Brevard Public Schools

RONALD MCNAIR MAGNET MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Brevard County School Board on Brevard School Board approved Sept. 9, 2025.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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. The Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

McNair Middle School will provide opportunities for all students to excel through standards-based, continuous improvement.

Provide the school's vision statement

McNair Magnet Middle School will establish a literate culture of successful, organized students who are accountable and respectful as they prepare for college and career readiness.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Nicholas Stewart

stewart.nicholas@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

The duty of the principal encompasses all of the other duties of everyone on the school leadership team. He serves as the top instructional leader. He leads focus walks and provides all teachers with feedback as it relates to standards-based teaching. His concentration is on producing results with our ESE and ELL students, in all MESH courses. He provides feedback and planning assistance to teachers that impact all students, including ESE & ELL students.

Leadership Team Member #2

Employee's Name
Genesis Rowe

rowe.genesis@brevardschools.org

Position Title
Assistant Principal of Curriculum

Job Duties and Responsibilities

Serves as an instructional leader by collaborating with the administrative team, teacher leaders, SAC committee and community members to implement research based instructional strategies to reach our SIP goals. She has a concentration on providing results within ELA & Math classrooms and provides feedback and planning assistance to these teachers.

Leadership Team Member #3

Employee's Name
Jon Chace

chace.jon@brevardschools.org

Position Title
Assistant Principal - Dean

Job Duties and Responsibilities

Serves as an instructional leader with a concentration on producing results within the social studies and science classrooms. He provides feedback and planning assistance to the two departments. Mr. Chace has a particular focus on campus discipline, safety, and the well-being of the students.

Leadership Team Member #4

Employee's Name
Dr. Maureen Kerrigan

kerrigan.maureen@brevardschools.org

Position Title
Literacy Coach (T)

Job Duties and Responsibilities

Oversees the reading intervention program as well as serve as the ELA Department Chair. Assists with data driven decision making when scheduling students. Literacy Coaches work very closely with our teachers on the implementation of the HMH Read180 and HMH Code platforms. Serves on the

school's Literacy Leadership Team. Dr. Kerrigan will also be assigned regular intervention groups where she will support underperforming students working towards achievement and learning gains in ELA. Dr. Kerrigan will drive our MTSS process at McNair as needs arise with our students.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Ronald McNair Magnet Middle School welcomes stakeholder involvement in the development of the School Improvement Plan. At McNair Magnet Middle School, stakeholders- our faculty, staff, families, community leaders, and students, are given multiple opportunities to provide input on the needs of our school to improve student achievement. During the process all stakeholders were invited to participate in our school's Comprehensive Needs Assessment for the 25-26 school year. All faculty, staff, families, and community members had the opportunity to provide input on the needs of our school through multiple survey opportunities- including the District's Thought Exchange survey and the Title I program survey. The school leadership team collaborated to create a draft School Improvement Plan based on the Comprehensive Needs Assessment meetings. This draft was shared with stakeholder groups for input: faculty and staff reviewed during September faculty meeting, and families, students, and community members reviewed during the first SAC meeting. All input was reviewed, and revisions made to the SIP by the leadership team.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The 2025-2026 School Improvement Plan will be monitored regularly for effective implementation and progress toward focus area achievement goals. Classroom walkthroughs to monitor implementation will occur weekly with trends reviewed during monthly leadership meetings. McNair's Literacy Leadership Team will also monitor ELA Progress Monitoring scores as well as data from Intensive Reading courses to help make instructional decisions. Math Progress Monitoring scores will also be

analyzed by our math department and administration. We will revise the SIP based on the needs identified during these review meetings to ensure continuous school improvement.
The SIP will be monitored for impact on student achievement through student assessment data review. Staff will review achievement data, especially for subgroups with the greatest achievement gaps, through monthly data team and/or PLC meetings. The leadership team will meet quarterly to review student achievement data on state assessment. Leadership team will also assess our progress on the nine weeks tracker and adjust goals and strategies as needed. Additionally after PM2, members of the leadership team will complete a Mid-Year Program review will be shared with stakeholders for input. We will revise the SIP based on the needs identified during these review meetings to ensure continuous school improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **7-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								109	116	225
Absent 10% or more school days								34	18	52
One or more suspensions								26	33	59
Course failure in English Language Arts (ELA)								8	14	22
Course failure in Math								10	30	40
Level 1 on statewide ELA assessment								27	31	58
Level 1 on statewide Math assessment								23	44	67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								36	41	77

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								11	6	17
Students retained two or more times								8	4	12

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								22	21	43
One or more suspensions								32	20	52
Course failure in English Language Arts (ELA)								2	1	3
Course failure in Math								8	2	10
Level 1 on statewide ELA assessment								28	41	69
Level 1 on statewide Math assessment								27	44	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								34	28	62

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								7	1	8
Students retained two or more times								7	6	13

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	49	60	58	44	55	53	41	51	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	53	55	59	51	53	56			
ELA Lowest 25th Percentile	47	46	52	45	46	50			
Math Achievement*	51	63	63	52	59	60	54	55	56
Math Learning Gains	50	54	62	49	51	62			
Math Lowest 25th Percentile	42	52	57	56	55	60			
Science Achievement	47	55	54	44	48	51	47	47	49
Social Studies Achievement*	50	72	73	45	69	70	57	67	68
Graduation Rate									
Middle School Acceleration	72	70	77	75	70	74	77	69	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	32	47	53	28	56	49	38	47	40

