

Alachua County Public Schools

A. L. Mebane Middle School



2015-16 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	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	52%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	49%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	D	D	C

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 City of Alachua Chamber of Commerce meetings as an opportunity to promote partnerships with local businesses and people. Our school participates in local activities such as "Scarecrow Row," and local Relay for Life. Each year we hold a "Mustang Round-up" where we open the school to all current and prospective parents to tour the school and see some of the projects completed by our students. We also hold family events such as our annual Mebane's Got Talent Show. In December we will also be hosting our school-level robotics competition. We have several community members, including members from the Mebane Alumni Association and former Chief of Police, who mentor one-on-one with our Take Stock Students and our high-priority students.

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

Safety and respect are a main priority at Mebane. Each morning there is grade level supervision beginning at 7:15am. Sixth graders report to the cafeteria, and seventh and eighth graders report to the auditorium. Supervision is offered by the administration, dean, SRO, and assigned staff members. Our administrative team, dean, and school counselor are visible during class changes, and often students will use this time to report any issues 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 as fighting) are immediately sent to the dean's office. The intent is for students to be removed from the instructional setting as a last resort. The dean's office uses progressive discipline to handle behavior referrals unless the incident, such as those mentioned above, require more severe consequences. The school counselor is also utilized for student disputes that are causing a disturbance throughout the campus including the classrooms in order for the students involved to talk through their issues and determine a solution to prevent the problem/disagreement from continuing.

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.
- Pull monthly report which targets students who display more two or more of the EWS. Hold EPTs with appropriate staff.
- Reports will be printed each nine week grading period to review all students that have failed English Language Arts (ELA), Mathematics, Science, or Social Studies. A list will be provided to the guidance clerical secretary to schedule parent conferences with these students of concerns. The conference

should focus on solutions and strategies for student to use during class and at home for success in the individual classrooms.

- School data will be printed to identify students scoring level 1 and level 2 in math and in ELA. 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	9	10	9	28
One or more suspensions	38	31	19	88
Course failure in ELA or Math	9	9	8	26
Level 1 on statewide assessment	49	88	78	215

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	30	24	22	76

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 in intensive reading classes participate in Fast ForWord to focus on memory, attention, and processing speed.

EPTs are also held for any student who have two or more indicators.

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 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:

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:

Name	Stakeholder Group
Timothy Hinchman	Teacher
Jennifer Diley	Teacher
Heidi Kling	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
Austin Council	Teacher
Alice Bryan	Business/Community

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:

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

Duties

Describe how the LLT promotes literacy within the school

As a school our main focus continues to be language and literacy development in all content areas. Teachers are given support through our District ELA specialist, Melissa Pratto, 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. Teachers are also using backwards planning to ensure appropriate planning. 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 once/month. Teachers also meet with their PLC department groups every 4/5 weeks to discuss mini-assessment data in order to change their lesson plans and determine effectiveness of the implementation of the lesson plans. The meetings are focused on student data collected through benchmark and classroom mini-assessments. 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. 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 scope and sequence 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 AIMS 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 once a month and at their department half-day planning times.

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 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. Mebane is also working with Santa Fe College to inform our 8th grade students about career and vocational programs that are offered.

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. Students from both 6th and 8th grade will attend field trips to UF and area business. The UF field trip will focus on STEM careers and the field trip to area business will be in conjunction with the Vocational Technical department showcasing the many job areas of the surrounding area.

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.

Mebane 8th graders will participate in a robotics class to foster interest in STEM careers the first semester of the year and finish the school year with a bio-forensics course.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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 language and literacy development in the content areas, then Mebane MS will place in the 50th percentile for growth in ELA and math proficiency for the 2015-2016 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 language and literacy development in the content areas, then Mebane MS will place in the 50th percentile for growth in ELA and math proficiency for the 2015-2016 school year. 1a

G073917

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	56.0
AMO Reading - ED	60.0
AMO Reading - Hispanic	69.0
AMO Reading - All Students	70.0
AMO Reading - SWD	54.0
AMO Reading - White	76.0
FCAT 2.0 Science Proficiency	50.0
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 Close Readings for ELA teachers
- 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
- Teacher leaders for each subject areas will report on district meetings to their departments.
- Fast ForWord for students performing below grade level
- Professional Development by District ELA Specialist on backwards planning and cooperative learning

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

Teachers will complete the google excel document with results from their mini-assessments.

Person Responsible

Melissa Berryman

Schedule

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

Evidence of Completion

Google Excel document

Plan to Monitor Progress Toward G1. 8

Department Chairs will complete reflection questions during the half day planning/reflection days.

