

School Improvement Plan

2008-2009

A. L. Mebane Middle School

This plan is submitted in compliance with section 1001.452, Florida Statutes, which states "Each school advisory council shall assist in the preparation and evaluation of the school improvement plan."

Principal's Signature

Date Submitted

SAC Chairman's Signature

Date Submitted

EXECUTIVE SUMMARY

Mebane Middle School

Reading Objective: Increase the percentage of students scoring 3 or above in reading especially Student With Disabilities, African American and Economically Disadvantaged students. Students will meet the AYP target with 65% of all students and subgroups meeting high standards in reading at Level 3 or above.

Strategies:

1. Students who have tested below Level 3 in FCAT reading will be served in a remedial instructional program each day.
2. We will use progress monitoring in fluency and comprehension 5 times over the course of a year. All reading and language arts benchmarks will be taught throughout the year in fluency. In addition, we will use quarterly progress monitoring (ThinkLink) assessments in reading, math and science. Students not showing progress, either through teacher assessment of student progress or through the progress monitoring process, will be given diagnostic tests and recommendations will be made for adjustment of instruction based on the diagnosis.
3. Intensive interventions (such as Great Leaps, and Corrective Reading) will be used to work with students needing individualized attention.

Mathematics Objective: Increase the percentage of students scoring 3 or above in mathematics especially Students With Disabilities, African American and Economically Disadvantaged subgroups. Students will meet the AYP target with 65% of all students and subgroups meeting high standards in math at Level 3 or above.

Strategies:

All students will receive mathematics instruction at a developmentally appropriate level utilizing district adopted instructional materials. All mathematics classes will have an extended period of time to ensure inclusion of effective teaching and learning strategies.

Writing Objective: Increase the percentage of students scoring 3.5 or above in writing especially for Students With Disabilities, African American and Economically Disadvantaged subgroups.

Strategies:

All students will receive writing instruction at a developmentally appropriate level utilizing district adopted instructional materials. All language arts classes will have an extended period of time to ensure inclusion of effective teaching and learning strategies.

Science Objective: Students' scores on the FCAT Science test will be at or above the state average.

Strategies:

All students will receive science instruction at a developmentally appropriate level utilizing district adopted instructional materials. Science labs will be utilized to increase relevance through application. Scientific inquiry and investigation will be emphasized throughout the science curriculum.

Parental Involvement Objective: Increase the number of parents who volunteer to help with fluency testing and Great Leaps reading support for students.

Strategies:

Utilize the Reading Coach to contact, schedule parents, and prepare materials for them to use with fluency testing and Great Leaps reading support

Safety & Environment Objective: Improve student social skills in support of Goal 3 objectives.

Strategies:

Utilize a school-wide discipline plan developed by the teaching staff that provides effective strategies for encouraging positive student behavior. The CONNECTIONS program was designed and implemented in 2006. A Student Support Services Team meets bi-weekly. This team addresses the needs of students, and provides resources and support to teachers. A positive referral program was implemented in 2007.

Strategies:

Preventive maintenance and cleaning of all buildings will be regularly scheduled. Teachers will report air quality problems through the work order system or weekly team meetings.

Health Objective: To promote lifelong wellness through physical activity and decision making skills, all students in grades 6-8 will have the opportunity to improve their overall fitness and health by participating in a health and physical fitness program as defined in the district's plan. Student health and fitness information will be communicated to parents as required. A school Wellness Committee has been organized.

Strategies:

Students learn various activities that can be enjoyed throughout their lives. The Wellness Committee has been established to help coordinate physical activity, nutrition, and other aspects of student/staff wellness. Members of the committee include: parents, students, teachers, school nurse, physical education teacher(s), career service representative, food service manager, and administration.

Students will develop social skills while participating in a variety of team sports and activities. Students are exposed to health concepts through a classroom component. Teachers also strive to educate students on life choices by developing a wellness plan, including nutritional choices, and documenting their activity level. Students also participate in a substance abuse program designed to teach them to make informed decisions based on health and performance issues.

