

Brevard Public Schools

# Ronald McNair Magnet Middle School



## 2021-22 Schoolwide Improvement Plan

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# Ronald McNair Magnet Middle School

1 CHALLENGER DR, Rockledge, FL 32955

<http://www.mcnair.ms.brevard.k12.fl.us>

## Demographics

**Principal: Stephen Richardson D**

Start Date for this Principal: 6/29/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 7-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	95%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: A (65%) 2016-17: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Ronald McNair Magnet Middle School

1 CHALLENGER DR, Rockledge, FL 32955

<http://www.mcnair.ms.brevard.k12.fl.us>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	A

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### 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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### 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.

Ensure ALL McNair students are given opportunities, exposure, awareness and competency skills to be HIGH

SCHOOL PREPARED, COLLEGE READY and CAREER DRIVEN.

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
DeLaughter, Jasmine	Principal	The duties of the principal encompasses all of the others on the school leadership team.
Brock, Tammy	Assistant Principal	Ensures that when new curricular materials are obtained, implementers are adequately trained to use the materials; facilitates Action Research Teams, which are the means for regularly-scheduled faculty data analysis and collaboration for student support. The Assistant Principal serves as an academic mentor to students with low standardize testing scores to assist them in managing their academics and meets with a set of mentees each week to discuss missing assignments as well as to teach strategies on how to organize and communicate with their teachers to improve their grades.
Rowe, Genesis	Assistant Principal	
Knight, Sharon	Other	

### Demographic Information

#### Principal start date

Thursday 6/29/2017, Stephen Richardson D

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

27

**Total number of students enrolled at the school**

350

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

1

### Demographic Data

## Early Warning Systems

### 2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	151	185	0	0	0	0	336
Attendance below 90 percent	0	0	0	0	0	0	0	23	27	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	19	17	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	6	16	0	0	0	0	22
Course failure in Math	0	0	0	0	0	0	0	4	21	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	38	28	0	0	0	0	66
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	30	25	0	0	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	38	41	0	0	0	0	79
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	38	33	0	0	0	0	71

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	37	31	0	0	0	0	68

**The number of students identified as retainees:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	6	3	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	7	6	0	0	0	0	13

**Date this data was collected or last updated**

Wednesday 9/1/2021

## 2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	214	198	0	0	0	0	412
Attendance below 90 percent	0	0	0	0	0	0	0	26	26	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	30	25	0	0	0	0	55
Course failure in ELA	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	40	25	0	0	0	0	65
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	37	25	0	0	0	0	62

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	35	30	0	0	0	0	65

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	6	1	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	2	5	0	0	0	0	7

## 2020-21 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	214	198	0	0	0	0	412	
Attendance below 90 percent	0	0	0	0	0	0	0	26	26	0	0	0	0	52	
One or more suspensions	0	0	0	0	0	0	0	30	25	0	0	0	0	55	
Course failure in ELA	0	0	0	0	0	0	0	1	1	0	0	0	0	2	
Course failure in Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	40	25	0	0	0	0	65	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	37	25	0	0	0	0	62	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	35	30	0	0	0	0	65

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	6	1	0	0	0	0	7	
Students retained two or more times	0	0	0	0	0	0	0	2	5	0	0	0	0	7	

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	59%	54%	64%	59%	53%
ELA Learning Gains				55%	56%	54%	63%	52%	54%
ELA Lowest 25th Percentile				41%	48%	47%	62%	45%	47%
Math Achievement				59%	66%	58%	68%	65%	58%
Math Learning Gains				41%	55%	57%	58%	56%	57%
Math Lowest 25th Percentile				28%	45%	51%	59%	47%	51%
Science Achievement				51%	52%	51%	56%	54%	52%
Social Studies Achievement				70%	75%	72%	75%	72%	72%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	53%	58%	-5%	52%	1%
Cohort Comparison						
08	2021					
	2019	64%	63%	1%	56%	8%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	50%	62%	-12%	54%	-4%
Cohort Comparison						
08	2021					
	2019	20%	43%	-23%	46%	-26%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	50%	53%	-3%	48%	2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	68%	74%	-6%	71%	-3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	61%	28%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	60%	34%	57%	37%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