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	493
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
49%	49%	53%	56%	51%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	5	
English Language Learners	34%	Yes	5	
Black/African American Students	45%	No		
Hispanic Students	44%	No		
Multiracial Students	58%	No		
White Students	68%	No		
Economically Disadvantaged Students	49%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	49%		53%	47%	51%	50%	42%	47%	50%	72%			32%
Students With Disabilities	16%		38%	43%	32%	51%	40%	21%	19%				
English Language Learners	22%		49%	42%	19%	40%	42%	17%	46%				32%
Black/African American Students	37%		51%	42%	41%	52%	40%	28%	39%	75%			
Hispanic Students	41%		55%	48%	38%	44%	39%	35%	44%	62%			33%
Multiracial Students	65%		44%		65%	50%		80%	45%				
White Students	68%		57%		75%	53%		76%	75%	71%			
Economically Disadvantaged Students	45%		56%	54%	46%	49%	42%	45%	46%	59%			44%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	44%		51%	45%	52%	49%	56%	44%	45%	75%			28%
Students With Disabilities	26%		44%	36%	36%	42%	45%	22%	21%				
English Language Learners	27%		46%	43%	31%	34%	46%	36%	28%	64%			28%
Black/African American Students	31%		39%	31%	38%	54%	57%	23%	37%	58%			
Hispanic Students	31%		49%	43%	38%	38%	52%	37%	37%	68%			28%
Multiracial Students	64%		64%		64%	46%			75%				
White Students	60%		59%	67%	74%	56%	55%	60%	49%	83%			
Economically Disadvantaged Students	37%		45%	38%	46%	48%	57%	41%	38%	71%			33%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	41%				54%			47%	57%	77%			38%
Students With Disabilities	19%				33%			22%	30%	62%			
English Language Learners	33%				50%			26%	39%				41%
Black/African American Students	30%				47%			37%	47%	73%			
Hispanic Students	32%				48%			37%	38%	68%			41%
Multiracial Students	57%				45%				64%				
White Students	52%				75%			61%	72%	83%			
Economically Disadvantaged Students	35%				47%			37%	46%	65%			53%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	48%	62%	-14%	57%	-9%
ELA	8	46%	59%	-13%	55%	-9%
Math	7	40%	64%	-24%	50%	-10%
Math	8	37%	41%	-4%	57%	-20%
Science	8	39%	53%	-14%	49%	-10%
Civics		46%	73%	-27%	71%	-25%
Biology		100%	71%	29%	71%	29%
Algebra		87%	49%	38%	54%	33%
Geometry		100%	54%	46%	54%	46%

2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

McNair showed the most improvement in English Language Arts Achievement and Social Studies during the 2024-2025 school year. We saw an increase in 5 percentage points in both reporting categories.

For ELA, in 2024 we had reading intervention groups for targeted students, purchased Bean Stack, professional development for best practices in reading, utilized instructional coaches, and hosted a Literacy night in December.

For Civics our teacher collaborated with a staff member from the FDOE, concentrated on standards-based instruction, and hosted a "boot camp" leading up to testing.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing component is our Math Learning Gains with our Lowest 25%. Our Math L25 LG for 2024-2025 was at 42%. This shows a decrease in 14 percentage points from the previous year, which was at 56%.

One of the main contributing factors was a new, struggling teacher that taught all 7th grade math classes. We saw extremely low scores in student proficiency as well as minimal student success in learning gains in this teacher's data when compared to his colleagues.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our lowest performing component is our Math Learning Gains with our Lowest 25%. Our Math L25 LG for 2024-2025 was at 42%. This shows a decrease in 14 percentage points from the previous year.

One of the main contributing factors was a new, struggling teacher that had all 7th graders. We saw

extremely low scores in student proficiency as well as minimal student success in learning gains in this teacher's data when compared to his colleagues.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to the state average, the data component with the greatest gap was civics (50%), which was 21% less than the state's acerage of 71%.

One of the main contributing factors was our decrease in student population which led to a decrease in staff, so we only had 1 teacher teaching civics. This eliminated the opportunities for collaboration, content specific discourse, and effective PLC planning.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reflecting on the EWS data, our top two areas of concerns are one or more suspensions and Level 1 on statewide ELA and Math assessments.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Learning Gains in Math
2. ELA Achievement
3. Improving ESSA subgroup performance (ELA Learning Gains) to have all groups at or above 41%
4. Science Achievement
5. Reducing the number of referrals by 10%

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In SY 2025-2026 McNair will focus on improving ELA learning gains with our Students With Disabilities (SWD) and with our English Language Learners (ELL) population. Based on the PM3 data from May 2025, these are areas of need for improvement. McNair continues to be an ATSI school due to being below the 41% threshold on the federal percentage index of Students With Disabilities and English Language Learners for five consecutive years. Through improving ELA learning gains using best practices with these subgroups, we hope to raise the index score to exceed the 41% mark.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In SY24-25, the federal percent of points index was 33% for SWD and 34% for ELL.