School Grades			
2001-2002 B	2002-2003 A	2003-2004 A	2004-2005 B
2005-2006 A	2006-2007 B	2007-2008 A	

Mebane Middle School Vision/Mission Belief Statement

We believe that learning is a continuous process that never stops. The responsibility for learning should be inspired by parents, encouraged by teachers, and ultimately accepted by each student. We believe that only with parent and faculty efforts and student commitment and self-discipline will a child have the best opportunity to realize his/her fullest potential.

It is the mission of the faculty and staff of Mebane Middle School to develop in each student – through the application of innovative practices and engaging curriculum – the knowledge, academic skills, self-esteem and self-discipline to be successful in school and life.

School Profile/Demographics

Racial & Ethnic Groups: Black 129; White 302; Hispanic 28; Asian 2; Am. Indian 2; Multiracial 14; Disabled 92 ; Economically Disadvantaged 210; LEP 2; Migrant 3 ; Female 222; Male 255; Total 477

Quality Staff
Highly Qualified, Certified Administrators

Veita Jackson Carter Masters of Science in Education; Educational Leadership Certification Shane Andrew Masters in Educational Leadership
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ADDITIONAL REQUIREMENTS

Teacher Mentoring

The Teacher Induction Program provides first-year teachers with a support team comprised of a mentor teacher and administrator that meet regularly to provide assistance. The Induction Program also provides regular training to first-year teachers.
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School Advisory Council

The School Advisory Council consists of staff, parent and community representatives who are elected annually by the respective constituency. The SAC meets regularly to receive information and training relative to the school and to provide their input into the decision-making process.
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Extended Learning Opportunities

The school uses Safe and Drug Free grant dollars to provide an after school program that is offered Monday, Tuesday and Thursday from 2pm until 5pm. The program features homework help as well as reading and math tutoring. Students do enjoy some recreational time and a snack. Typically the grant will provide funding from September through March. In addition, 6 th & 7 th grade Level 1 students, and students with disabilities have been served for 17 days in June in a half-day intensive reading remediation program.
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READING

GOALS

Needs Assessment

59 % of students reading at or above grade level. 63% of students making a year's worth of progress in reading. 72% of students, in bottom 25th percentile, making a year's worth of progress in reading African American, Economically Disadvantaged Students, and Students With Disabilities in this school need improvement in reading.

Reading Goal Statement

Increase student proficiency in reading.

1. Objective:

Meet AYP target with 65% of all students and subgroups meeting high standards in reading (Level 3 or above).

Strategies:

All students will receive reading instruction at a developmentally appropriate level utilizing district adopted instructional materials. Level 1 and 2 students will receive additional remedial instruction using Read 180, Read Excel, Corrective Reading, Bridges, and Great Leaps. Progress monitoring will take place 5 times over the course of the school year. It will be conducted by the Reading Coach, who will provide reports to the administration and language teachers. All reading and language arts benchmarks will be taught throughout the year in fluency. In addition, we will analyze data of quarterly progress monitoring (ThinkLink) assessments in reading, math and science.

Evaluation:

Progress monitoring will take place 5 times over the course of the school year. It will be conducted by the Reading Coach, who will provide reports to the administration and language teachers. In addition, we will analyze and share data of quarterly progress monitoring (ThinkLink) assessments in reading, math and science.

Research-Based Program:

Read 180, Read Excel, Corrective Reading, Bridges, Great Leaps, ThinkLink

Professional Development Aligned with this Objective:

Read 180 workshops, Accelerated Reader initial and follow up training for teachers. Teacher training opportunities: CRISS, Multiple Intelligences, Differentiated Instruction, Support Facilitation. Monitoring of implementation through classroom walk through and observations. Evaluation: Workshop/training evaluations, follow up meetings with teachers after classroom walk throughs and observations.

