

Brevard Public Schools

RONALD MCNAIR MAGNET MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

McNair Magnet School will provide opportunities for all students to excel through a standards-based, continuous improvement model and by delivering an innovative STEAM curriculum.

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

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

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 within the ESE and ELL population within all classes including science classes. He provides feedback and planning assistance to teachers that impact ESE & ELL students.

Leadership Team Member #2

Employee's Name

Genesis Rowe

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

Position Title

Assistant Principal - Dean

Job Duties and Responsibilities

Serves as an instructional leader with concentration on producing results within the social studies classrooms. He provides feedback and planning assistance to the two new social studies teachers that have come to McNair. He also has a particular focus on campus discipline, safety, and the well-being of the students.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 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 and 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 24-25 school year. All faculty and staff, families, and community members had the opportunity to provide input on the needs of our school through multiple survey opportunities- including the District Youth Truth surveys 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.

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. (ESEA 1114(b)(3))

The 2024-2025 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 monitored 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. 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.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	67.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	95.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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		
Absent 10% or more school days	0	0	0	0	0	0	0	22	21	43
One or more suspensions	0	0	0	0	0	0	0	32	20	52
Course failure in English Language Arts (ELA)	0	0	0	0	0			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

Current Year 2024-25

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		
Students with two or more indicators								34	28	62

Current Year 2024-25

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		
Retained students: current year								7	1	8
Students retained two or more times								7	6	13

Prior Year (2023-24) 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	
Absent 10% or more school days							10	11	21
One or more suspensions							1	5	6
Course failure in ELA							6	16	22
Course failure in Math							15	30	45
Level 1 on statewide ELA assessment							58	60	118
Level 1 on statewide Math assessment							50	39	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)									142

Prior Year (2023-24) 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		
Students with two or more indicators								14	37	51

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		
Retained students: current year								10	4	14
Students retained two or more times								14	8	22

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

Please note that 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 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement *	44	55	53	41	51	49	44	50	50
ELA Grade 3 Achievement **		21							
ELA Learning Gains	51	53	56				44		
ELA Learning Gains Lowest 25%	45	46	50				37		
Math Achievement *	52	59	60	54	55	56	53	33	36
Math Learning Gains	49	51	62				59		
Math Learning Gains Lowest 25%	56	55	60				55		
Science Achievement *	44	48	51	47	47	49	45	53	53
Social Studies Achievement *	45	69	70	57	67	68	66	48	58
Graduation Rate							48	49	
Middle School Acceleration	75	70	74	77	69	73	79	36	49
College and Career Readiness									
ELP Progress	28	56	49	38	47	40	76	72	76

*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 (FSSI) 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)

2023-24 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	489
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
49%	53%	56%	51%		54%	65%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	34%	Yes	4	
English Language Learners	38%	Yes	4	
Black/African American Students	41%	No		
Hispanic Students	42%	No		
Multiracial Students	63%	No		
White Students	63%	No		
Economically Disadvantaged Students	45%	No		

2022-23 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	3	
English Language Learners	38%	Yes	3	
Black/African American Students	47%	No		
Hispanic Students	44%	No		
Multiracial Students	55%	No		
White Students	69%	No		
Economically Disadvantaged Students	47%	No		

2021-22 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	38%	Yes	2	

2021-22 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%
English Language Learners	34%	Yes	2	
Native American Students				
Asian Students				
Black/African American Students	45%	No		
Hispanic Students	50%	No		
Multiracial Students	57%	No		
Pacific Islander Students				
White Students	63%	No		
Economically Disadvantaged Students	46%	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. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA L25%	MATH ACH.	MATH LG	MATH 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

	GRADE	ELA ACH.	ELA LG L25%	MATH ACH.	MATH LG L25%	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%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	GRADE	ELA 3 ELA ACH.	ELA LG L25%	MATH ACH.	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	44%	44%	37%	53%	59%	55%	45%	66%	79%		76%
Students With Disabilities	29%	40%	30%	32%	43%	38%	34%	38%	59%		
English Language Learners	15%	38%	39%	27%	38%	50%	0%	22%			76%
Native American Students											
Asian Students											
Black/African American Students	32%	39%	35%	37%	54%	48%	22%	65%	69%		
Hispanic Students	36%	47%	38%	45%	50%	54%	31%	42%	81%		75%
Multiracial Students	41%	33%	57%	55%	67%	70%	70%	77%			
Pacific Islander Students											
White Students	59%	48%	36%	68%	69%	61%	66%	81%	83%		
Economically Disadvantaged Students	32%	38%	33%	39%	48%	45%	26%	57%	66%		77%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	7	45%	58%	-13%	50%	-5%
Ela	8	41%	55%	-14%	51%	-10%
Math	7	44%	60%	-16%	47%	-3%
Math	8	40%	34%	6%	54%	-14%
Science	8	26%	47%	-21%	45%	-19%
Civics		46%	71%	-25%	67%	-21%
Biology		94%	67%	27%	67%	27%
Algebra		69%	47%	22%	50%	19%
Geometry		100%	52%	48%	52%	48%

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?