MAPS  
Reading Inventory  
8th grade Science Standards Assessments

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	44	35	35	38	36	17	52	33		
ELL	16	6	10	20	28			10			
BLK	35	41	35	36	33	40	26	46	47		
HSP	43	40	31	55	50	60	50	61	73		
MUL	55	55		59	30		42	70	71		
WHT	67	59	60	78	46	53	62	93	82		
FRL	37	40	24	41	36	48	30	53	57		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	42	35	23	37	34	29	42	45		
ELL	20	38	32	36	21	8		35			
BLK	43	44	36	37	36	22	21	49	64		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	53	59	41	53	29	9	53	56	68		
MUL	63	42		72	35		58	81	82		
WHT	75	63	50	75	50	62	75	85	82		
FRL	46	48	39	47	35	22	32	54	68		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	61	67	33	44	40	13	48			
ELL	18	64	70	55	91						
BLK	48	61	57	48	47	47	31	61	76		
HSP	64	61	73	68	61	77	52	74	71		
MUL	69	60		86	65		79	73	93		
WHT	77	66	59	82	65	71	73	88	77		
FRL	53	63	62	57	53	58	45	65	68		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	513
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	16
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

There is a need to increase the number of students earning a literacy learning gain for all subgroups and grade levels. An increase in literacy will lead to an increase in math (since many of the math FSA items require a higher level of literacy comprehension to complete).

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2021: The reading achievement/ learning gains of the students in the lowest 25% demonstrate the greatest need for improvement.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2021: COVID quarantines, eLearning and absences were a factor for all students learning gaps. However, the student in this area were already significantly behind, and the impact a COVID educational experience had on their achievement was consequential.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2021: Lowest 25% learning gains in math.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Due to the block schedule. Many of these students were placed in intensive math for the first block and pre-algebra or grade 7 math the second block. This gave these students TWO years of math in ONE year.

#### What strategies will need to be implemented in order to accelerate learning?

Acceleration this school year will be the major focus of our school improvement plan and will take place during lunch. It will ensure that our Tier One instruction is solid and identify students who need tier 2/ 3 pre-instruction. Students will be pulled through our LAUNCH system that will ensure groups are fluid and focused.

#### Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.



AVID Site Based Summer Institute  
ELA Adoption  
ILA Adoption

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services that are part of the McNair System of Support for Success are as follows:

- ZTZ
- On-Site Therapy
- Mindfulness Education
- Social Work to bring down ALL barriers
- PBIS Re-Entry Meetings with students, teachers and social worker/ dean
- Full grade review with EVERY parent conference no matter the reason

### **Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Due to "COVID slide" the gaps in student learning are wide and differentiated. There is a need to ensure we use an acceleration model (as opposed to a remediation model) to ensure we don't pull kids further behind due to their apparent grade level deficits. 36 minutes (two groups for 18 minutes each) of every school day will be devoted to "accelerating" fluid yet specified groups of students (data driven) in the area of ELA. No student will miss Tier 1 instruction as this time will be implemented during an extended lunch period. The acceleration groups are called LAUNCH and will be identified as such through out the MCNAIR SIP.

**Measurable Outcome:**

Each of these students took the Scholastic Reading Inventory during the window (8/16-9/3) as the first test of a three pronged progress monitoring tool. By the second prong all students who were in the Launch groups will meet the beginning Lexile point in their Individual Projected Growth Goal Range. By the end of the third prong, each student who was in the Launch groups will meet or surpass all the Lexile points in their Individual Projected Growth Goal Range.

**Monitoring:**

All LAUNCH groups will be formed using FSA and SRI data. Between those scores, teacher anecdotal records and ELA grades will be used to ensue proper student identification. The LAUNCH ELA instructor will frequent classrooms, work on planning period with ELA teachers and use the "Standards Tracker" to ensure LAUNCH instruction seamlessly accelerates the ELA Tier 1 classroom instruction.