2. Objective:

Meet AYP target with 65% of all students and subgroups meeting high standards in reading (Level 3 or above), especially Economically Disadvantaged students, and Students With Disabilities.

Strategies:

All students will receive reading instruction at a developmentally appropriate level utilizing district adopted instructional materials. Students with disabilities will be included in a general education setting. Level 1 and 2 students will receive additional remedial instruction using Read 180, Read Excel, Corrective Reading, Bridges, and Great Leaps. Progress monitoring will take place 5 times over the course of the school year, conducted by the Reading Coach, who will provide reports to the administration and language teachers. All reading and language arts benchmarks will be taught through the year in fluency. In addition, we will analyze and share data with teachers of quarterly progress monitoring (ThinkLink) assessments in reading math and science.

Evaluation:

Progress monitoring will take place 5 times over the course of the school year. It will be conducted by the Reading Coach, who will provide reports to the administration and language teachers. We will analyze and share data with teachers of quarterly progress monitoring (ThinkLink) assessments in reading, math and science.

Research-Based Program:

Read 180, Read Excel, Corrective Reading, Bridges, Great Leaps, ThinkLink

Professional Development Aligned with this Objective:

Read 180 workshops, Accelerated Reader initial and follow up training for teachers. Training opportunities: CRISS, Multiple Intelligences, Differentiated Instruction, Support Facilitation. Monitoring of implementation through classroom walk through and observations. Evaluation: Workshop/training evaluations, follow up meetings with teachers after classroom walk through and observations.

3. Objective:

Meet AYP target with 65% of all students and subgroups meeting high standards in reading (Level 3 or above), especially African American students.

Strategies:

All students will receive reading instruction at a developmentally appropriate level utilizing district adopted instructional materials. Level 1 and 2 students will receive additional remedial instruction using Read 180, Read Excel, Corrective Reading, Bridges and Great Leaps. Progress monitoring will take place 5 times over the course of the school year, conducted by the Reading Coach who will provide reports to the administration and language teachers. In addition, we will analyze and share data of quarterly progress monitoring (ThinkLink) assessments in reading, math and science.

Evaluation:

Monitoring of progress will take place 5 times over the course of the school year. It will be conducted by the Reading Coach who will provide reports to the administration and language teachers. In addition, we will analyze and share data of quarterly progress monitoring (ThinkLink) assessments in reading, math, and science.

Research-Based Program:

Read 180, Read Excel, Corrective Reading, Bridges, Great Leaps, ThinkLink

Professional Development Aligned with this Objective:

Read 180 workshops, Accelerated Reader initial and follow up training for teachers. Training opportunities: CRISS, Multiple Intelligences, Differentiated Instruction, Support Facilitation. Monitoring of implementation through classroom walk through and observations. Evaluation: Workshop/training, evaluations, follow up meetings with teachers after classroom walk through and observations.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavai lable)
Research-Based Program(s) (Instructional Materials)	Read 180 Corrective Reading, Holt Elements of Literature	County, Federal ESE Funds	\$20,000	
Research-	Scholastic	SRP/SAC Funds	\$4,000	

Based Resource(s) (i.e., websites, assessment tools)	Reading Skills Kits, Reasoning and Writing, Accelerated Reader, Bridges, Read Excel, Great Leaps, Reading System ThinkLink	Grant Money		
Technology	Read 180 computers and equipment; maintenance costs, AR quizzes, and subscription, upgrade computer equipment and software.	SRP/SAC Funds, Technology grant Technology Fundraising Campaign	\$12,000	
Professional Development	Read 180 workshops, AR training, Direct instruction training when needed.	County & SAC/School	\$3,000	
Other	Need part time aide and some supplies to manage Great Leaps; class sets of Reader's Handbook from Great Source with teacher materials for content areas and reading/ Language arts; 6 Minute	County, SRP/SAC Funds	\$3,000	