In the SY25-26, McNair will focus on targeting and improving ELA learning gains for SWD and ELL students, which will lead to an increase in our federal percent of points index to the goal of 41% for our SWD & ELL students. This is an increase of 8% for SWD and 7% for ELL when compared to SY 24-25. Our team also believes this will lead to an increase in the lowest 25% LG from 47% to the goal of 51% in ELA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring of SWD will include evidence of benchmark instruction using PM1 and PM2 data and teacher monitoring of aligned instruction, including IEP goal data.
Monitoring of ELLs will include evidence of benchmark instruction using PM1 and PM2 data, WIDA

data, Imagine Learning data, and NWEA, and teacher monitoring of aligned instruction through formative assessments.

Person responsible for monitoring outcome
Dr. Kerrigan, Literacy Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
McNair will utilize Read180, System44, and Imagine Learning, a program to help with language acquisition, in Intensive Reading classes. Students complete lessons as well as formative assessments to help measure Lexile levels and reading comprehension.

Rationale:
Read180 and System44 curriculum encompasses adaptive technology to provide individualized support to student learning. In addition, real time progress reports to both students and teachers to maximize learning gains. Based on WIDA levels, many of our students require extra support in emerging English language skills. ELL students that score a level 1 or 2 on WIDA will be placed in our Spanish for Spanish Speakers class to get intense language development instruction.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Individual data chats with students to monitor proficiency, learning gains, and to set smart goals will occur before and after each PM assessment.

Rationale:
ELA teachers will meet with each student before and after each PM assessments to have data chats. Data chats provide a specific, numeric goal for each student of what they need for success. It allows students and teachers to know their strengths and weaknesses and it also helps with the building a positive relationship between the teacher and student.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Data Chats Between Teacher and Students

Person Monitoring:
Dr. Kerrigan, Literacy Coach

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA and reading teachers will meet with each student quarterly during the SY 25-26 to discuss data. ESE case managers as well as our ELL staff will also be a part of these conversations with their respective student groups.

Action Step #2
Spanish for Spanish Speakers Class (ELL)

Person Monitoring:
Dr. Maureen Kerrigan

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our Literacy Coach will monitor language acquisition on the Imagine Learning platform with the assistance of our bilingual teacher who supports the students in this class daily.

Action Step #3
Focused Classroom Walks

Person Monitoring:
Nicholas Stewart

By When/Frequency:
May 2026/Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
BPS District Resource ELL teacher and ESE support staff will be at McNair to provide professional development on best practices for all ELL/SWD students. Teachers will implement strategies including graphic organizers, explicit vocabulary instruction, and Marking the Text (AVID). Impact will be measured by classroom observations as well as PM1 and PM2 data. They will also provide technical assistance on purchased translating device(s) (T).

Action Step #4
After School Tutoring (T)

Person Monitoring:
Genesis Rowe

By When/Frequency:
May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All students including students with disabilities as well as English Language Learners will be invited to after school tutoring and test prep sessions with McNair teachers. Students will receive test prep study materials and review information in small group settings for the areas of math, language arts, science, and social studies. Funding for our staff will be a combination of Academic Support Plan and Title I monies. Students will need to sign in each time attending tutoring. We will compare PM1 and PM2 scores for the areas of math and reading. Will see students that have improved and see if there is a correlation to students showing up for tutoring.

Action Step #5
In-school Intervention Groups (T)

Person Monitoring:
Dr. Maureen Kerrigan

By When/Frequency:
April 2026/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy coach and Title I Instructional Coach will have intervention groups targeting ELL Students and SWD. Students will be pulled weekly from an elective to work on individual weaknesses as defined from PM data, Amplify, Imagine Learning, and IEP goals. Dr. Kerrigan (Literacy Coach) will have SWD and Coach Woxberg will have ELL students. Students will attend sessions 2-3 times a week for approximately 40 minutes each session. Team will adjust based on data trends within ELA, PM scores, and MAP data through reading class.

Action Step #6
Implement Targeted Small Group Instruction and Differentiation with ESE Support

Person Monitoring:
Nicholas Stewart

By When/Frequency:
On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
General education and ESE teachers will collaborate to design and implement targeted small group instruction that explicitly differentiates to meet the diverse learning needs of SWD. ESE teachers will actively provide support facilitation with these small groups, modeling and directly assisting with differentiated strategies. Administration, ESE support specialist, and Literacy Coach (T) will provide ongoing training and coaching for best practices to support co-planning, effective grouping, data analysis to maximize SWD progress. Impact will be monitored through classroom observations, PM 1, 2, 3, and classroom assessments.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In SY 25-26 McNair's focus will be on improving Math Learning Gains. Last year's Learning Gains were 50% in Math. McNair's Math Learning Gains have been static for two years, with minimal growth or improvement. Addressing overall Math Learning Gains for all students will also increase learning gains for our lowest quartile.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In SY24-25, McNair had a 1% increase in overall math LG from 49% (in the previous year) to 50%. In SY 25-26 McNair's overall Math learning gains will increase from 50% to 55%. This is an increase of 5% from SY 24-25. Our team also believes this will lead to an increase in the lowest 25% LG from 42% to 52%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring of math learning gains will include evidence of benchmark instruction using PM1 and PM2 data and teacher monitoring of aligned instruction, using daily learning goals, success criteria, and formatives to drive instruction.
The administration team will conduct frequent classroom walks looking for standards-based instruction, AVID strategies, small group instruction, teacher clarity, and ALEKS usage.
Administration and coaches will monitor by pulling ALEKS reports as well as Progress Monitoring 1 and 2 scores.

