

Brevard Public Schools

Ronald McNair Magnet Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Ronald Mcnair Magnet Middle School

1 CHALLENGER DR, Rockledge, FL 32955

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

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Richardson, Stephen	Principal	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 ELA and reading classrooms. He provides feedback and planning assistance to ELA and reading teachers.
Rowe, Genesis	Assistant Principal	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. Has a concentration on producing results within math classrooms. Provides feedback and planning assistance to math teachers.
Jursa, Ruth	Assistant Principal	Serves as an instructional leader with concentration on producing results within science classrooms. Provides feedback and planning assistance to science teachers. Has a particular focus on campus discipline, safety, and the well-being of the students.

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. (ESSA 1114(b)(2))

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

The principal used the end of the year surveys from students, parents, and teachers to make informed decisions about the needs of the school. Weekly admin meetings are held with school leaders and academic coaches to ensure the success of students. Faculty meetings are held semi-monthly to solicit the opinions and share information of all school staff. A magnet coordinator exists on campus to share and partner with the community.

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’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The principal has hired a reading coach and a math/science coach who specialize in monitoring of the data. As far as ongoing monitoring goes, weekly meetings are held to discuss the progress, needs, follow ups, and etc. Adjustments will be made based on the data reports. The team will also analyze progress monitoring exams as they are given throughout the year. We will evaluate results and looks for trends in growth. As the year closes, we will utilize feedback again from student, teacher, and parent surveys.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	65%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: A

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	10	11	21	
One or more suspensions	0	0	0	0	0	0	0	1	5	6	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	6	16	22	
Course failure in Math	0	0	0	0	0	0	0	15	30	45	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	58	60	118	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	50	39	89	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	83	59	142	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	14	37	51	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	0	10	4	14	
Students retained two or more times	0	0	0	0	0	0	0	14	8	22	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	18	19	37	
One or more suspensions	0	0	0	0	0	0	0	4	4	8	
Course failure in ELA	0	0	0	0	0	0	0	6	5	11	
Course failure in Math	0	0	0	0	0	0	0	6	12	18	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	55	43	98	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	61	39	100	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	64	58	122	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	16	18	34	

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	0	7	2	9	
Students retained two or more times	0	0	0	0	0	0	0	7	7	14	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	18	19	37	
One or more suspensions	0	0	0	0	0	0	0	4	4	8	
Course failure in ELA	0	0	0	0	0	0	0	6	5	11	
Course failure in Math	0	0	0	0	0	0	0	6	12	18	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	55	43	98	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	61	39	100	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	64	58	122	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	16	18	34	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	7	2	9
Students retained two or more times	0	0	0	0	0	0	0	7	7	14

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	51	49	44	50	50	52		
ELA Learning Gains				44			49		
ELA Lowest 25th Percentile				37			38		
Math Achievement*	54	55	56	53	33	36	59		
Math Learning Gains				59			41		
Math Lowest 25th Percentile				55			46		
Science Achievement*	47	47	49	45	53	53	47		
Social Studies Achievement*	57	67	68	66	48	58	69		
Middle School Acceleration	77	69	73	79	36	49	72		
Graduation Rate					48	49			
College and Career Acceleration					71	70			
ELP Progress	41	47	40	76	72	76	40		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	317
Total Components for the Federal Index	6
Percent Tested	94
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD	33	Yes	3	
ELL	38	Yes	3	
AMI				
ASN				
BLK	47			
HSP	44			
MUL	55			
PAC				
WHT	69			

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%
FRL	47			

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%
SWD	38	Yes	2	
ELL	34	Yes	2	
AMI				
ASN				
BLK	45			
HSP	50			
MUL	57			
PAC				
WHT	63			
FRL	46			

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)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			54			47	57	77			41
SWD	19			33			22	30	62		5	
ELL	33			50			26	39			5	41
AMI												
ASN												
BLK	30			47			37	47	73		5	
HSP	32			48			37	38	68		6	41
MUL	57			45				64			3	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	52			75			61	72	83		5	
FRL	35			47			37	46	65		6	53

