

A. L. Mebane Middle School



2014-15 School Improvement Plan

A. L. Mebane Middle School

16401 NW 140TH ST, Alachua, FL 32615

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

47%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	B

School Board Approval

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

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mebane Middle School is committed to the teaching of knowledge, skills, and personal characteristics through independent thinking, real life examples, and student centered learning to further build upon a strong foundation for our students.

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. Our vision for our students is that they will graduate with the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. We want our graduates to excel in their chosen careers and be productive and contributing members of the global community.

School Environment

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 Ms. Berryman attend monthly 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 have several community members, including the Chief of Police, who mentor one-on-one with our Take Stock Students.

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 teachers. Our administrative team, dean, and school counselor are visible during class changes, and often students will use this time to report any issues with 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.

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

All classroom teachers keep a behavior log of student behaviors in their classroom. Classroom teachers are expected to make first contact with parents over classroom disruptions before it can result in a dean's referral. Severe incidents (such 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.

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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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. Attendance will give a list of students of concern to the school counselor to further investigate the causes for high absenteeism with parents. District truancy officer will be notified of students of concern for home visits/phone calls with parents. Continued absenteeism will result in the scheduling of an Educational Planning Team meeting with school counselor, truancy officer, parent, and student.
- 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.
- 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. Course schedules will reflect intensive reading classes for students. 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.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	26	26	25	77
One or more suspensions	27	26	17	70
Course failure in ELA or Math	15	50	42	107
Level 1 on statewide assessment	88	78	72	238

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	21	19	20	60

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 the PBS 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.

Students that have 1's and 2's on FCAT math and/or ELA are placed in intensive reading classes that

focus on developing reading skills. Students that are in the regular math classes are scheduled once/ week to work in a math online program called Tenmarks. This program is in addition to the instruction provided by the teacher using state adapted materials and is to be used as additional practice for students focusing on the areas lacking mastery.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

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. 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.

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 monthly 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.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Bessner, Manda	Principal
Berryman, Melissa	Assistant Principal
Armstrong, Melissa	Teacher, K-12
Bailey, Lisa	Instructional Media
Dustin, McMillan	Guidance Counselor
Kling, Heidi	Teacher, K-12
Krames, Jamie	Teacher, K-12
Lenius, Joshua	Dean
Hickman, Jennifer	Teacher, K-12

Duties

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

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.

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

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.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Manda Bessner	Principal
Timothy Hinchman	Teacher
Jennifer Diley	Teacher
Heidi Kling	Teacher
Michael McCall	Teacher
Rhonda Bohannon	Education Support Employee
Joel Decoursey	Business/Community
Adam Boukari	Business/Community
Teata Bonfiglio	Parent
Rachel Flinchum	Parent
Gib Coerper	Business/Community
Akivia Ford	Parent
Linda Kay Dougherty	Business/Community
Errol Richardson	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

SAC went over the results of data provided from FCAT and the areas of focus from the previous school year. It was determined that the percentile change of improvement in the areas of math and reading from the 2013 and 2014 FCAT results were positive. However, students needed to continue to focus on math for the 2014-15 school year especially for students in the bottom quartile. It was also determined that a new focus needed to be considered in the area of writing and science as the scores had continued to drop from the 2013 to 2014 test results.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

Last year we piloted Tenmarks online math program for about 6 weeks at the end of the year. We have asked SAC to provide funding for us to use this program all year with all our regular math students and all 6th grade students. In addition, money was earmarked to pay for substitutes in order for teachers to attend professional development in the area of writing and math. Create money is being designated for the use of professional development opportunities for teachers to further their knowledge and skills in order to incorporate writing development in all curriculum areas.