Person responsible for monitoring outcome
Genesis Rowe, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
McNair will utilize the ALEKS program in all math classes. Students will complete individualized lessons weekly in the "My Path" section of ALEKS to help close the achievement gap for each student accordingly.

Rationale:
The ALEKS program encompasses adaptive technology to provide individualized support to student learning in mathematics. It addresses their weaknesses and continually strengthens each student's specific math deficits. In addition, real time progress reports are available to both students and teachers to monitor progress and maximize learning gains.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Data Chats Between Teacher and Students

Person Monitoring:
Genesis Rowe, Assistant Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During the SY 25-26, the math teachers will meet with each student quarterly to discuss ALEKS data.

Before and after every FAST assessment, the math teachers will discuss PM3 data from the end of last school year, this year's PM1 and PM2 data with students. The focus will be on current levels & scale scores, points needed to make a learning gain, as well as points needed to get to the next level, and proficiency.

Action Step #2
Small Group Instruction

Person Monitoring:
Genesis Rowe, Assistant Principal

By When/Frequency:
Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom walks looking for standards-based small group instruction; the use of formative assessments, teacher clarity (learning goal & success criteria), and ALEKS usage.

Action Step #3
Math/Science Night (T)

Person Monitoring:
Nicholas Stewart

By When/Frequency:
October 2025/Once

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
McNair will host a Math/Science Night. Staff will walk parents through the use of ALEKS, utilizing FOCUS to monitor student access, Khan Academy, introduce parents to curriculum, and test preparation. Families in attendance will receive review hand outs (T).

Action Step #4
Intervention groups with Mr. Wright (Math/Science Coach) and Ms. Bravo (Math Interventionist (T)) twice a week.

Person Monitoring:
Nicholas Stewart

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mr. Wright is hosting an intervention group based on need and recommendations from teachers. One group is Monday/Wednesday and other is Tuesday/Thursday. Ms. Bravo will be pushing into math classes (McDougle 2nd and Henry 3rd) as well as pulling intervention groups from our Lowest quartile. We'll look at classroom data, PM2, and ALEKS data to monitor student progress as well as determine any new students for our intervention groups.

Area of Focus #3

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In SY 25-26 McNair will focus on improving overall Science Achievement Score. Based on PM3 data

from May 2025, McNair has seen a three year downward trend in overall Science Achievement Level. Biology scores were 100% but 8th grade science only had a 39% proficiency rate. Improving Science achievement levels provides students a stronger foundation for high school success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 25-26 SY McNair will have an overall 55% Achievement Level in Science. This is an increase of 8% from 24-25 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Classroom walks looking for standards-based instruction, AVID strategies, small group instruction, teacher clarity, and PENDA usage. Administration and coaches can monitor by pulling PENDA reports as well as formative assessment data.

Person responsible for monitoring outcome

Jon Chace

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

In the 2025-2026 school year McNair students will use PENDA to help achieve increase success in science. We want 100% weekly student usage. Goal for each student usage is 30 minutes weekly. PENDA in combination with standards based teaching will lead to overall student improvement.

Rationale:

PENDA has shown results at other schools. In the past year, only our 7th grade students have utilized PENDA with fidelity. This year those same 7th graders will be using it for the 2nd year in a row. Since our students test in 8th grade we anticipate a substantial amount of growth in our science achievement scores.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
FOCUS Walks

Person Monitoring:
Nicholas Stewart

By When/Frequency:
May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
McNair administration will walk science classes looking for teacher clarity practices based on standards based instruction utilizing success criteria and learning outcomes. Teachers will conduct formative assessments to gauge student learning and adjust teaching based on these outcomes.

Action Step #2
Supplemental Science Coach Books (T)

Person Monitoring:
Jon Chace

By When/Frequency:
May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Using Title I funds our 8th grade science teacher(s) will utilize these test prep books as a way to review standards throughout the year. Books contain sample questions and reading passages to prepare students for the test in May 2026.

Action Step #3
After school tutoring (T) and Test Review Sessions (T)

Person Monitoring:
Jon Chace

By When/Frequency:
May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide students with extra learning opportunities and time for academic support outside of normal working hours. McNair will use a combination of Title I funds and Academic Support Plan (ASP) funds to help pay teacher's extra-duty pay. Time will be after school and/or Saturdays. McNair will explore the possibility of providing transportation for Saturday sessions. This will hopefully lead to an increased number of students attending.

Action Step #4
Math/Science Night (T)

Person Monitoring:
Nicholas Stewart

By When/Frequency:
October 2025/Once

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
McNair will host a Math/Science Night. Staff will walk parents through the use of ALEKS, utilizing FOCUS to monitor student access, Khan Academy, introduce parents to curriculum, and test preparation. Families in attendance will receive review hand outs (T).

