout the school year. Times have been allocated during October, November, and December of 1013

**Evidence of Completion**

Lesson study documentation and log of hours spent in planning, observations, and follow up.

## Plan to Monitor Effectiveness of G2.B1.S2

Teachers will log hours and sign documentation to keep track of the number of hours and points earned during the lesson study process

### Person or Persons Responsible

Teachers within a lesson study group

### Target Dates or Schedule

During the final agreed upon meeting. One to occur during December 2013 and another as agreed upon by the group for follow up lesson study agreements

### Evidence of Completion

Lesson Study documentation and forms completed by group members

## G2.B2 Students not being exposed to informational text in all subject areas.

**G2.B2.S1** Teachers will incorporate lessons (CIS) that require students to use informational text for their reading and writing. The number of lessons required per nine weeks will be based on the subject taught, but no less than once per nine weeks.

### Action Step 1

Teachers will create a comprehensive instructional sequencing lesson that will include an informational text piece where students will analyze and write a response including documentation only from the provided text.

### Person or Persons Responsible

Reading and science teachers

### Target Dates or Schedule

- twice per nine weeks for reading, language arts, and social studies teachers - once per nine weeks for science teachers

### Evidence of Completion

Lesson plans documenting CIS lesson and observation of at least one of those lessons.

### Facilitator:

Media specialist/technology trainer

### Participants:

Reading and science teachers

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

The teacher will provide a copy of the CIS lesson plan to evaluating administrator. The administrator will make arrangements to observe the lesson and offer feedback to the teacher.

#### **Person or Persons Responsible**

Administrators will be responsible for monitoring the fidelity of implementation

#### **Target Dates or Schedule**

Scheduled observation with teacher during the first nine week grading period

#### **Evidence of Completion**

Copy of lesson plan and observation documentation and notes

### **Plan to Monitor Effectiveness of G2.B2.S1**

Teacher and administrator will meet within 10 days of the observation to discuss what was seen during the class period, choice of textual material and subsequent lesson, and results from student assessments.

#### **Person or Persons Responsible**

Teacher, department chairperson, and administration

#### **Target Dates or Schedule**

During post observation conference and monthly meeting of department

#### **Evidence of Completion**

Observation documentation and student results on assessments

**G2.B3** Lack of rigorous reading materials and higher order questioning that would require students to think and read critically with the requirement of supporting all answers with details from the reading materials.

**G2.B3.S2** Language Arts and Social Studies teachers will include document based lessons that require students to analyze multiple forms of documents to answer a higher order question. Students will be required to support their answers using the various documents through a written format.

### **Action Step 1**

Lg Arts and Social Studies teachers will implement a DBQ style lesson. Teachers will use multiple forms of documents (informational text, graphs, maps, etc.) in order for students to read and write critically on a specific topic using textual evidence to support their answers.

#### **Person or Persons Responsible**

Language Arts and Social Studies Teachers

#### **Target Dates or Schedule**

Language Arts/Reading Teachers will complete 2 lessons per year utilizing multiple informational text documents and questions. Social Studies Teachers will complete 3 lessons per year utilizing multiple informational text documents and questions.

#### **Evidence of Completion**

Lesson plan documenting the lesson and observation

### **Plan to Monitor Fidelity of Implementation of G2.B3.S2**

Teacher can schedule a formal or informal observation with administration to view the DBQ style lesson. Observation notes will be shared with teacher and follow up activities will be discussed

#### **Person or Persons Responsible**

Department Chairperson for language arts and social studies teacher as well as evaluating administrator

#### **Target Dates or Schedule**

During scheduled observation times with teachers. Lessons will be checked on a weekly basis to check for DBQ lessons

#### **Evidence of Completion**

Lesson Plan evidence and observation notes



## **Plan to Monitor Effectiveness of G2.B3.S2**

Success criteria will be determined by at least a 70% mastery of assignment by students. Questionable or poor results will require teachers to provide more scaffolding for students as they move through the DBQ process of analyzing and writing about topics

### **Person or Persons Responsible**

Teacher and administrator

### **Target Dates or Schedule**

throughout the school year when lessons are planned to be implemented

### **Evidence of Completion**

Student scores documented in grade book.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Mebane does not receive Title I, Title II, Title III, Title VI, SAI, Head Start, adult education, or job training funds. We do provide one CTE course to students as an option in 6th grade and 8th grade. 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** To increase the number of students who are reading at or above proficiency in all subgroups by 5%. Students will be able to focus on key story events, concepts and skills through the use of reading strategies, including prediction, sequence, cause and effect

**G2.B1** Insufficient time for teachers to read and understand student data on benchmark and FAIR assessments and to identify areas needing improvement or remediation

**G2.B1.S2** Lesson study between teachers to collaborate and mentor colleagues on strategies and techniques to be used with students.