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:

- Professional development for teachers to teach Comprehensive Instructional Sequencing (CIS) lessons in order to provide students with more complex text and rigor. (\$1600)
- Purchased reading and math teachers a resource and and 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)
- Purchased a set of Reading Quest for science and social studies teachers. This provided informational text to students on various science and social studies material that engaged students using informational text with strategy instruction including reading strategies (making connections, prediction, self monitor, summarize, and synthesize activities). Assessments used included discussion questions and writing that includes supporting details from the informational text. This helped students to develop nonfiction reading and writing skills as well as engaged struggling readers.(\$450)

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bessner, Manda	Principal
Berryman, Melissa	Assistant Principal
Armstrong, Melissa	Teacher, K-12
Bailey, Lisa	Instructional Media
Dustin, McMillan	Guidance Counselor
Kling, Heidi	Teacher, K-12
Krames, Jamie	Teacher, K-12
Lenius, Joshua	Dean
Hickman, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

As a school our main focus is writing across the curriculum in all areas. Teachers are given support through the DA team, our District ELA specialist, Reading Coach, and some of our ELA teachers to obtain this objective. This will be a continual focus for several years. Teachers will continue to include close reading, CIS lessons, and explicit teaching of vocabulary and the use of context clues. The literacy team will meet once per 9 weeks to discuss how writing is being used in the classroom and identify areas of weakness that subject area teachers are having difficulty with in the classroom 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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 twice/month (1st Tuesday and 3rd Wednesday of each month). The meetings are focused on student data collected through benchmark and classroom miniassessments. Teachers share the percentage of students showing mastery as well as instructional strategies being used in the classroom that are showing success. Departments also share how they are incorporating writing within their curriculum and the results they are seeing through the use of writing. Activities and strategies are shared. PLC groups meet once/month on the 3rd Tuesday. Each PLC meeting has a monthly focus (time on task, higher order questioning, gradual release, etc.) Once a month, PLC members observe another teacher in their PLC and collect data on the monthly topic. This data is shared at the PLC meeting and strategies are suggested and highlighted to increase the frequency in which the focus is used in the classroom. 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.

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'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, Laurie Bauer, and Michael Jacobi

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, Infinite Campus data, school instruction technology, district training focusing on computer use skills).

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 pacing guides as well.

Instructional Strategies

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 benchmark assessments, FAIR, and mini assessments to determine if students have shown mastery. FCAT data is initially used to place students in remedial, 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 twice/month.

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 2:05 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

Dustin, McMillan, mcmilland@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.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 educate them on the course requirements at the middle school and the academic opportunities available as well as supports available through the school counselor. We also hold a curriculum fair in the Spring where 5th grade students and parents are invited to attend to visit 6th grade classrooms and see the end result of student projects throughout the school year. 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. This year Mebane is working with the Asst. Vice President of Academic Affairs at the Santa Fe College to inform our 8th grade students and parents the option of dual enrollment.

College and Career Readiness

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.

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.

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 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.

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

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 consistently establish expectations for high quality writing instruction and student feedback in the content areas, then Mebane MS will place in the 50th percentile for growth in writing proficiency for the 2014-15 school year.
- G2.** If we continue ambitious instruction focused on the why of the math process, then student achievement will continue to increase in math.

Strategic Goals Detail

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

G1. If all teachers consistently establish expectations for high quality writing instruction and student feedback in the content areas, then Mebane MS will place in the 50th percentile for growth in writing proficiency for the 2014-15 school year. **1a**

G035856

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - African American	50.0
AMO Reading - ED	55.0
AMO Reading - Hispanic	65.0
AMO Reading - All Students	65.0
AMO Reading - SWD	47.0
AMO Reading - White	73.0
FCAT 2.0 Science Proficiency	35.0
ELA/Reading Lowest 25% Gains	60.0
FAA Writing Proficiency	100.0
ELA/Reading Gains	68.0

Resources Available to Support the Goal **2**

- Previous professional training on mini DBQ (document based questions) training and DBQ materials
- Previous professional training on Close Readings for ELA teachers
- A literacy teacher trainer per school to provide professional development to all teachers on ELA strategies
- Money available for substitutes to cover classes for department collaborative planning time and writing professional development
- Previous professional development on Comprehensive Instructional Sequencing (CIS) lessons for ELA, Social Studies, and Science teachers
- District support from subject area supervisors in ELA, Math, and Science
- District Literacy Coach one day/week to work with intensive ELA teachers

Targeted Barriers to Achieving the Goal **3**

- Lack of expectations for quality writing instruction and lack of opportunities for students to produce quality writing across all content areas.