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	44	37	53	59	55	45	66	79			76
SWD	29	40	30	32	43	38	34	38	59			
ELL	15	38	39	27	38	50	0	22				76
AMI												
ASN												
BLK	32	39	35	37	54	48	22	65	69			
HSP	36	47	38	45	50	54	31	42	81			75
MUL	41	33		57	55		67	70	77			
PAC												
WHT	59	48	36	68	69	61	66	81	83			
FRL	32	38	33	39	48	45	26	57	66			77

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	52	49	38	59	41	46	47	69	72			40
SWD	23	44	35	35	38	36	17	52	33			
ELL	16	6	10	20	28		0	10				40
AMI												
ASN												
BLK	35	41	35	36	33	40	26	46	47			
HSP	43	40	31	55	50	60	50	61	73			43
MUL	55	55		59	30		42	70	71			
PAC												
WHT	67	59	60	78	46	53	62	93	82			
FRL	37	40	24	41	36	48	30	53	57			38

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	36%	53%	-17%	47%	-11%
08	2023 - Spring	39%	52%	-13%	47%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	47%	58%	-11%	48%	-1%
08	2023 - Spring	56%	38%	18%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	27%	48%	-21%	44%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	51%	26%	50%	27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	50%	33%	48%	35%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	61%	39%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	69%	-16%	66%	-13%

III. Planning for Improvement

Data Analysis/Reflection

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

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

FAST- ELA PROFICIENCY

The factors contributing includes:

1. Unexpected resignation of an ELA teacher
2. Lack of low-level reading support classes for level 1 and 2 students.
3. Inadequate ESE support personnel.
4. Lack of dedicated ELA teachers. Teachers were teaching multiple preps.

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

FAST- ELA PROFICIENCY

Science

The factors contributing includes:

1. Unexpected resignation of an ELA teacher
2. Lack of low-level reading support classes for level 1 and 2 students.
3. Inadequate ESE support personnel.
4. Lack of dedicated ELA teachers. Teachers were teaching multiple preps.
5. This was the first year that Biology was offered. Many of the higher-level science students who normally contribute to our science score were isolated to contribute to biology.

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.

FAST- ELA PROFICIENCY

The factors contributing includes:

1. Unexpected resignation of an ELA teacher
2. Lack of low-level reading support classes for level 1 and 2 students.
3. Inadequate ESE support personnel.
4. Lack of dedicated ELA teachers. Teachers were teaching multiple preps.

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

FAST- MATH PROFICIENCY

New Actions:

1. Small group and differentiation of instruction for all classes.
2. Focus walks in which administration provided weekly feedback and held teachers accountable for

standard based instruction.

3. Continuous data monitoring by math/science coach (was a new position), with constant plans to teach and reteach based on the data.

4. Push ins conducted by math/science coach.

5. Pull outs conducted by math/science coach.

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

A major area of concern is the FAST reading/ELA proficiency levels.

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

Highest priorities.

1. ELA proficiency

2. Science proficiency

Area of Focus

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

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA instruction is an area of focus because of the steady decreases in the 3 areas of ELA achievement. Over the past few years, we have consistently seen decreases in ELA proficiency, learning gains, and the learning gains of the lowest 25%. Additionally, ELA achievement of two pivotal subgroups (SWD and ELL) have both been below 41% for 2 consecutive years.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We are expecting growth in our overall ELA proficiency percentage. We are looking for a 5-percentage point increase from in ELA proficiency. This will be evidenced by comparing base line scores on PM1 to the concluding scores that will be produced on PM3.

Overall, ELA proficiency will increase in 7th grade from 36% 22-23 to 41% in 23-24.
Overall, ELA proficiency will increase in 8th grade from 39% 22-23 to 44% in 23-24.

SWD and ELL proficiency in ELA will increase by 10%.
SWD ELA proficiency from 29% in 21-22 to 41 % in 23-24
ELL ELA proficiency from 15% in 21-22 to 41 % in 23-24

The FEDERAL INDEX will improve to 41 or higher for ELL and SWD subgroups.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Evidence of implementation

- Classroom walkthroughs
- Student data chats
- Teacher data chats

Evidence of impact.