ELA proficiency whole school, grouped level 1 and 2 WIDA ELL student in a developmental reading class (English Language Development). All level 1 students were placed in an Intensive Reading class. Level 2 students received pull-out support two days a week. Used Title I funds to hire a Literacy Interventionist (T). Utilized an instructional coach to help mentor teachers, coach teachers, and provide professional development on critical reading strategies (T).

Lowest Performance

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

In 23-24, our lowest performing components were ELA proficiency and Science proficiency at 44% each. One factor was an ELA teacher out numerous occasions for medical reasons and did not return in February. Science department had turnover as well. Multiple teachers and long-term subs in one of our classrooms that impacted both 7th and 8th grade.

Greatest Decline

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

Component with the greatest decline was in social studies. Factors included teacher turnover, lack of standards-based instruction, and lack of student engagement.

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.

Social studies had the greatest gap between school and state. McNair had 45% proficiency, and the state had 70% proficiency rate.

EWS Areas of Concern

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

Based on the EWS our largest areas of concern are the numbers of level 1's in ELA and Math.

Highest Priorities

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

1. ELA Proficiency
2. Math Proficiency
3. SWD's Learning Gains in ELA
4. ELL Learning Gains in ELA

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.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

At McNair we are going to focus on teacher clarity to improve standards-based instruction, student acquisition of skills, and deepening of knowledge through the use of AVID's Says, Means, Matters strategy. This will reduce the amount of level one performers as well as increase the level of proficiency.

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 24-25, our overall ELA achievement will increase by 5 percentage points. Increase from 44% (23-24) to 49% in SY25.

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.

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, MAP testing.

Person responsible for monitoring outcome

Nicholas Stewart, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Quarterly data chats with teachers and students

Person Monitoring:

Genesis Rowe

By When/Frequency:

May 2025/ After each progress monitoring

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

Administration will model data chats with teachers based on the progress monitoring of each progress monitoring attempt (PM1 & PM2). Teachers will then follow the same process with their students. Monitoring proficiency rates as well as learning gains.

Action Step #2

Collaborative Planning

Person Monitoring:

Nicholas Stewart

By When/Frequency:

May 2025/ 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.

Action Step #3

Focused walks

Person Monitoring:

Nicholas Stewart

By When/Frequency:

May 2025/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 on October 9th to observe our ELA classes. Administration will collaborate with ELA Resource Teacher to gauge strengths and weaknesses. From this walkthrough, targeted professional development will be implemented to improve in areas of weaknesses. Administration will continue focus walks bi-monthly and provide feedback to teachers regarding the use of AVID's "Says, Means, Matters" strategy and teacher clarity.

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

Include a description of your Area of Focus, 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 24-25 McNair's focus will be on improving math proficiency rates. Last year's proficiency rate was 52% in math. Through focusing on teacher clarity; an adaptive computer instructional software (ALEKS); and consistent standards-based instruction, our students will improve.

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 SY 24-25 McNair will have a math proficiency rate of 57% which is up from 52% in SY 23-24.

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.

Math growth will be measured by Progress Monitoring scores (August/December), ALEKS knowledge checks, Focused classroom walks by administration, and discussions through math PLC meetings. Staff will review achievement data, especially for subgroups with the greatest achievement gap, through monthly data team and PLC meetings.

Person responsible for monitoring outcome

Genesis Rowe, Rachel Henry (Math/Science Coach), and Math Department

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students spend at least 30 minutes a week utilizing ALEKS lessons to measure progress and in depth and knowledge of Florida B.E.S.T. standards.

Rationale:

ALEKS curriculum encompasses adaptive technology to provide individualized support to student learning. In addition, real time progress reports to both students and teachers to maximize clarity.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Quarterly Data Chats with teachers and students

Person Monitoring:

Genesis Rowe

By When/Frequency:

May 2025/After each progress monitoring

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

Administration will model data chats with teachers based on each progress monitoring attempt (PM1 & PM2). Teachers will then follow the same process with their students to monitor their proficiency rates as well as learning gains.