Plan to Monitor Progress Toward G1. 8

Teachers within departments will meet twice monthly to share and discuss assessment data outcomes for mastery, instructional strategies for remediation and enrichment, and samples of student writing and activities used in each classroom.

Person Responsible

Melissa Berryman

Schedule

Biweekly, from 9/15/2014 to 5/27/2015

Evidence of Completion

documents filled out with student mastery results by teacher and student artifacts of writing

Plan to Monitor Progress Toward G1. 8

Teachers will document in their lesson plans the incorporation of writing in the subject areas.

Person Responsible

Manda Bessner

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson plans provided by teachers electronically through either email or the use of PCG lesson planner

G2. If we continue ambitious instruction focused on the why of the math process, then student achievement will continue to increase in math. **1a**

G035595

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	66.0
AMO Math - African American	51.0
Middle School Participation in EOC and Industry Certifications	70.0
Middle School Performance in EOC and Industry Certifications	97.0
AMO Math - ED	55.0
AMO Math - Hispanic	79.0
AMO Math - SWD	45.0
AMO Math - White	72.0
Algebra I EOC Pass Rate	97.0
Math Gains	70.0
Math Lowest 25% Gains	55.0
FAA Mathematics Proficiency	100.0
FSA - Mathematics - Proficiency Rate	50.0

Resources Available to Support the Goal **2**

- 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
- TenMarks math program

Targeted Barriers to Achieving the Goal **3**

- 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 G2. 8

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 Responsible

Melissa Berryman

Schedule

Weekly, from 9/2/2014 to 6/10/2015

Evidence of Completion

CIMS Department Meeting Notes,

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 consistently establish expectations for high quality writing instruction and student feedback in the content areas, then Mebane MS will place in the 50th percentile for growth in writing proficiency for the 2014-15 school year. **1**

 G035856

G1.B1 Lack of expectations for quality writing instruction and lack of opportunities for students to produce quality writing across all content areas. **2**

 B117050

G1.B1.S1 Provide professional development for all teachers on embedding writing instruction in their content and the use of writing rubrics for student feedback. **4**

 S128797

Strategy Rationale

The rationale for this strategy is to provide support and training to non-ELA teachers on how to adjust their lessons to include more comprehensive writing that require students to think critically and use supporting details from multi-media resources to answer questions.

Action Step 1 **5**

Mebane Middle School must identify a writing committee made up of administration and teachers.

Person Responsible

Manda Bessner

Schedule

On 8/4/2014

Evidence of Completion

An email to invite teachers to a writing committee meeting.

Action Step 2 5

Writing committee will identify what writing professional development will be offered during the first nine week period.

Person Responsible

Melissa Berryman

Schedule

On 8/6/2014

Evidence of Completion

Meeting agenda/professional development list

Action Step 3 5

Writing committee will will create a PD calendar for the 1st semester.

Person Responsible

Manda Bessner

Schedule

Semiannually, from 8/15/2014 to 8/15/2014

Evidence of Completion

Google calendar accessible by all faculty and staff

Action Step 4 5

A faculty meeting will be scheduled with the DA team to set writing expectations for implementation.

Person Responsible

Melissa Berryman

Schedule

On 9/27/2014

Evidence of Completion

Action Step 5 5

Follow up training provided by the DA team and district personnel for writing instruction in science, social studies, math, and exploratory classes.

Person Responsible

Melissa Berryman

Schedule

On 9/11/2014

Evidence of Completion

Training materials and power point presentations provided by presenters.

Action Step 6 5

Mebane will set up an instructional review by the DA team along with district personnel to conduct walk-throughs focusing on writing in all subject areas.