- Grade Level Data - Monthly
 - HMH Reading Inventory (3), HMH Phonics Inventory (3), FAST (2)
 - MTSS, IPST, OPM Data
- Student Level Data - Ongoing
 - HMH Read 180/System 44 Lesson Data

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

High-quality Instructional Materials aligned to FL benchmarks =>Grade 7 & 8 ELA: Amplify Education
--Drawing on extensive research into learning, cognition, and literacy, Amplify ELA is designed specifically

for middle school. Amplify ELA meets criteria for Tier II-Moderate Evidence as an education intervention under ESSA.

HMH - READ 180

ELL STUDENTS:

IMAGINE LEARNING: imagine Language & Literacy is a personalized learning program that accelerates both language and literacy skills development side by side. Direct, explicit, and systematic instruction and practice ensure students learn critical skills in four language domains.

It is important to note that English Language Learners and Exceptional Education Students have access to and are provided the same curriculum materials as their non-ELL and non-ESE peers. In addition to what is provided for all, ELL and ESE students also receive:

- Tier 2 – ELL students have access to Imagine Language and Literacy and Achieve 3000

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

CORE INSTRUCTION - AMPLIFY:

In particular, the program has a strong research base behind its approach to differentiation and how it challenges all students to work critically and successfully with complex text.

SUPPLEMENTAL INSTRUCTION

Read 180 integrates research around personalized best practices, adaptive technology, instructional strategies based on the science of reading, and scaffolded support for reading independently. Students receive systematic, explicit instruction and practice of foundational literacy skills to develop their fluency, expand vocabulary and strengthen comprehension skills to become proficient, skillful readers.

IMAGINE LEARNING: McNair ELL students will benefit from personalized pathways Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

IMPROVE TIER 1- CORE ELA INSTRUCTION

1. Established school wide culture centered around reading expectations.
2. Collaborative planning
3. New teacher supports via Title I coordinator (T1)
4. Data chats with teachers quarterly
5. Data chats with students quarterly
6. Building vocabulary across all content areas
7. Focus walks of classroom which includes admin and instructional leadership team to determine/monitor student engagement and the quality of instruction. (Look-fors have been established and communicated during preplanning)
8. Teachers are provided with feedback immediately following classroom visits.

Person Responsible: Stephen Richardson (richardson.stephen@brevardschools.org)

By When: ONGOING - MONITORED PM1, PM2, AND PM3

IMPROVE SUPPLEMENTAL ELA INSTRUCTION

1. Scheduled additional Intensive Reading sections from 5 offerings to 9.
2. Changed the intensive reading instructor to a full-time status to support the school/data needs.
3. Created a reading interventionist position with title I funds to teach 3 additional reading sections, analyze school wide reading data, and provide push in support to ELA classes. (T1)
4. Weekly Tuesday meetings with Interventionist and literacy coach, to monitor the use and success of the students via HMM- read 180.

Person Responsible: Stephen Richardson (richardson.stephen@brevardschools.org)

By When: ONGOING - MONITORED PM1, PM2, AND PM3

IMPROVE INSTRUCTION, MONITORING AND SUPPORT FOR STUDENTS WITH DISABILITIES

1. Based on the needs of the school, I changed the position allocations from (2) 1/2 ESE positions to (3) full positions of support.
2. Increased the number of support facilitated sections (ESE case manager push in)
3. Added a section of learning strategies for students who required it per their IEP.
4. Teachers attended training during preplanning that taught them how to read IEPS, how to provide and document accommodations, and how to utilize the support of push in case managers.
5. Created a campus wide culture of small-group instruction in classrooms with the support of push-in case managers.