	Solution for each reading teacher.			
		Total: \$42,000		

READING ELEMENTS

Highly Qualified Certified In-Field Instructors

<p>Vicki Tougaw: ESOL, reading endorsed, middle grades integrated certification gifted endorsed, middle grades English Kathy Woelfel: ESE, reading endorsed Donald Rupert: Middle grades English Sean Sand: ESE, Science, middle grades integrated certification Melissa Pardue: Reading endorsed, English, ESE, middle grades integrated certification Matthew Hurley: English, middle grades integrated certification, working on reading endorsement Susan Swails: Middle grades English, ESOL, reading endorsed, middle grades integrated certification, Media Debbie Dixon: Reading, Early Childhood Education, elementary education certification Jessica Mills: ESE, middle grades integrated certification, business education certification Alice Fleming: Reading endorsed, ESE, elementary education certification Charles Thomas: Middle grades integrated certification, social studies, Educational leadership</p>

MATHEMATICS

GOALS

Needs Assessment:

<p>67% of students at or above grade level in math. 76% of students making a year's worth of progress in math. 70% of students, in the bottom 25th percentile, making a year's worth of progress in math. African American and Economically Disadvantaged students in this school need improvement in math.</p>
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Mathematics Goal Statement:

Increase student proficiency in mathematics.

1. Objective:

Meet AYP target for 2008-2009 with 68% of all students and subgroups meeting high standards in math (Level 3 or above).

Strategies:

All students will receive mathematics instruction at a developmentally appropriate level utilizing district adopted instructional materials. All mathematics classes will have an extended period of time to ensure inclusion of effective teaching and learning strategies.

Evaluation:

FCAT scores for 2009 will be compared to scores from 2008. Locally defined criteria for student achievement for mathematics will be examined. Sixty-eight (68) percent of the total school population will score Level 3 or above on the FCAT Mathematics assessment. Supplemental materials will be used to assist students in making gains in math. In addition, we will analyze and share data of quarterly progress monitoring (ThinkLink) assessments in reading, math and science.

Research-Based Program:

Connecting Math
6th grade – Holt Course 1; Prentice Hall Course 2; Pre Algebra (Glencoe)
7th grade – Holt Course 2; Pre Algebra (Glencoe); Algebra 1 (McDougal/Littel)
8th grade – Pre Algebra (Glencoe); Algebra 1A; Algebra 1 (McDougal/Littel) Algebra 1 Honors

Professional Development Aligned with this Objective:

Math Workshops

2. Objective:

Meet AYP target for 2008-2009 with 68% of all students and subgroups meeting high standards in math (Level 3 or above), especially African American students.

Strategies:

All students will receive mathematics instruction at a developmentally appropriate level utilizing district adopted instructional materials. All mathematics classes will have an extended period of time to ensure inclusion of effective teaching and learning strategies.

Evaluation:

FCAT scores for 2009 will be compared to scores from 2008. Locally defined criteria for student achievement for mathematics will be examined. Sixty-eight percent (68%) of all students and subgroups will score Level 3 or above on the FCAT Mathematics assessment. Supplemental materials will be used to assist students in making gains in math. In addition, we will analyze and share data with teachers of quarterly progress monitoring (ThinkLink) assessments in reading, math, and science.

Research-Based Program:

Connecting Math
6th grade - Holt Course 1; Prentice Hall Course 2; Pre Algebra (Glencoe)
7th grade - Holt Course 2; Pre Algebra (Glencoe); Algebra 1 (McDougal/Littel)
8th grade - Pre Algebra (Glencoe); Algebra 1A; Algebra 1 (McDougal/Littel) Algebra 1 Honors

Professional Development Aligned with this Objective:

Math Workshops & Science Grant Training (SPICE)

3. Objective:

Meet AYP target for 2008-2009 with 68% of all students and subgroups meeting high standards in math (Level 3 or above) especially for Economically Disadvantaged students.