Person Responsible

Manda Bessner

Schedule

On 10/9/2014

Evidence of Completion

Feedback from DA team provided to administration to review with faculty

Action Step 7 5

Mebane administration will complete walk-throughs and formal observations focusing on writing in the classrooms.

Person Responsible

Manda Bessner

Schedule

Daily, from 9/2/2014 to 6/3/2015

Evidence of Completion

Walk through and formal observation evidence stored in ACIIS as well as in teacher lesson plans.

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

Remind principal to send out writing committee invite to specified teachers.

Person Responsible

Melissa Berryman

Schedule

On 8/4/2014

Evidence of Completion

email evidence of reminder

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

Ask Principal for what help is needed for initial writing committee meeting

Person Responsible

Melissa Berryman

Schedule

On 8/5/2014

Evidence of Completion

Agenda for meeting

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

Create a list of professional development dates for professional development

Person Responsible

Melissa Berryman

Schedule

Semiannually, from 8/6/2014 to 8/6/2014

Evidence of Completion

Shared Google calendar with the dates of professional development scheduled.

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

Contact the DA team leader and district personnel to confirm dates for professional development and necessary set up for the training.

Person Responsible

Melissa Berryman

Schedule

On 8/14/2014

Evidence of Completion

email confirmation from DA team and district personnel on the agreed upon dates and times

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

Contact DA team leader to schedule date for instructional review

Person Responsible

Manda Bessner

Schedule

On 8/14/2014

Evidence of Completion

email confirmation from team leader confirming date for instructional review

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

Remind principal in December 2014 about meeting with the writing committee to set up further professional development opportunities and collaborative planning for second semester.

Person Responsible

Melissa Berryman

Schedule

On 12/1/2014

Evidence of Completion

email evidence reminding principal to set up meeting.

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

Classroom walk-throughs

Person Responsible

Manda Bessner

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

data collected through ACISS

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

Formal observations

Person Responsible

Manda Bessner

Schedule

Semiannually, from 10/1/2014 to 5/15/2015

Evidence of Completion

data collected through ACISS,

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

Ontrack assessments, Mini Assessments, and FAIR assessments

Person Responsible

Melissa Berryman

Schedule

Monthly, from 9/15/2014 to 5/27/2015

Evidence of Completion

assessment results by teacher, meetings held by departments twice monthly will have documents filled out by the department chairperson with mini assessment results, remediation used, and writing samples from students

G2. If we continue ambitious instruction focused on the why of the math process, then student achievement will continue to increase in math. 1

G035595

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

B085313

G2.B1.S1 Teachers will meet twice monthly by subject area. The meetings 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. During the meetings teachers will also discuss any areas of concern they have with the curriculum and ways to work in Common Core Standards including literacy standards. 4

S095903

Strategy Rationale

Giving teachers time to focus on these concerns in their departments will provide support for the teachers.

Action Step 1 5

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 Responsible

Heidi Kling

Schedule

Biweekly, from 9/2/2014 to 5/27/2015

Evidence of Completion

Teacher feedback, student mini assessment, CIMS Data chat form 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 6

Department Chair 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 Responsible

Heidi Kling

Schedule

Biweekly, from 9/2/2014 to 5/20/2015

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 Implementation of G2.B1.S1 7

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 Responsible

Melissa Berryman


Schedule

Weekly, from 9/2/2014 to 6/10/2015


Evidence of Completion

CIMS Department Meeting Notes, walk-throughs, mini-assessment results

G2.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. 2

 B085314

G2.B2.S1 Teachers will use Tenmarks Program to remediate deficiencies and offer enrichment opportunities based on individual needs of students. 4

 S095904

Strategy Rationale

Tenmarks individually analyzes a students strengths and weaknesses and provides rigorous problems to supplement the instruction of the teachers. This is also an online program which will familiarize students with computer-based testing.

Action Step 1 5

Teachers will bring their classes to the computer lab on a weekly basis.