Area of Focus #4

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 2024-2025 school year McNair's proficiency rate in ELA was 49%. This is a 5% increase from 23-24 school year however McNair is still below the district and state average for ELA.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2026, McNair will have a 3% percent increase in ELA proficiency from 49% to 52%. Three percent growth from 24-25 is expected.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored for progress through FAST PM 1, PM 2, PM 3, student data chats, and classroom walkthroughs. In intensive reading our teachers and students will complete HMH Reading Inventory, System 44 Data, and MAP testing.
Daily and weekly progress of student skill acquisition will be through Amplify and IXL (T).

Person responsible for monitoring outcome

Nicholas Stewart

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Amplify Education for grades 7 and 8 ELA draws on extensive research into learning, cognition, and literacy. Amplify ELA is designed specifically for Middle School. Amplify meets criteria for Tier 2-Moderate evidence as an education intervention under ESSA.

Rationale:

Amplify is standards-based curriculum that gives students and teachers quick feedback. Amplify allows teachers to differentiate assignments for students needing more time with certain standards or to challenge students ready to move forward with more rigor.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Quarterly data chats with teachers and students

Person Monitoring:
Nicholas Stewart

By When/Frequency:
May 2026/After each progress monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA department has common planning time. After PM2, teachers will be given time to compare their students' PM1 and PM2, to monitor growth and gaps in knowledge, and to ensure standards acquisition by students. Teachers will also be given time to plan and collaborate on lessons based on the data. Dr. Kerrigan will lead our ELA department and will be an important component of the data chats.

Action Step #2
Collaborative Planning

Person Monitoring:
Nicholas Stewart

By When/Frequency:
May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA department has common planning time. After PM2, teachers will be given time to compare their students' PM1 and PM2, to monitor growth and gaps in knowledge, and to ensure standards acquisition by students. Teachers will also be given time to plan and collaborate on lessons based on the data. We've built the master schedule to include our 7th ESE push-in teacher to have the same planning as her ELA teammate.

Action Step #3
Focused Walks

Person Monitoring:
Nicholas Stewart

By When/Frequency:
May 2026/Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
BPS ELA Resource Teacher of Secondary Programs will join the administrators to observe our ELA classes. Administration will collaborate with ELA Resource Teacher to gauge strengths and weaknesses. Administration will give feedback to ELA team during their PLCs. From this walkthrough, targeted professional development will be implemented to improve in areas of weaknesses. Professional developments will include teacher training of the AVID's "Marking the Text" strategy. Administration will continue focus walks bi-monthly and provide feedback to teachers regarding the teaching and learning observed.

Action Step #4
Beanstack Reading Software (T)

Person Monitoring:
Sharon Bowen

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Beanstack is a digital platform that helps schools, libraries, and families promote reading through a variety of features, including: • Reading tracking. Beanstack helps users track reading time and progress with a reading timer and ISBN scanner. • Community goals. Beanstack allows users to run reading challenges across classrooms, grade levels, or schools. • Leaderboards, where users can compete with friends and see what they are reading. • Reading recommendations, Beanstack provides access to resources and recommendations. The impact of Beanstack will be monitored by comparing ELA PM scores. Administration will see if there is an increase from PM1 in August and PM2 in December. Compare the scores of students that utilize Beanstack the most. See if these students show the largest gains. Intensive reading student growth can also be measured by the data produced by HMH Read180 and HMH Code. Again, student scores that utilize Beanstack the most will be analyzed to measure progress.

Action Step #5
Literacy Coach (T) will provide coaching, feedback, and professional development to our teachers in the areas of Literacy. Will also have regularly scheduled intervention groups with targeted, underperforming students.

Person Monitoring:
Nicholas Stewart

By When/Frequency:
May 2026/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Literacy Coach will work with our ELA department by providing feedback, coaching, and providing professional development during PLC's. Literacy coach will have intervention groups assigned and meet with students in a small group setting during their elective periods to work on needed literacy skills.

Action Step #6
Literacy Night (T)

Person Monitoring:
Nicholas Stewart

By When/Frequency:
November 2025/ Once

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
McNair will host a Literacy Night. Staff will walk parents through the use of Amplify, IXL, utilizing FOCUS to monitor student access, Bean Stack, introduce parents to curriculum, and test preparation. Families in attendance will receive review hand outs and test preparation booklets (T).

Action Step #7
IXL for ELA (T)

Person Monitoring:
Nicholas Stewart

By When/Frequency:
September 2025/Monitor Usage Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
IXL will be a new program for McNair during the 2025-2026 school year. We will utilize Title I funding to purchase the site license for our students. This will be a supplementary material that can be used during small group rotations in ELA class, Learning Strategies, Unique Skills, and Intervention groups.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on our discipline data from SY 24-25 McNair had 342 referrals. This is a decrease from the year before, however an overall reduction in student enrollment at McNair has been a major factor. Unfortunately 94 of these referrals have led to out of school suspensions (OSS), which have negatively impacted student attendance and classroom management.
In the SY 25-26 McNair will focus on reducing the amount of classroom disruptions by fully implementing PBIS (Positive Behavior Interventions and Support) school-wide. Classroom disruptions negatively affect the quality and amount of learning time. This year, McNair expects a 10% reduction in the two most common referral codes from the SY 24-25: *Refusal to Follow Classroom Rules (128)* and *Classroom Disruption Minor (70)*, which are level 1 and 2 behaviors (respectfully) that are outlined in the Brevard School of Conduct.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2025-2026 school year McNair will reduce referral totals from 24-25 (342 referrals) to 25-26 (271 referrals) by 10%. This accounts for our anticipated decline in enrollment as well .