### PD Opportunity 1

Teachers will meet as 3 to 4 member teams to develop a lesson, implement and observe a lesson, dialogue about observations, and redesign of lesson

#### Facilitator

Principal and assistant principal

#### Participants

All teachers

#### Target Dates or Schedule

ongoing throughout school year (completion date - June 2014)

#### Evidence of Completion

Lesson plan, lesson study documentation, observation forms, and follow up meeting records

**G2.B2** Students not being exposed to informational text in all subject areas.

**G2.B2.S1** Teachers will incorporate lessons (CIS) that require students to use informational text for their reading and writing. The number of lessons required per nine weeks will be based on the subject taught, but no less than once per nine weeks.

**PD Opportunity 1**

Teachers will create a comprehensive instructional sequencing lesson that will include an informational text piece where students will analyze and write a response including documentation only from the provided text.

**Facilitator**

Media specialist/technology trainer

**Participants**

Reading and science teachers

**Target Dates or Schedule**

- twice per nine weeks for reading, language arts, and social studies teachers - once per nine weeks for science teachers

**Evidence of Completion**

Lesson plans documenting CIS lesson and observation of at least one of those lessons.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	To increase the number of students who are reading at or above proficiency in all subgroups by 5%. Students will be able to focus on key story events, concepts and skills through the use of reading strategies, including prediction, sequence, cause and effect	\$2,050
Total		\$2,050

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
Fundraising equalization money	\$1,750	\$0	\$1,750
General Budget	\$0	\$150	\$150
Internal budget	\$150	\$0	\$150
Total	\$1,900	\$150	\$2,050

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G2.** To increase the number of students who are reading at or above proficiency in all subgroups by 5%. Students will be able to focus on key story events, concepts and skills through the use of reading strategies, including prediction, sequence, cause and effect

**G2.B1** Insufficient time for teachers to read and understand student data on benchmark and FAIR assessments and to identify areas needing improvement or remediation

**G2.B1.S2** Lesson study between teachers to collaborate and mentor colleagues on strategies and techniques to be used with students.

#### Action Step 1

Teachers will meet as 3 to 4 member teams to develop a lesson, implement and observe a lesson, dialogue about observations, and redesign of lesson

#### Resource Type

Professional Development

#### Resource

District provided materials to complete the lesson study, copies of all teacher handouts provided

#### Funding Source

Internal budget

#### Amount Needed

\$150

**G2.B2** Students not being exposed to informational text in all subject areas.

**G2.B2.S1** Teachers will incorporate lessons (CIS) that require students to use informational text for their reading and writing. The number of lessons required per nine weeks will be based on the subject taught, but no less than once per nine weeks.

**Action Step 1**

Teachers will create a comprehensive instructional sequencing lesson that will include an informational text piece where students will analyze and write a response including documentation only from the provided text.

**Resource Type**

Professional Development

**Resource**

Use of computer labs, teacher CPALM accounts, expertise of CIS trainer and technology coach

**Funding Source**

Fundraising equalization money

**Amount Needed**

\$1,750

**G2.B3** Lack of rigorous reading materials and higher order questioning that would require students to think and read critically with the requirement of supporting all answers with details from the reading materials.

**G2.B3.S2** Language Arts and Social Studies teachers will include document based lessons that require students to analyze multiple forms of documents to answer a higher order question. Students will be required to support their answers using the various documents through a written format.

**Action Step 1**

Lg Arts and Social Studies teachers will implement a DBQ style lesson. Teachers will use multiple forms of documents (informational text, graphs, maps, etc.) in order for students to read and write critically on a specific topic using textual evidence to support their answers.

**Resource Type**

Other

**Resource**

Resource books for reading, science, and social studies teachers

**Funding Source**

General Budget

**Amount Needed**

\$150