Strategies:

All students will receive mathematics instruction at a developmentally appropriate level utilizing district adopted instructional materials. All mathematics classes will have an extended period of time to ensure inclusion of effective teaching and learning strategies.

Evaluation:

FCAT scores for 2009 will be compared to scores from 2008. Locally defined criteria for student achievement for mathematics will be examined. Sixty-eight percent (68%) of all students and subgroups will score Level 3 or above on the FCAT Mathematics assessment. Supplemental materials will be used to assist students in making gains in math. In addition, we will analyze and share data with teachers of quarterly progress monitoring (ThinkLink) assessments in reading, math, and science.

Research-Based Program:

Connecting Math 6 th grade - Holt Course 1; Prentice Hall Course 2; Pre Algebra (Glencoe) 7 th grade - Holt Course 2; Pre Algebra (Glencoe); Algebra 1 (McDougal/Littel) 8 th grade - Pre Algebra (Glencoe); Algebra 1A; Algebra 1 (McDougal/Littel) Algebra 1 Honors

Professional Development Aligned with this Objective:

Math Workshops

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Remedial Connecting Math-6 th grade: Holt Course 1; Prentice Hall Course 2; Pre Algebra (Glencoe); 7 th grade Holt Course 2; Pre Algebra (Glencoe); Algebra 1 (McDougal/ Littel); Algebra 1 Honors	County, Federal ESE funds	-0-	
Research-Based Resource(s) (i.e., websites, assessment tools)	Accelerate d Math Program ThinkLink	County, School funds	\$4,000	
Technology	Class set of graphing calculators	School funds, and/or grant funds	\$4,000	

	for Algebra 1 course computer Hub for Accelerated Math program			
Professional Development	Math Grant Training	FDOE Math & Science Grant GEMS training	\$3,000	
Other				
		Total:	\$7,000	

MATHEMATICS ELEMENTS

Highly Qualified Certified In-Field Instructors:

<p>6th grade mathematics – Jennifer Pine: Middle grades integrated certification 6th grade ESE VE mathematics - Kathy Woelfel-ESE certification, reading endorsed 7th grade mathematics - Becky Dunlap: Math certification 7th grade mathematics – Sherri Simpson: Middle grades integrated certification, ESE 7th grade mathematics – Mike McCall; Math, science certification 8th grade mathematics - Jeanne Wallace: Math certification 8th grade mathematics – Timothy Hinchman: Math, middle grades integrated certification 8th grade mathematics – Sean Sand: Middle grades integrated certification, science, ESE</p>
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WRITING

GOALS

Needs Assessment:

<p>89% of students scored at or above grade level in writing. Increase students' performance in writing.</p>

Writing Goal Statement:

<p>Students With disabilities, African American and Economically Disadvantaged students scoring a Level 3.5 or above on the FCAT Writing increase performance in writing.</p>

Objective:

<p>Ninety-two percent (92%) of all students and subgroups meeting high standards in writing will score a 3.5 or above on the FCAT Writing assessment.</p>

Strategies:

All students will receive writing instruction at a developmentally appropriate level utilizing district adopted instructional materials. All language arts classes will have an extended period of time to ensure inclusion of effective teaching and learning strategies.

Evaluation:

FCAT scores for 2009 will be compared to scores from 2008. Locally defined criteria for student achievement for writing will be examined. Ninety-two percent (92%) of all students and subgroups meeting high standards will score Level 3.5 or above on the FCAT Writing assessment.

Research-Based Program:

Elements of Language

Professional Development Aligned with this Objective:

Workshop and text - Wow, I'm a Writer!

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Elements of Language	County	\$3,000	
Research-Based Resource(s) (i.e., websites, assessment tools)	Reasoning & Writing Express with Writing	County, Federal ESE funds	\$2,000	
Technology				
Professional Development	Workshop and text- Wow, I'm a Writer!	County and School funds	\$3,000	
Other				
		Total:	\$8,000	

SCIENCE

GOALS

Needs Assessment:

42% of students in science scored at or above grade level
Students With Disabilities, African American Students, and Economically Disadvantaged
Students in this school need improvement in science.