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring of referrals will include evidence of Focus Reports data for classroom referrals and attendance. In addition we will conduct climate surveys 2 times during the school year.

Person responsible for monitoring outcome

Jon Chace, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

McNair will use PBIS (Positive Behavior Interventions and Support) school-wide. Teachers will be

trained on the procedures of a standards-based Tier I Classroom regarding behavior. They will also be trained on the reward aspect of PBIS and how teachers will use the PBIS point system. Teachers will teach the expectations and reinforce them daily.

Rationale:
Behavior is directly related to student learning and achievement. When classroom disruptions decrease, student learning increases. When positive teacher-student relationships and trust increase, student achievement increases as well. PBIS will be a school-wide tool that McNair will utilize to foster a positice culture and climate within every classroom and across the entire campus.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
School-Wide Monthly PBIS Event

Person Monitoring:
Jon Chace, Assistant Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each month, McNair will have a PBIS event that is school-wide to promote students to make good choices resuting in students staying in classes more to increase learning. Discipline data reports of referrals will be analyzed monthly to monitor the reasons (discipline codes) that are most frequent and the teacher(s) who are writing the most referrals. Teachers who need additional support Tier I will receive it.

Action Step #2
Reward Points via Focus

Person Monitoring:
Jon Chace, Assistant Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During pre-planning, teachers will be taught the schol-wide expectations & non-negotiables. These will be reinforced consistently and reviewed as a school every quarter. The administration team will monitor consistency of teacher's procedures and class expectations during classroom visits. Teachers will give students reward points in Focus for positive behaviors that occur inside of each classroom. The PBIS team will assist teachers in giving students monthly rewards based on their point total.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

McNair Middle School recognizes the importance of transparent and effective communication with all stakeholders, including students, families, school staff, leadership, local businesses, and organizations. To ensure the dissemination of the School Improvement Plan (SIP) and Schoolwide Program (SWP) information, the school has developed a comprehensive plan that considers various methods of communication and accessibility:

School Website and FOCUS:

McNair will maintain a dedicated section on its official website where the School Improvement Plan (SIP) and related documents will be posted. This ensures easy access for all stakeholders at any time. The webpage is user-friendly, featuring clear links and sections for each document. It will also include information about how to interpret the documents, making it accessible to parents in a language they can understand.

Multilingual Translations:

Recognizing the linguistic diversity of its community, the school will provide translations of key documents into commonly spoken languages. This ensures that parents who speak languages other than English can fully understand the content. School's weekly newsletter and e-mails to parents are provided in English and Spanish. We will purchase hand-held translating devices for our front office and guidance office so non-bilingual staff members can effectively communicate with our community. (T)

Information Sessions and Workshops:

McNair will organize information sessions and workshops to provide a detailed overview of the School improvement Plan (SIP). These sessions will be conducted in-person. The presentation links will be sent out to parents that are unable to attend.

Email Communication (Via FOCUS): Regular email updates will be sent to parents, families, school staff, and local businesses to keep them informed about progress, milestones, and relevant updates related to the School Improvement Plan (SIP).

Social Media Platforms: McNair's social media accounts (Facebook) will be used to share highlights, achievements, and key information related to the School Improvement Plan (SIP) and SWP. Visual content and infographics will be utilized to simplify complex information.

Parent-Teacher Conferences:
During parent-teacher conferences, teachers and administrators will provide summaries and progress reports on the School Improvement Plan (SIP).

Local Business and Organization Partnerships:
A system will be developed to communicate with local businesses and community partners regarding the school's improvement efforts.

Open Door Policy for Questions:
The school will maintain an open-door policy, allowing parents, families, and stakeholders to reach out with questions and seek clarifications regarding the School Improvement Plan (SIP).

Feedback Mechanisms:
McNair will establish a feedback mechanism through which stakeholders can share their thoughts, suggestions, and concerns.
By employing a combination of digital and traditional communication methods, translations, interactive sessions, and collaborations, the school aims to ensure that the School Improvement Plan (SIP) information is accessible, comprehensible, and engaging for all stakeholders, thus fostering transparency, engagement, and informed decision-making within the school community.

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.

List the school’s webpage where the school’s Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Ronald McNair Middle School Website: https://mcnair.brevardschools.org/o/mnmms

McNair Middle School is dedicated to fostering strong and positive relationships with parents, families, and community stakeholders to align with its mission, support students' needs, and ensure effective communication about each child's progress. To achieve this goal, the school has developed a comprehensive strategy that focuses on engagement, collaboration, and open communication:

Welcoming Environment:
McNair has a welcoming atmosphere that encourages parents and families to actively participate in school activities. Warm greetings, informative signage, and friendly staff interactions set the tone for a supportive community.

Family Engagement Events:
McNair will organize a variety of family engagement (i.e. Math Night, Literacy Night, High School Transition Night for 8th graders) events each semester this school year.(T) These events could include parent-teacher conferences, curriculum nights (Math/Science and Literacy), celebrations, workshops, and open house. These occasions provide opportunities for parents to interact with teachers, staff, and fellow parents in a relaxed setting. Students will receive additional study materials to use for test prep including summer enrichment activities for literacy and math. (T)

School Advisory Council:
Establishing parent advisory committees allows parents to contribute their perspectives and insights on various school matters. These committees can discuss initiatives such as curriculum changes, school policies, and improvement plans, ensuring that parents' voices are heard and valued.