Person Responsible

Lisa Bailey

Schedule

Evidence of Completion

Classes are scheduled for the computer lab by our media specialist.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Teachers will share results of student progress during their CIMS data chats.

Person Responsible

Heidi Kling

Schedule

Biweekly, from 9/2/2014 to 9/23/2014

Evidence of Completion

CIMS Data Chats worksheet

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers will discuss the results throughout the year. Teachers should notice an improvement in student scores on the Tenmarks assessments and increased rigor in the questions.

Person Responsible

Heidi Kling

Schedule

Biweekly, from 9/2/2014 to 9/2/2014

Evidence of Completion

Discussion of results during CIMS data chats.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	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.	Kling, Heidi	9/2/2014	Teacher feedback, student mini assessment, CIMS Data chat form scores documented in grade books, and documentation in lesson plans of remediation that occurs in the classroom.	5/27/2015 biweekly
G2.B2.S1.A1	Teachers will bring their classes to the computer lab on a weekly basis.	Bailey, Lisa	9/8/2014	Classes are scheduled for the computer lab by our media specialist.	weekly
G1.B1.S1.A1	Mebane Middle School must identify a writing committee made up of administration and teachers.	Bessner, Manda	8/4/2014	An email to invite teachers to a writing committee meeting.	8/4/2014 one-time
G1.B1.S1.A2	Writing committee will identify what writing professional development will be offered during the first nine week period.	Berryman, Melissa	8/6/2014	Meeting agenda/professional development list	8/6/2014 one-time
G1.B1.S1.A3	Writing committee will will create a PD calendar for the 1st semester.	Bessner, Manda	8/15/2014	Google calendar accessible by all faculty and staff	8/15/2014 semiannually
G1.B1.S1.A4	A faculty meeting will be scheduled with the DA team to set writing expectations for implementation.	Berryman, Melissa	8/27/2014		9/27/2014 one-time
G1.B1.S1.A5	Follow up training provided by the DA team and district personnel for writing instruction in science, social studies, math, and exploratory classes.	Berryman, Melissa	9/10/2014	Training materials and power point presentations provided by presenters.	9/11/2014 one-time
G1.B1.S1.A6	Mebane will set up an instructional review by the DA team along with district personnel to conduct walk-throughs focusing on writing in all subject areas.	Bessner, Manda	10/9/2014	Feedback from DA team provided to administration to review with faculty	10/9/2014 one-time