Science Goal Statement:

Increase student proficiency in science.

OBJECTIVES FOR SCIENCE

1. Objective:

Meet target of Sixty-eight percent (68%) of all students and subgroups meeting high standards in science by scoring 3 or above on the FCAT assessment.

Strategies:

All students will receive science instruction at a developmentally appropriate level utilizing district adopted instructional materials. Science labs will be utilized to increase relevance through application. Scientific inquiry and investigation will be emphasized throughout the science curriculum.

Evaluation:

We will analyze and share data with teachers of quarterly progress monitoring (ThinkLink) assessments in reading, math, and science.
Students will score at or above the state level for the 2008-2009 school year.

Research-Based Program:

6th grade Science – Glencoe
7th grade Science – McGraw Hill
8th grade Science – McGraw Hill

Professional Development Aligned with this Objective:

Science Grant training (SPICE)
Science Partners in Inquiry-based Collaborative Education (SPICE) training

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds Available)	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Glencoe McGraw Hill	County	\$3,000	
Research-Based Resource(s) (i.e., websites, assessment tools)	GEMS Kits Explorations in Science and Math FCAT Science Dailies ThinkLink	FDOE Math and Science Grant County Consumables	\$2,500 \$700	
Technology	Glencoe McGraw Hill	County		
Professional Development	Math and Science Grant Training	FDOE Math and Science Grant	\$2,000	
Other	Probeware including Temperature and Motion Sensors Fiction Novel Sets	FDOE Math and Science County Minigrant		
		Total:	8,200	

SCIENCE ELEMENTS

Highly Qualified Certified In-Field Instructors

6 th grade Science – Diane Brody: Science, elementary education, gifted
7 th grade Science - Mike McCall - Science, math certification
7 th grade Science – Carmella O’Steen – Elementary education certification, middle grades

integrated certification, gifted
8th grade Science - Sean Sand - Science, ESE, middle grades integrated certification
8th grade Science – Gloria Bonilla-Science; working on gifted certification
8th grade Science – Tim Hinchman-middle grades integrated certification, math

PARENTAL INVOLVEMENT

GOALS

Needs Assessment:

Increase parent involvement to help with fluency testing and Great Leaps reading support for students.

Goal Statement:

Increase parent participation school wide.

OBJECTIVES FOR PARENTAL INVOLVEMENT

Objective:

Increase the number of parent involvement in the school, and who volunteer to help with fluency testing and Great Leaps reading support for students.
Increase the number of parent involvement in the school to volunteer to help with math supplemental activities and support for students.

Strategies:

Utilize the Reading Coach to contact and schedule parents and prepare materials for them to use with fluency testing and Great Leaps reading support.
Utilize school personnel (parent, support staff) to contact parents, and/or make home visits and prepare materials for them to use with math supplemental activities and support for students.

Evaluation:

Parents will volunteer to help with fluency testing and Great Leaps reading support for students.

Research-Based Program:

Great Leaps Reading Program

Professional Development Aligned with this Objective:

Parents will be trained in fluency testing to help with Great Leaps reading support for students.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Great Leaps Reading Program	County, Consumables	\$300	
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development	Great Leaps Reading Program Training	School funds	\$200	
Other				
		Total:	\$500	

STUDENT HEALTH AND FITNESS

GOALS

1. Goal Statement:

Students will increase knowledge of good health & wellness and the demonstrate understanding of the importance of physical fitness.

Goal Objective:

To promote lifelong wellness through physical activity and decision making skills. All students in grades 6-8 will have the opportunity to improve their overall fitness and health by participating in a health and wellness and physical fitness program as defined in the

district's plan. Student's health and fitness information will be communicated to parents as required.

Evaluation:

Individual classroom rewards, physical education evaluations, behavior incentive program, advisor/advisee program evaluation.