Regular Communication Channels:
McNair will maintain regular communication channels through FOCUS to keep parents informed about their child's progress and upcoming events. Additional means for sharing information will involve weekly newsletters, emails, automated phone messages, SMS messages through FOCUS, and Facebook.

Parent-Teacher Partnerships:
McNair Middle School values the input of parents in their child's education. Teachers will actively seek input from parents about their child's learning style, strengths, and areas for growth. Parent-teacher conferences will be scheduled to discuss academic progress, social development, and set collaborative goals.

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the

amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Implementation of AVID Strategies: The school will integrate AVID (Advancement Via Individual Determination) methodologies across all classrooms to enhance critical thinking, organization, and study skills, thereby supporting all students, including those with disabilities (SWD) and English Language Learners (ELL), in achieving academic success.
Targeted Support for SWD and ELL Students: The school will provide differentiated instruction and utilize specialized resources, such as co-teaching models and language acquisition programs, to ensure SWD and ELL students receive the individualized support needed to access the curriculum effectively. Intervention groups will include members of these respective sub-groups. McNair welcomes district resource teachers to evaluate and suggest improvements to our program leads.
Extended Learning Opportunities: The school will increase the amount and quality of learning time by offering afterschool tutoring, Saturday academies (for students to prepare for spring testing), summer enrichment programs focused on STEM.(T)
Enriched and Accelerated Curriculum: The curriculum will be enriched with project-based learning, advanced coursework, and opportunities for academic acceleration, allowing students to engage deeply with content and develop higher-order thinking skills.
Enhanced Academic Engagement: To increase academic engagement time, the school will implement classroom management strategies that maximize instructional time, reduce transitions, and encourage active participation, ensuring students are fully engaged throughout the learning process.

McNair Middle School will focus on quality, standards based instruction, creating high expectations, believing in our students and incorporating Writing, Inquiry, Collaboration, Organization and Reading (WICOR strategies) schoolwide. In addition, students will be monitored, identified and provided with interventions through ongoing small group interventions, Intensive Reading classes and our MTSS process. Professional development and resources will be provided to ensure strong instruction and student learning gains. Through the support of Instructional coaches, we will monitor instructional practices and student learning to determine needs, professional development, feedback and ongoing supports.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

The McNair Middle School leadership team is dedicated to upholding the school's mission and vision. The team, including administration, support staff, coaches, and teacher leaders, meets during the summer and preplanning to complete a needs assessment for the school. This process helps identify improvement areas and develop a strategic action plan. Federal, state, and local funds are coordinated to support these goals, impacting academic achievement. Title 1 funds are used to hire additional instructional staff, support parent engagement, purchase instructional materials, and provide professional development for faculty in academics and behavior strategies, all aligned with the school's mission and vision. Title 1 Funding is utilized to enhance success for our students. We provide tutoring, supplies, instructional teachers and leaders to support ongoing student learning.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Comprehensive Counseling Services: McNair Middle School offers counseling and school-based mental health services to address emotional and social needs, enhancing students' well-being and academic engagement. McNair has a school based social-worker three days a week to assist students and families. Students are able to request assistance or a meeting with the counselor or social worker through an app on their launchpad called "McNair Request for Support."
Specialized Support Services: Tailored support is provided for SWD and ELL students, including individualized plans and specialized interventions to address specific learning needs and barriers.
Mentoring Programs: Students benefit from mentoring services, pairing them with supportive mentors who guide their personal development and offer academic and emotional support. During pre-planning each instructional member will select a student from our Early Warning Systems list to mentor during the 25-26 school year.
Skill-Building Strategies: The school implements programs that focus on developing students' skills beyond academics, such as learning resiliency and life skills training, to foster overall growth and resilience.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

At McNair Magnet Middle School, we provide multiple opportunities for students to build awareness and preparation to become college and career ready. As an AVID School, we offer extensive support and teach essential strategies for success on the path to college and career achievement. Our school offers CTE elective courses where students can complete coursework and earn industry certifications. Additionally, students have the option to take accelerated courses, allowing them to earn high school credits, which in turn opens up their high school schedules to pursue post-secondary credits while still enrolled. We also provide Algebra Readiness and ELL/SWD support to ensure that all students are equipped for their academic journey. Before building student schedules,

our counselor and curriculum administrator meet with each student to ensure that they receive the guidance and opportunities necessary to support their post-secondary aspirations. As part of the M/J US History class, our students work through the middle school career component, including the use of Xello. This allows students to complete an interest survey to begin to exploring careers that fit their personalities and interests.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

McNair Middle School delivers high-quality, standards-based instruction with a focus on high expectations and student success. WICOR strategies—Writing, Inquiry, Collaboration, Organization, and Reading—are integrated schoolwide. Continuous monitoring and targeted interventions, including small group support, Intensive Reading classes, and MTSS/Response to Intervention, are employed. A "Zero Tolerance for Zeros" policy ensures all student work is valued.
Professional development and resources enhance instruction and student learning. Instructional coaches monitor practices and student progress, providing feedback and support.