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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
G1.B1.S1.A7	Mebane administration will complete walk-throughs and formal observations focusing on writing in the classrooms.	Bessner, Manda	9/2/2014	Walk through and formal observation evidence stored in ACIIS as well as in teacher lesson plans.	6/3/2015 daily
G1.MA1	Teachers within departments will meet twice monthly to share and discuss assessment data outcomes for mastery, instructional strategies for remediation and enrichment, and samples of student writing and activities used in each classroom.	Berryman, Melissa	9/15/2014	documents filled out with student mastery results by teacher and student artifacts of writing	5/27/2015 biweekly
G1.MA2	Teachers will document in their lesson plans the incorporation of writing in the subject areas.	Bessner, Manda	9/2/2014	Lesson plans provided by teachers electronically through either email or the use of PCG lesson planner	5/29/2015 weekly
G1.B1.S1.MA1	Classroom walk-throughs	Bessner, Manda	9/2/2014	data collected through ACISS	6/3/2015 weekly
G1.B1.S1.MA8	Formal observations	Bessner, Manda	10/1/2014	data collected through ACISS,	5/15/2015 semiannually
G1.B1.S1.MA9	Ontrack assessments, Mini Assessments, and FAIR assessments	Berryman, Melissa	9/15/2014	assessment results by teacher, meetings held by departments twice monthly will have documents filled out by the department chairperson with mini assessment results, remediation used, and writing samples from students	5/27/2015 monthly
G1.B1.S1.MA1	Remind principal to send out writing committee invite to specified teachers.	Berryman, Melissa	8/4/2014	email evidence of reminder	8/4/2014 one-time
G1.B1.S1.MA2	Ask Principal for what help is needed for initial writing committee meeting	Berryman, Melissa	8/5/2014	Agenda for meeting	8/5/2014 one-time
G1.B1.S1.MA3	Create a list of professional development dates for professional development	Berryman, Melissa	8/6/2014	Shared Google calendar with the dates of professional development scheduled.	8/6/2014 semiannually
G1.B1.S1.MA4	Contact the DA team leader and district personnel to confirm dates for professional development and necessary set up for the training.	Berryman, Melissa	8/14/2014	email confirmation from DA team and district personnel on the agreed upon dates and times	8/14/2014 one-time
G1.B1.S1.MA5	Contact DA team leader to schedule date for instructional review	Bessner, Manda	8/14/2014	email confirmation from team leader confirming date for instructional review	8/14/2014 one-time
G1.B1.S1.MA6	Remind principal in December 2014 about meeting with the writing committee to set up further professional development opportunities and collaborative planning for second semester.	Berryman, Melissa	12/1/2014	email evidence reminding principal to set up meeting.	12/1/2014 one-time
G2.MA1	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.	Berryman, Melissa	9/2/2014	CIMS Department Meeting Notes,	6/10/2015 weekly
G2.B1.S1.MA1	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	Berryman, Melissa	9/2/2014	CIMS Department Meeting Notes, walk-throughs, mini-assessment results	6/10/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	asked to observe, monitor, model, and assist with instructional strategies for teachers that show poor results.				
G2.B1.S1.MA1	Department Chair 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.	Kling, Heidi	9/2/2014	Mini assessment results, documentation of remediation activities in lesson planner to be checked on a weekly basis	5/20/2015 biweekly
G2.B2.S1.MA1	Teachers will discuss the results throughout the year. Teachers should notice an improvement in student scores on the Tenmarks assessments and increased rigor in the questions.	Kling, Heidi	9/2/2014	Discussion of results during CIMS data chats.	9/2/2014 biweekly
G2.B2.S1.MA1	Teachers will share results of student progress during their CIMS data chats.	Kling, Heidi	9/2/2014	CIMS Data Chats worksheet	9/23/2014 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If all teachers consistently establish expectations for high quality writing instruction and student feedback in the content areas, then Mebane MS will place in the 50th percentile for growth in writing proficiency for the 2014-15 school year.

G1.B1 Lack of expectations for quality writing instruction and lack of opportunities for students to produce quality writing across all content areas.

G1.B1.S1 Provide professional development for all teachers on embedding writing instruction in their content and the use of writing rubrics for student feedback.

PD Opportunity 1

A faculty meeting will be scheduled with the DA team to set writing expectations for implementation.

Facilitator

Differentiated Accountability Team from DOE

Participants

all teachers

Schedule

On 9/27/2014

PD Opportunity 2

Follow up training provided by the DA team and district personnel for writing instruction in science, social studies, math, and exploratory classes.

Facilitator

DA team in the area of science and math; district ELA supervisor for social studies and exploratory

Participants

all math, science, social studies, and exploratory teachers

Schedule

On 9/11/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If all teachers consistently establish expectations for high quality writing instruction and student feedback in the content areas, then Mebane MS will place in the 50th percentile for growth in writing proficiency for the 2014-15 school year.	525
Goal 2: If we continue ambitious instruction focused on the why of the math process, then student achievement will continue to increase in math.	5,000
Grand Total	5,525

Goal 1: If all teachers consistently establish expectations for high quality writing instruction and student feedback in the content areas, then Mebane MS will place in the 50th percentile for growth in writing proficiency for the 2014-15 school year.

Description	Source	Total
B1.S1.A5 - District grant money was used to provide substitutes to cover teacher classrooms for 3 hours each.	Other	525
Total Goal 1		525

Goal 2: If we continue ambitious instruction focused on the why of the math process, then student achievement will continue to increase in math.

Description	Source	Total
B2.S1.A1 - Advanced Placement Money	Other	5,000
Total Goal 2		5,000