**Person responsible for monitoring outcome:**

Jasmine DeLaughter (delaughter.jasmine@brevardschools.org)

**Evidence-based Strategy:**

The key to ACCELERATING rather than remediating is determining the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with surgical precision and efficiency. There are four components: 1. Diagnosing Essential Missed Learning 2. Scaffolding Intentionally 3. Building Knowledge and vocabulary 4. Prioritizing Standards

**Rationale for Evidence-based Strategy:**

Acceleration research was done by CORWIN. It has been a focus for Secondary Principals this school year. Since McNair already had a built in time for remediation, the purpose of that time was RENEWED to accelerate rather than remediate.

**Action Steps to Implement**

LAUNCH group creation

**Person Responsible**

Genesis Rowe (rowe.genesis@brevardschools.org)

Launch group teaching will be done by the literacy coach Marcella Elliott. Her use of the standards tracker and the ELA teachers use of the standards tracker will be monitored weekly

**Person Responsible**

Genesis Rowe (rowe.genesis@brevardschools.org)

**#2. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Due to "COVID slide" the gaps in student learning are wide and differentiated. There is a need to ensure we use an acceleration model (as opposed to a remediation model) to ensure we don't pull kids further behind due to their apparent grade level deficits. 36 minutes (two groups for 18 minutes each) of every school day will be devoted to "accelerating" fluid yet specified groups of students (data driven) in the area of Math. No student will miss Tier 1 instruction as this time will be implemented during an extended lunch period. The acceleration groups are called LAUNCH and will be identified as such throughout the MCNAIR SIP.

**Measurable Outcome:**

Each of these students took the Monitoring Academic Progress Test for math during the window (8/23-9/10) as the first test of a three pronged progress monitoring tool. By the second prong all students who were in the Launch groups will meet or exceed their Individual Projected Growth Goal for winter assessment. By the end of the third prong, each student who was in the Launch groups will meet or exceed their Individual Projected Growth Goal for Spring assessment.

**Monitoring:**

All LAUNCH groups will be formed using FSA and MAPS data. Between those scores, teacher anecdotal records and Math grades will be used to ensure proper student identification. The LAUNCH Math instructors will frequent classrooms, work on planning period with Math teachers and use the "Standards Tracker" to ensure LAUNCH instruction seamlessly accelerates the Tier 1 Math classroom instruction.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

The key to ACCELERATING rather than remediating is determining the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with surgical precision and efficiency. There are four components: 1. Diagnosing Essential Missed Learning 2. Scaffolding Intentionally 3. Building Knowledge and vocabulary 4. Prioritizing Standards

**Rationale for Evidence-based Strategy:**

Acceleration research was done by CORWIN. It has been a focus for Secondary Principals this school year. Since McNair already had a built in time for remediation, the purpose of that time was RENEWED to accelerate rather than remediate.

**Action Steps to Implement**

LAUNCH group creation

**Person Responsible**

Genesis Rowe (rowe.genesis@brevardschools.org)

Launch group teaching will be done by the STEAM Coordinator Cindy Stewart. Her use of the standards tracker and the Math teachers use of the standards tracker will be monitored weekly.

**Person Responsible**

Genesis Rowe (rowe.genesis@brevardschools.org)

**#3. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

Due to "COVID slide" the gaps in student learning are wide and differentiated. There is a need to ensure we use an acceleration model (as opposed to a remediation model) to ensure we don't pull kids further behind due to their apparent grade level deficits. 36 minutes (two groups for 18 minutes each) of every school day will be devoted to "accelerating" fluid yet specified groups of students (data driven) in the area of Science. No student will miss Tier 1 instruction as this time will be implemented during an extended lunch period. The acceleration groups are called LAUNCH and will be identified as such through out the MCNAIR SIP.

**Measurable Outcome:**

A school wide science pre-assessment was given to all students to gain understanding of McNair's school wide science deficiencies. Common formative and summative assessments have also been created and will be analyzed to create LAUNCH groups and acceleration needs.