Person Responsible

Manda Bessner

Schedule

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

Evidence of Completion

Minutes from Department Chair meetings

Plan to Monitor Progress Toward G1. 8

Teachers will review reports in My SciLearn

Person Responsible

Manda Bessner

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Teachers will log interventions and notes for each student.

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

G073918

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Math - African American	57.0
Middle School Participation in EOC and Industry Certifications	70.0
Middle School Performance in EOC and Industry Certifications	97.0
AMO Math - ED	60.0
AMO Math - Hispanic	81.0
AMO Math - SWD	52.0
AMO Math - White	76.0
Algebra I EOC Pass Rate	97.0
Math Gains	70.0
Math Lowest 25% Gains	55.0
FAA Mathematics Achievement	100.0
FSA Mathematics - Achievement	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 sequencing calendar along with higher order questioning and mini assessments
- additional math curriculum materials to help with remediation and reteach opportunities

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Melissa Berryman

Schedule

Weekly, from 9/12/2014 to 6/19/2015

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers consistently establish expectations for language and literacy development in the content areas, then Mebane MS will place in the 50th percentile for growth in ELA and math proficiency for the 2015-2016 school year. **1**

 G073917

G1.B1 Frequency and fidelity of progress monitoring **2**

 B193044

G1.B1.S1 Provide professional development for all teachers on backwards planning **4**

 S204563

Strategy Rationale

The rationale for this strategy is to provide support and training to all teachers on the process of backwards planning where teachers begin with the end goal and plan accordingly to cover each standard at the required level of complexity.

Action Step 1 **5**

Principal will coordinate PD with District ELA Specialist

Person Responsible

Manda Bessner

Schedule

On 6/15/2015

Evidence of Completion

Email correspondence

Action Step 2 5

Principal will announce training dates to the faculty

Person Responsible

Manda Bessner

Schedule

On 7/9/2015

Evidence of Completion

Email Announcement

Action Step 3 5

Teachers will attend PD on backwards training and cooperative training.

Person Responsible

Manda Bessner

Schedule

On 8/12/2015

Evidence of Completion

Sign in sheet

Action Step 4 5

Teachers will attend department planning and reflection half-days.

Person Responsible

Melissa Berryman

Schedule

Every 6 Weeks, from 10/1/2015 to 4/11/2016

Evidence of Completion

TDE Forms

Action Step 5 5

Department Chairs will meet with Administrative Team to share information from their planning/ reflection days.

Person Responsible

Melissa Berryman

Schedule

On 4/20/2016

Evidence of Completion

Google Calendar with dates for Department Chair meetings

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

Remind principal training with District ELA specialist.

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

Remind principal to email teachers with confirmed date

Person Responsible

Manda Bessner

Schedule

On 8/5/2014

Evidence of Completion

email evidence of reminder

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

Create a calendar with dates for mini-assessments and data collection.

Person Responsible

Melissa Berryman

Schedule

On 9/19/2014

Evidence of Completion

Shared Google calendar with the dates

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

create a calendar with dates for half day reflections

Person Responsible

Melissa Berryman

Schedule

On 9/19/2014

Evidence of Completion

Shared google calendar with dates

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

Meetings with Department chairs

Person Responsible

Manda Bessner

Schedule

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

Evidence of Completion

Scheduled meeting in school calendar

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

Progress Monitoring Excel Document

Person Responsible

Manda Bessner

Schedule

Every 6 Weeks, from 9/1/2014 to 5/15/2015


Evidence of Completion

Google Doc with mini-assessment scores

G1.B2 Students lacking fundamental language and literacy skills 2

 B193045

G1.B2.S1 All students with a deficiency in fundamental language and literacy skills will use the Fast ForWord program to work on improving language and literacy development. 4

 S204564

Strategy Rationale

Fast ForWord is a district approved initiative which works on memory, attention, and processing skills in order to bridge the gap in our students who lack fundamental language and literacy skills.

Action Step 1 5

Teachers will attend a refresher training on Fast ForWord

Person Responsible

Manda Bessner

Schedule

On 8/13/2015

Evidence of Completion

Sign-in sheet

Action Step 2 5

Students will complete a three-day protocol weekly.

Person Responsible

Melissa Berryman

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Attendance reports from My SciLearn

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

Administrators will pull attendance reports in My SciLearn.

Person Responsible

Melissa Berryman

Schedule

Evidence of Completion

Administrator will communicate with teachers via email of any student who consistently fails to complete the three-day protocol.