SCHOOL SAFETY AND DISCIPLINE

GOALS

2. Goal Statement:

School communities will provide an environment that is drug-free and protects students' health, safety, and welfare.

Goal Objective:

Implement school-wide advisee program for students, developed by the teaching staff, that provides effective strategies for encouraging positive student behavior, and good decision making. CONNECTIONS program implemented in 2006-2007 school year. School and parent support staff will access community and parents to promote positive school activities.

Evaluation:

Safe and drug free schools speakers/presentations, advisor advisee thematic units, discipline committee/school wide evaluation of data. Teacher and parent surveys used as evaluative tool.

TECHNOLOGY

GOALS

3. Goal Statement:

Students will increase knowledge of technology through course offerings and technology training.

Goal Objective:

Emphasize utilization of technology in assignments and in presentations. Increase student use of technology through interdisciplinary team planning.

Evaluation:

Teachers will evaluate student use of technology through TV production, team presentations on thematic units, classroom assignments. Assessment of technology needs will take place twice a year. A fundraising campaign to upgrade technology was implemented this year.

School Advisory Council Members:

Principal: Veita Jackson-Carter

Teachers: Timothy Hinchman, Matthew Hurley, Valerie Pothier, Sean Sand, Leroy Williams, Wendy Shannon

Parents: Collette Gardner, Tina Wilson, Matthew Walters, Caleb Cooper, Rene Presley, Denise Hoffman, Tonya Shays, Maribeth Lapointe, Lisa Ward-Young, Jennifer Flinn

Career Service: Margaret Baumann, Angie Dority

Other Citizens: Gussie Lee, Reatha Peterson, Rose Brown, Marvin Bingham, Thea Horne, Herbert Jones

IMPLEMENTATION EVALUATION

The School Improvement model was implemented as planned and designed.

FCAT scores (gains) indicate that the model was very effective.

The instructional focus calendar was implemented this year. Students With Disabilities were included in general education setting. A new Inclusion Support Model was designed.

Electives courses were aligned with core academic courses.

Focused lessons and maintenance lessons that addressed the FCAT-tested Sunshine State Standards benchmarks were utilized by teachers.

Progress monitoring mini-assessments correlated to focus lessons and FCAT-tested Sunshine State Standard benchmarks were used to determine

mastery of benchmarks. Reading Coach provided reports to teachers and administration 5 times over the course of a school year. ThinkLink assessments were administered 3 times per year. Teachers used disaggregated student achievement data to plan ways to redesign instruction.

One Book, One School, One Community Reading Initiative was implemented.

Mysteries In the Middle Reading Initiative was implemented.

Administrators and Reading Coach did classroom walk throughs and observations on a regular basis. Follow up meetings were held with teachers to share observations. Teacher feedback gathered when teachers have grade level planning meetings and subject area meetings.

Professional development training activities included: (CRISS, Differentiated Instruction, Multiple Intelligences, Support Facilitation).

Two 6th grade teachers presented at the Florida League of Middle Schools Conference on *The New-Comers Guide to the City of Alachua*. This project was sponsored through a grant procured by Mrs. Tougaw and Ms. Pine. Citigroup was the corporate sponsor.

All students with FCAT 1 scores participated in remediation during the school day (Read 180). Student gains indicated mastery of SSS benchmarks.

READ 180 Model – A new Read 180 Model will be implemented in 2008-2009. Read 180 will be offered at 6th, 7th, & 8th, grade levels by specific grade level team of reading teachers.

Reading Coach will teach students with FCAT 1 & 2 scores in a Model Reading Classroom. Great Leaps Program will be continued.

CONNECTIONS program has been a success. Data indicates a significant decrease in overall discipline referrals for the 2007-2008 school year.

The final evaluation indicates that objectives were met.

Students gain scores in math were significant. Students were proficient in writing. Quarterly ThinkLink assessment data from pre-tests to post-tests in reading, math and science were used as indicators for teachers.