Action Step #2

Collaborative Planning

Person Monitoring:

Nicholas Stewart

By When/Frequency:

By May 2025/Monthly

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

Math department has common planning time. After PM2, teachers will be given time to compare their student's PM1 & PM2 data to monitor growth, concerns, and standards to review. Teachers will also be given time to plan and collaborate on lessons.

Action Step #3

Focus Walks

Person Monitoring:

Nicholas Stewart

By When/Frequency:

May 2025/Bi-Monthly

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

BPS director of secondary math programs will meet with the math team and administration on September 4, 2024 to gauge strengths and weaknesses of students using PM1 data and to refine how to use ALEKS and its reports/data more efficiently & effectively. Administration will continue Focus walks bi-monthly and provide feedback to teachers regarding the use of AVID's "Says, Means, Matters" strategy (CUBES) and teacher clarity.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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 2024-2025 McNair will focus on the improving reading learning gains with our Student With Disabilities population. Based on the PM3 data from May 2024 this is an area of need for improvement. McNair is in year four of being below the 41% threshold on the federal percentage index of students with disabilities. Through improving ELA learning gains in this subgroup, we hope to raise the index score to exceed the 41% mark.

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 SY 24-25 McNair will have 49% of our Students With Disabilities show learning gains on the ELA PM3. This is an improvement of 5% from 44% in 2023-2024 SY.

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.

SWD students will be monitored by using PM1, PM2, and MAP testing through NWEA, and IEP goal data. Data will help our support team in making decisions for additional or different interventions for our students.

Person responsible for monitoring outcome

Nicholas Stewart

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Read180 and System44 program 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 clarity.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Quarterly Data Chats with teachers and students

Person Monitoring:

Genesis Rowe

By When/Frequency:

May 2025 - After each progress monitoring

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

Administration will model data chats with teachers based on each progress monitoring attempt (PM1 and PM2). Teachers will then follow the same process with their students to monitor their proficiency rates as well as learning gains.

Action Step #2

Focused Classroom Walks

Person Monitoring:

Nicholas Stewart

By When/Frequency:

May 2025/Bi-Monthly

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

BPS ESE Resource teacher will be at McNair on September 20, 2024 to provide professional development on general ESE best practices in the general education classroom. Impact will be measured by classroom observations as well as PM1 and PM2 data.

Area of Focus #4

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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 2024-2025 McNair will focus on the improving reading learning gains with our English Language Learners (ELL). Based on the PM3 data from May 2024 this is an area of need for improvement. McNair is in year four of being below the 41% threshold on the federal percentage index of English Language Learners. Through improving ELA learning gains in this subgroup, we hope to raise the index score to exceed the 41% mark.

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 SY 24-25 McNair will have 51% of our English Language Learners show learning gains on the ELA PM3. This is an improvement of 5% from 46% in 2023-2024 SY.

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.

ELL students will be monitored by using PM1, PM2, and MAP testing through NWEA, and WIDA levels. Data will help our support team in making decisions for additional or different interventions for our students.

Person responsible for monitoring outcome

Genesis Rowe

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

English Language Development (ELD) Class

Person Monitoring:

Rachel Henry

By When/Frequency:

Monthly

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

Our ELL contact will monitor language acquisition on the Imagine Learning platform with the assistance of our bilingual ESOL IA, who supports the students in this class daily .

Action Step #2

Quarterly Data Chats

Person Monitoring:

Genesis Rowe

By When/Frequency:

May 2025-After each progress monitoring

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

Administration will model data chats with teachers based on each progress monitoring attempt (PM1 and PM2). Teachers will then follow the same process with their students to monitor their proficiency rates as well as learning gains.

Action Step #3

Focused Classroom Walks

Person Monitoring:

Nicholas Stewart

By When/Frequency:

May 2025/Bi-Monthly

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

BPS District Resource teacher will be at McNair on October 25, 2024 to provide professional development on best practices with literacy for all students. Impact will be measured by classroom observations as well as PM1 and PM2 data.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

Over the last few years, there has been a high turnover rate with teachers resigning mid-year or at the end of the year which has negatively impacted student achievement across accountability courses (MESH).

Focusing on teacher recruitment and retention is crucial for a high-needs Title 1 school, particularly with AVID as a focus and underperforming SWD and ELL students. Retaining skilled teachers ensures continuity and effectiveness in delivering AVID programs and tailored support for these students. Supporting new teachers through mentoring and professional development enhances their effectiveness, reduces turnover, and improves student outcomes. A stable, experienced teaching staff is essential for implementing consistent, high-quality instruction and interventions, ultimately boosting student achievement and closing performance gaps.

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 2023-2024 school year McNair retained 78% of the classroom instructional from the beginning of the year to the end of the school year. During the 2024-2025 school year, McNair's goal is to retain 90% of our classroom teachers heading into the 2025-2026 school year.