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

Students will take RPI tests at the completion of a product.

Person Responsible

Melissa Berryman

Schedule

Every 2 Months, from 9/21/2015 to 5/27/2016

Evidence of Completion

Certificates indicating that a student has completed a product and record of their improvements.

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

G073918

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

B193046

G2.B1.S1 Math teachers will meet every 6 weeks for planning and reflection. The meetings will have focused discussion to review results from mini assessments and how well the lesson plan along with the implementation of lesson plans worked. Teachers will look through student artifacts to show mastery or lack of master of standards to determine how future lesson plans can be altered to better fit the needs of our students. During the meetings teachers will also discuss any areas of concern they have with the curriculum and ways to work in Common Core Standards including literacy standards. 4

S204565

Strategy Rationale

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

Action Step 1 5

Time (1/2 day per every 6 weeks) will be provided to teachers to have discussion to review results from mini assessments. Lesson plan areas including strategies and implementation of lessons will be identified for adjustment using student artifacts.

Person Responsible

Heidi Kling

Schedule

Every 6 Weeks, from 10/1/2014 to 5/27/2015

Evidence of Completion

Teacher feedback, student mini assessment, CIMS Data chat form scores documented in google docs, documentation in lesson plans of mini assessments given, and reflection report given at monthly department chairs meeting.

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

Google Excel file will be checked on a consistent basis to determine that teachers are entering the mini assessment pass/fail status for students in their classrooms

Person Responsible

Melissa Berryman

Schedule

Every 6 Weeks, from 9/21/2015 to 5/13/2016

Evidence of Completion

The Google Excel document will be used to demonstrate that teachers are complying with the mini assessment implementation on a consistent basis as determined by each department.

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

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

Person Responsible

Manda Bessner

Schedule

Every 3 Weeks, from 9/19/2014 to 5/15/2015

Evidence of Completion

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

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
G1.B1.S1.A1	Principal will coordinate PD with District ELA Specialist	Bessner, Manda	6/8/2015	Email correspondence	6/15/2015 one-time
G1.B2.S1.A1	Teachers will attend a refresher training on Fast ForWord	Bessner, Manda	8/13/2015	Sign-in sheet	8/13/2015 one-time
G2.B1.S1.A1	Time (1/2 day per every 6 weeks) will be provided to teachers to have discussion to review results from mini assessments. Lesson plan areas	Kling, Heidi	10/1/2014	Teacher feedback, student mini assessment, CIMS Data chat form scores documented in google docs, documentation in lesson plans of mini	5/27/2015 every-6-weeks