Person Responsible: Genesis Rowe (rowe.genesis@brevardschools.org)

By When: ONGOING - MONITORED PM1, PM2, AND PM3

IMPROVE INSTRUCTION, MONITORING AND SUPPORT FOR ENGLISH LANGUAGE LEARNERS

1. Created a sheltered reading class with ELL students of certain WIDA scores to support and increase their reading achievement.
2. Students will complete lessons in IMAGINE LEARNING twice a week and Read 180 3 times a week via their sheltered reading class with a certified reading teacher.
3. Created a secondary ELL contact to assist and backup the primary contact because of the growing ELL population.
4. Aligned the schedule of the ELL Instructional assistant to maximize the support of ELL students in their MESH classes.
5. District ELL coordinator will provide PD to the staff on ELL strategies.

Person Responsible: Genesis Rowe (rowe.genesis@brevardschools.org)

By When: ONGOING - MONITORED PM1, PM2, AND PM3

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher retention and recruitment continues to be a concern that impacts student achievement. Having a well-qualified, effective teacher in every classroom is critical to improving student outcomes. At McNair, teachers are provided many hours of coaching, support, feedback and professional learning. These marketable attributes combined with the unique needs of a high poverty school often lead to teacher attrition. Substitutes are also challenging to recruit and retain. This limits the amount of professional learning teachers can attend.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

90% of all teachers at McNair will be retained for the 23-24 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Utilize Insight Survey Data

Meeting with department leads to get feedback and address team needs

Tiering of Teachers for Support with monitoring occurring, coaching logs, and feedback spreadsheets

Person responsible for monitoring outcome:

Stephen Richardson (richardson.stephen@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Develop homegrown teacher pipeline - recruit a diverse workforce and support interested staff members in obtaining certification

Cultivate a culture of collaboration: structured collaborative planning, assigned mentors

Empower teachers to succeed via mentors, collab planning, coaching, feedback, professional learning

Celebrate great teaching

Teachers lead innovation

Support Teacher well-being/self-care

Smaller class sizes

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building Teacher Self-Efficacy and Autonomy

Teachers who feel a strong sense of self-efficacy and autonomy in their professional lives indicate higher levels of engagement. When teachers feel competent in their professional abilities and have the freedom to exercise their competence, their overall job satisfaction improves.

*Teacher self-care can play an important role in not only reducing stress, but also identifying additional physical,

mental, and emotional needs. Self-care should be a consistent—and ideally daily—practice that enables teachers to alleviate tension, acknowledge feelings, recognize needs, and plan for additional supports.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Empower teachers to succeed through the use of mentors, collaborative planning, coaching, feedback, professional learning.

Person Responsible: Stephen Richardson (richardson.stephen@brevardschools.org)

By When: Ongoing

Support Teacher well-being/self-care - building a culture of efficiency and preparation to our daily structure and emphasizing self-care on personal time. Staff will highlight self-care strategies and hobbies through a variety of activities. Feedback and connection conversations will assist with providing support and focusing on uplifting culture.

Person Responsible: Stephen Richardson (richardson.stephen@brevardschools.org)

By When: Ongoing

Cultivate collaborative teams

Pre-planning professional learning will assist with a strong start to the school year. Weekly team meetings dedicated to best teaching practices with curriculum.

Person Responsible: Genesis Rowe (rowe.genesis@brevardschools.org)

By When: Ongoing

Provided professional support to increase teacher confidence: coaching, district peer mentor support, job embedded PD, and opportunities to observe instruction.

Person Responsible: Ruth Jursa (jursa.ruth@brevardschools.org)

By When: Ongoing

Created a principal's shared decision-making (SDM) team. The team was established to provide leadership opportunities and problem solve campus-wide issues.

Person Responsible: Stephen Richardson (richardson.stephen@brevardschools.org)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

McNair's leadership team meets at the start of the school year to review the master schedule, personnel and personnel schedules, instructional materials, and technology resources to ensure alignment with needs of IEP's and Gen Ed Students. The schedule of both ESE, ELL and GenEd teachers are aligned and maximized to ensure students get the highest quality of support. This includes scheduling for collaborative planning, core instruction, intervention and time on technology with support programs.

Additionally, the following things are also aligned to support all students.