Teacher recruitment and retention will be measured and monitored through:

1. **Turnover Rates:** Track the number of teachers resigning mid-year or at year-end compared to previous years.
2. **Teacher Satisfaction Surveys:** Regularly assess teacher satisfaction and engagement to identify areas for improvement. Teacher's annual survey.
3. **Retention Rates:** Measure the percentage of teachers staying from year to year and those staying beyond their initial contract period.
4. **Professional Development Participation:** Evaluate attendance and feedback from professional development and mentoring programs to ensure they meet teachers' needs and support retention.

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.

Teacher retention will be monitored throughout the year by tracking and monitoring the following:

Turnover Rates: Track the number of teachers resigning mid-year or at year-end compared to previous years.

Teacher Satisfaction Surveys: Regularly assess teacher satisfaction and engagement to identify areas for improvement. Schedule Spring semester professional development based on needs outlined in the surveys.

Professional Development Participation: Evaluate attendance and feedback from professional development and mentoring programs to ensure they meet teachers' needs and support retention.

Student achievement and learning gains will improve as a result of a more cohesive and experienced teaching staff. Retentions during the school year will also lead to less long-term subs and teacher mobility, thus improving student achievement.

Person responsible for monitoring outcome

Nicholas Stewart

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Evidence-based interventions for teacher recruitment and retention include: Mentoring and Coaching: Providing new teachers with mentors and regular coaching helps them navigate challenges and improves job satisfaction and retention. Professional Development: Offering high-quality, ongoing professional development aligned with teachers' needs enhances their skills and career growth, leading to higher retention. Work Environment: Creating a supportive and positive work environment with strong leadership, collaborative culture, and recognition programs to boost teacher morale and retention.

Rationale:

Prioritizing teacher recruitment and retention is vital for a high-needs Title 1 school, especially with AVID as a focus and underperforming SWD and ELL students. Retaining skilled teachers ensures the effective delivery of AVID programs and specialized support for these students. Providing new teachers with mentoring and professional development enhances their effectiveness, reduces turnover, and improves student outcomes. Giving new teachers the support they need is vital to student achievement and teacher retention. When new teachers receive support, their stress levels and anxieties are decreased and they are more prepared and focused on instruction and this will decrease teachers from resigning mid-year.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Enhanced Professional Development

Person Monitoring:

Nicholas Stewart

By When/Frequency:

Faculty PD/Bi-Monthly

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

Provide targeted, ongoing bi-monthly professional development tailored to teachers' needs, including mentorship programs and career advancement opportunities to improve job satisfaction and effectiveness. This will be monitored by teacher retention and surveys.

Action Step #2

Improved Support Systems

Person Monitoring:

Suzanne Demasis

By When/Frequency:

Monthly

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

Strengthen support systems for new and struggling teachers, including robust induction programs, mentoring, and regular feedback from instructional coaches. The lead mentor teacher will meet with campus mentor teachers once per month giving training and expectations of how they are to support their mentees (new teachers or struggling teachers).

Action Step #3

Positive Work Environment

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:

Foster a positive, collaborative work environment with clear communication, recognition of achievements, and opportunities for teachers to contribute to school decision-making. Every first Friday of the month, teachers are fed lunch and eat together in the media center in a Thanksgiving-style table format to increase teacher collaboration and a positive work environment. Teachers and staff break bread together and enjoy communing with their peers. Starting this school year, McNair will now be celebrating teachers monthly by allowing teachers to nominate a "Teacher of the Month." The admin team will use surveys and informal feedback meetings to monitor the impact.

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 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. (ESEA 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.

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 for parents who are unable to attend presentation links will be sent out via links.

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. These events could include parent-teacher conferences, curriculum nights, celebrations, workshops, and open house. These occasions provide opportunities for parents to interact with teachers, staff, and fellow parents in a relaxed setting.

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, 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. (ESEA Section 1114(b)(7)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. 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 after-school tutoring, Saturday academies (for students to prepare for spring testing), summer enrichment programs focused on STEM.

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 ESSA, 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). (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 gains.

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. (ESEA 1114(b)(7)(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 selected a student from our lowest 25% to mentor during the 24-25 school year.

Skill-Building Strategies: The school implements programs that focus on developing students' skills beyond academics, such as social-emotional learning 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. (ESEA 1114(b)(7)(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 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. 1400 et seq. and ESEA 1114(b)(7)(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. 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.

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. (ESEA section 11149b)(7)(iii)(V)).

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. 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. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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.*

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 2024-25 UniSIG funds but has chosen
not to apply.

No

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