Alachua - 0221 - A. L. Mebane Middle School - 2015-16 SIP

A. L. Mebane Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	including strategies and implementation of lessons will be identified for adjustment using student artifacts.			assessments given, and reflection report given at monthly department chairs meeting.	
G1.B1.S1.A2	Principal will announce training dates to the faculty	Bessner, Manda	7/6/2015	Email Announcement	7/9/2015 one-time
G1.B2.S1.A2	Students will complete a three-day protocol weekly.	Berryman, Melissa	9/14/2015	Attendance reports from My SciLearn	5/27/2016 weekly
G1.B1.S1.A3	Teachers will attend PD on backwards training and cooperative training.	Bessner, Manda	8/11/2015	Sign in sheet	8/12/2015 one-time
G1.B1.S1.A4	Teachers will attend department planning and reflection half-days.	Berryman, Melissa	10/1/2015	TDE Forms	4/11/2016 every-6-weeks
G1.B1.S1.A5	Department Chairs will meet with Administrative Team to share information from their planning/ reflection days.	Berryman, Melissa	10/21/2015	Google Calendar with dates for Department Chair meetings	4/20/2016 one-time
G1.MA1	Teachers will complete the google excel document with results from their mini-assessments.	Berryman, Melissa	9/15/2014	Google Excel document	5/27/2015 monthly
G1.MA2	Department Chairs will complete reflection questions during the half day planning/reflection days.	Bessner, Manda	9/2/2014	Minutes from Department Chair meetings	5/29/2015 monthly
G1.MA3	Teachers will review reports in My SciLearn	Bessner, Manda	9/21/2015	Teachers will log interventions and notes for each student.	5/27/2016 weekly
G1.B1.S1.MA1	Meetings with Department chairs	Bessner, Manda	9/2/2014	Scheduled meeting in school calendar	6/3/2015 monthly
G1.B1.S1.MA2	Progress Monitoring Excel Document	Bessner, Manda	9/1/2014	Google Doc with mini-assessment scores	5/15/2015 every-6-weeks
G1.B1.S1.MA1	Remind principal training with District ELA specialist.	Berryman, Melissa	8/4/2014	email evidence of reminder	8/4/2014 one-time
G1.B1.S1.MA2	Remind principal to email teachers with confirmed date	Bessner, Manda	8/5/2014	email evidence of reminder	8/5/2014 one-time
G1.B1.S1.MA3	Create a calendar with dates for mini-assessments and data collection.	Berryman, Melissa	8/25/2014	Shared Google calendar with the dates	9/19/2014 one-time
G1.B1.S1.MA4	create a calendar with dates for half day reflections	Berryman, Melissa	8/25/2014	Shared google calendar with dates	9/19/2014 one-time
G1.B2.S1.MA1	Students will take RPI tests at the completion of a product.	Berryman, Melissa	9/21/2015	Certificates indicating that a student has completed a product and record of their improvements.	5/27/2016 every-2-months
G1.B2.S1.MA1	Administrators will pull attendance reports in My SciLearn.	Berryman, Melissa	5/27/2016	Administrator will communicate with teachers via email of any student who consistently fails to complete the three-day protocol.	weekly
G2.MA1	Mini assessments and AIMS assessments will be used to monitor progress of students. Increased walk-throughs will happen if questionable results are documented in the mini assessment google document to get an extra pair of eyes targeting specific instructional strategies. A district coach will be asked to observe, monitor, model, and assist with instructional strategies for teachers that show poor results.	Berryman, Melissa	9/12/2014	Lesson plans, google documents for recording lesson plans, and walk through documentation	6/19/2015 weekly
G2.B1.S1.MA1	Mini assessments and benchmark assessments will be used to monitor progress of students. Questionable results will require more frequent walk throughs to be scheduled targeting	Bessner, Manda	9/19/2014	Lesson plan documentation electronically, Walk through data, and mini assessment results	5/15/2015 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	implementation of lesson plans. Teachers struggling with implementation will have a district coach to observe, monitor, model, and assist with instructional strategies for teachers that show poor results.				
G2.B1.S1.MA1	Google Excel file will be checked on a consistent basis to determine that teachers are entering the mini assessment pass/fail status for students in their classrooms	Berryman, Melissa	9/21/2015	The Google Excel document will be used to demonstrate that teachers are complying with the mini assessment implementation on a consistent basis as determined by each department.	5/13/2016 every-6-weeks

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 language and literacy development in the content areas, then Mebane MS will place in the 50th percentile for growth in ELA and math proficiency for the 2015-2016 school year.

G1.B1 Frequency and fidelity of progress monitoring

G1.B1.S1 Provide professional development for all teachers on backwards planning

PD Opportunity 1

Teachers will attend PD on backwards training and cooperative training.

Facilitator

Melissa Pratto

Participants

All Teachers

Schedule

On 8/12/2015

G1.B2 Students lacking fundamental language and literacy skills

G1.B2.S1 All students with a deficiency in fundamental language and literacy skills will use the Fast ForWord program to work on improving language and literacy development.

PD Opportunity 1

Teachers will attend a refresher training on Fast ForWord

Facilitator

My SciLearn representatives

Participants

Niki Knowlton

Schedule

On 8/13/2015

Budget

Budget Data						
1	G1.B1.S1.A1	Principal will coordinate PD with District ELA Specialist				\$0.00
2	G1.B1.S1.A2	Principal will announce training dates to the faculty				\$0.00
3	G1.B1.S1.A3	Teachers will attend PD on backwards training and cooperative training.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300	120-Classroom Teachers	0221 - A. L. Mebane Middle School	Other		\$4,000.00
4	G1.B1.S1.A4	Teachers will attend department planning and reflection half-days.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300	140-Substitute Teachers	0221 - A. L. Mebane Middle School	Other		\$3,500.00
5	G1.B1.S1.A5	Department Chairs will meet with Administrative Team to share information from their planning/reflection days.				\$0.00
6	G1.B2.S1.A1	Teachers will attend a refresher training on Fast ForWord				\$0.00
7	G1.B2.S1.A2	Students will complete a three-day protocol weekly.				\$0.00
8	G2.B1.S1.A1	Time (1/2 day per every 6 weeks) will be provided to teachers to have discussion to review results from mini assessments. Lesson plan areas including strategies and implementation of lessons will be identified for adjustment using student artifacts.				\$0.00
					Total:	\$7,500.00