PERSONNEL: Utilizing state assessment data and ESE/ELL needs the master schedule is built to maximize appropriate and intentional placement to ensure academic success for all students. Roles and responsibilities

are reviewed and allocated based on job title, skillset, and workload.

DISTRICT RESOURCE TEACHERS/CONTENT SPECIALIST – Content resource teachers are available to support corresponding content areas. The MESH (core classes) content resource teachers will visit McNair once every grading period or more as needed. District Peer Mentor teachers are available to provide additional supports for our new teachers and collaborate with our lead mentor teacher on campus.

ACADEMIC TUTORING: Each teacher holds office hours to allow students to schedule additional academic supports. McNair will develop morning school. Students will be able to attend morning school to receive extra academic support. Additionally, McNair establishes a strong lunch time academic support plan. Students have the ability to engage in ZTZ (zero tolerance for zeros- in which they makeup incomplete assignments). Also, based on reviewed data, small group tutoring sessions are formed for students needing Math or ELA supports.

VOLUNTEERS - Parent involvement is imperative for positive culture at school as they are the primary force with their students. Being actively involved with the school whether it be through SAC or volunteering will greatly help promote our vision for McNair Middle School. Parents have the opportunity to complete the parent survey each Spring providing input specifically relating to the school and district. The information is reviewed and considered when planning for SY24. In addition, the administration team regularly shares school-wide data in relation to the school improvement plan with the School Advisory Council. Stakeholders are able to seek further clarification, provide feedback, engage in problem solving dialog.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))

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

The school recognizes the importance of transparent and effective communication with all stakeholders, including students, families, school staff, leadership, local businesses, and organizations. At McNair, the leadership team has developed a comprehensive plan that considers various methods of communication and accessibility:

School Website and FOCUS:

The school will maintain a dedicated section on its official website where the 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.

Information Sessions and Workshops:

The school will organize information sessions and workshops to provide a detailed overview of the 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:

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 SIP.

Automated Phone Messages:

The school will use automated phone messages to share important updates and reminders about upcoming events related to the SIP.

Social Media Platforms:

The school's social media accounts (Facebook) will be used to share highlights, achievements, and key information related to the 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 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 and will include targeted communication, meetings, and collaborative events.

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 SIP.

Feedback Mechanisms:

The school 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 SIP information is accessible, comprehensible, and engaging for all stakeholders, thus fostering transparency, engagement, and informed decision-making within the school community.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The 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, McNair's leadership team has developed comprehensive strategies that focus on engagement, collaboration, and open communication:

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.

Family Engagement Events: The school will organize a variety of family engagement events quarterly throughout the 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.

Welcoming Environment: The school 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.

Regular Communication Channels: The school 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: The 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.

Two-Way Feedback System: The school will utilize the FOCUS Communication system to establish a two-way system of communication for feedback and suggestions regarding school policies, programs, and activities.

Community Partnerships: Collaborating with local businesses, organizations, and community leaders enriches students' educational experiences and demonstrates the school's commitment to the broader community. This may involve mentorship programs, career fairs, and service-learning projects.

Digital Platforms and social media: The school will leverage digital platforms and social media to share updates, achievements, and information with parents and families. This approach ensures that parents stay connected and informed.

Open Door Policy: The school will maintain an open-door policy, encouraging parents to visit Madison, meet with teachers, and discuss their concerns or ideas.

By implementing these strategies, the school aims to create a collaborative and supportive environment where parents, families, and community stakeholders work together to achieve success.

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 III of the SIP. (ESSA 1114(b)(7)ii)

See area of focus on ELA improvement in section III.

Each teacher holds office hours to allow students to schedule additional academic supports. McNair will develop morning school. Students will be able to attend morning school to receive extra academic support. Additionally, McNair establishes a strong lunch time academic support plan. Students have the ability to engage in ZTZ (zero tolerance for zeros- in which they makeup incomplete assignments). Also, based on reviewed data, small group tutoring sessions are formed for students needing Math or ELA supports.

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). (ESSA 1114(b)(5))

N/A