McNair is a Positive Behavior Intervention and Supports (PBIS) school. Students are rewarded for following the expectations of S.O.A.R. (Successful, Organized, Accountable, and Respectful) during each month of the school year. During the 25-26 school year we will place more emphasis on the daily/weekly points earned throughout our campus. This will enhance the school community and lead to a reduction of disciplinary referrals.

The multi-tiered system of support integrates academic and behavioral instruction and interventions, tailored to student needs across varying intensities. Data-driven decision-making ensures appropriate interventions and resources to accelerate performance and proficiency. The school supports diverse groups, including ELL students, and offers enrichment opportunities such as Beta Club. McNair's MTSS Coordinator will work with our most at-risk student at improving attendance, grades, test scores, and reducing disciplinary referrals.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teacher retention improves with access to professional learning that aligns with their needs, interests, and goals. Teachers will engage in weekly Professional Learning Communities (PLCs) focused on

data-driven instruction and instructional strategies, including support for SWD and ELL. In 25-26 teachers at McNair will participate in monthly cross-curricular "Learning Teams". This will allow math/ science and ELA/SS to work together to plan cross-curricular lessons and support student learning across courses.
Professional development on teacher clarity will be provided during pre-planning and quarterly. Other professional developments planned include literacy across curriculums and Best Practices for ESE students.
New teachers will join the New Teacher Academy and receive mentorship, while struggling teachers can work with a mentor. Each department has common planning periods which allows teachers to meet frequently to analyze data and plan instruction with support from instructional coaches and the AVID coordinator.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

To review the use of resources at McNair to meet the needs of underperforming ESSA subgroups (SWD & ELLs) the process included the following steps:

Data Collection: Gather data on student performance, resource allocation, and support services from IEPs, assessments, and classroom observations.

Needs Assessment: Identify specific needs by analyzing the data to determine gaps in achievement and resource utilization.

Resource Evaluation: Review current resources (staff, materials, technology) and their effectiveness in addressing identified needs.

Stakeholder Collaboration: Engage teachers, special education staff, and administrators in discussions to assess the alignment of resources with student needs.

Action Plan Development: Create a targeted plan to optimize resources, ensuring they are effectively meeting the needs of students with disabilities.

Ongoing Monitoring: Implement the plan and regularly monitor its impact, adjusting resources as needed based on continuous data review.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

RESOURCES

1. Educational Resources:
    - *Individualized Education Programs (IEPs): Tailored learning plans that outline specific accommodations, modifications, and goals for each student with disabilities.*
    - Home Base Program: Additional academic and emotional supports for students with Autism, including a Home-Base classroom that has furniture and devices to give a safe space to the ASD students.
    - *Assistive Technology: Tools such as text-to-speech software, audiobooks, speech recognition software, and adaptive keyboards.*
    - *Specialized Instructional Materials: Resources that are adapted to meet the needs of SWD, such as large print books, visual aids, or hands-on materials.*
2. *Personnel Resources:*
    - *Special Education Teachers: Professionals trained to work with SWD and implement IEPs.*

- Instructional *Assistants who can provide one-on-one or small group support.*
- *Social Worker & School Counselor: Professionals who can address emotional and behavioral needs.*

3. *Physical Resources:*
   - *Accessible Classrooms: Rooms equipped to accommodate students with physical disabilities (e.g., ramps, wider doors).*
   - *Resource Rooms: Spaces dedicated to providing additional support and interventions.*

RATIONALE

1. *Data and Evidence:*
   - *Research on Assistive Technology: Studies show that assistive technology can significantly enhance learning outcomes for students with disabilities by providing tailored support.*
   - *IEP Effectiveness: Evidence indicates that well-designed IEPs improve educational outcomes by clearly defining goals and supports.*
   - *Impact of Specialized Instruction: Data suggests that specialized instruction from trained professionals leads to better academic performance and social-emotional development for SWD.*
   - Best Practices for Inclusive Education from 24-25 show our highest areas of need: Indicators 21, 28, and 29.
2. *Compliance and Legal Requirements:*
   - *Individuals with Disabilities Education Act (IDEA): Federal law mandates that schools provide free appropriate public education (FAPE) to students with disabilities, including necessary accommodations and specialized services.*

PLAN AND TIMELINE

1. *Initial Assessment (Month 1):*
   - *Evaluate Needs: Conduct assessments of SWD to identify their specific needs and current levels of performance.*
   - *Develop IEPs: Collaborate with teachers, parents, and specialists to create or update IEPs for each student.*
2. *. Implementation*
   - *Provide Resources: Distribute assistive technology and instructional materials. Train staff on how to use these resources effectively.*
   - *Personnel Deployment: Assign special education teachers and paraprofessionals as needed. Ensure they are familiar with each student's IEP and needs.*
3. *Monitoring and Evaluation (Months 7-12):*
   - *Ongoing Assessment: Regularly review student progress and the effectiveness of the implemented resources and strategies.*

- *Adjust Plans: Make adjustments to IEPs and resource allocation based on data collected and feedback from teachers, students, and parents.*

4. *Continuous Improvement (Ongoing):*
    - *Professional Development: Provide ongoing training for staff on new strategies, technologies, and best practices.*
    - *Stakeholder Feedback: Gather input from students, parents, and teachers to continually refine and improve support strategies.*

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00