**Monitoring:**

All LAUNCH groups will be formed using FSA data. Between those scores, teacher anecdotal records and Science grades will be used to ensure proper student identification. The LAUNCH Science instructor will frequent classrooms, work on planning period with Science teachers and use the "Standards Tracker" to ensure LAUNCH instruction seamlessly accelerates the Science Tier 1 classroom instruction.

**Person responsible for monitoring outcome:**

Jasmine DeLaughter (delaughter.jasmine@brevardschools.org)

**Evidence-based Strategy:**

The key to ACCELERATING rather than remediating is determining the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with surgical precision and efficiency. There are four components: 1. Diagnosing Essential Missed Learning 2. Scaffolding Intentionally 3. Building Knowledge and vocabulary 4. Prioritizing Standards

**Rationale for Evidence-based Strategy:**

Acceleration research was done by CORWIN. It has been a focus for Secondary Principals this school year. Since McNair already had a built in time for remediation, the purpose of that time was RENEWED to accelerate rather than remediate.

**Action Steps to Implement**

Creation of Launch Groups

**Person Responsible**

Genesis Rowe (rowe.genesis@brevardschools.org)

Launch group teaching will be done by the Math/ Science Coach Dana Franklin. Her use of the standards tracker and the Science teachers use of the standards tracker will be monitored weekly

**Person Responsible**

Genesis Rowe (rowe.genesis@brevardschools.org)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**While McNair's incident numbers were low our suspension numbers were high. This data is somewhat lagged as it does not capture the 2021 school year data. Many strides have been taken to decrease suspension numbers since the 2020 school year. Some of those strategies are:**

- 1. The elimination of "In School Suspension"**
- 2. The addition of week long lunch detention with a behavior reflection component**
- 3. The addition of a behavior reflection and tutoring component to dean's detention**
- 4. The addition of a "re-entry meeting" between teacher, student and social worker each time a student is removed from class.**
- 5. The addition of a guidance counselor led Mindfulness Launch Group for students who have shown a need to be taught self regulation techniques.**
- 6. The addition of a social worker led Conflict Resolution/ Growth Mindset Launch Group for students who have shown a need to be taught how to handle frustration from academic/ social expectations and conflict within their friend groups.**
- 7. The addition of a School Based Therapist to assist with students who are dealing with internal struggles that need a therapeutic component to change their outlook on school, relationships and life as a whole.**

**At McNair, we believe that negative behavior is a symptom of a larger problem. It is our goal to discover the root of the larger problem, bring down those barriers (be they internal or external) and watch for the negative behavior to decrease. We believe that when students feel that their social and emotional health is cared for (even though they can't "properly" communicate those needs) as well as their academic needs are met a strong culture of achievement is nourished. Our students are KNOWN and it is making a lasting impact.**

### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

Our positive culture begins as soon as students walk on campus. The principal greets our students (most by name) with a positive message of how great it is to see each of them at school that day. Our students then, head to pick up their personal laptop from their zone. Each laptop is organized by college and each students laptop name tag mimics a "college diploma" with a positive message. Our teachers work diligently to create a positive classroom with a high amount of rigor to keep students feeling good about how much

they have achieved because they know their work was challenging. All classroom behavior expectations have been explicitly taught and assist in ensuring students can meet teacher expectations. We use our lunchtime Zero Tolerance for Zeros program to hold students accountable for missing assignments and give them the opportunity to make them up during the school day.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Parents: Build positive relationships with students. Ensure students are ready to learn and in attendance each day.

Teachers: Build positive relationships with students. Create rigorous lessons in an emotionally safe, learning environment.

Administration: Build positive relationships with students. Greet each student in the mornings to breed positivity and "check in" on students who may need assistance prior to heading to class. Hold students accountable for schoolwide behavior expectations.

Social Worker, Guidance Counselor, Therapist: Build positive relationships with students. Ensure those students who need assistance prior to or after problematic behavior get the assistance they need.