

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Area:

AREA 3

MCNAIR MAGNET SCHOOL

Principal:

Area Superintendent:

SANDRA DEMMON

ROSETTE J. BROWN

SAC Chairperson:

ALEXIS POOLE

Superintendent: Dr. Brian Binggeli

Mission Statement:

To maintain a high performing learning culture for all students, involving all stakeholders.

Vision Statement:

Ronald McNair Magnet School will provide opportunities for all students to excel through the continuous improvement model and by delivering an innovative arts- and technology-infused curriculum.

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Brevard County Public Schools

School Improvement Plan

2012-2013

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

One place to start – three year trend history (optional):

This year the State converted to FCAT 2.0. As a result of the revised scale scores, McNair experienced a decline in Writing, Reading, Mathematics and Science. However, McNair Magnet School's Points Earned increased incrementally from 587 in 2010, 591 in 2011, and 594 in 2012 and we were able to sustain our Florida "A" School Grade for the ninth consecutive year (See attachment).

From the INDV File we were able to see how each subgroup fared in Reading and Math achievement in 2012. While White students made up 49.6% of our student body, 53% of White students scored at Levels 4 & 5 in FCAT Reading, and 41% scored at Levels 4 & 5 in Math. Of Minority students (50.4% of the student body), 24% scored at Levels 4 & 5 in Reading and 19% scored at Levels 4 & 5 in Math. Of our Economically Disadvantaged students (48% of the school enrollment) 20% scored at Levels 4 & 5 in Reading and 15% scored at Levels 4 & 5 in Math. In 2012, 58% of Economically Disadvantaged students scored at Levels 1 & 2 in Math, 53% at Levels 1 & 2 in Reading; 55% of Minority students scored at Levels 1 & 2 in Math and 48% at Levels 1 & 2 in Reading; and 23% of White students scored at Levels 1 & 2 in Math and 19% at Levels 1 & 2 in Reading. Although our lowest level students are making learning gains, too many students are scoring below grade level in these critical subjects, which puts them in danger of dropping out of high school. We must do a better job with instruction to all students, with effective differentiation and intervention for those who are not mastering concepts and skills, and who are not motivated to learn. We will strive especially hard this year to create a high-performing learning culture.

Classroom walkthroughs reflected mainly whole group instruction. There is a need for more instructional differentiation and increased involvement of students in data analysis and instructional delivery.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Recent research (Marzano, Robert J. A Handbook for the Arts of Science of Teaching, ASCD: 2009) tells us that we must establish and communicate learning goals (essential questions posted daily), use formative assessments to track student progress, and use that data to refine our teaching. We need to help students elaborate on new content, summarize and represent their learning (for example, using Arts or Technology products), and reflect on their learning. We need to examine similarities and differences and identify errors in thinking, help students practice skills, strategies and processes. We need to use homework and academic notebooks to deepen student understanding and personal accountability. We need to teach students to support claims and assertions with evidence, to develop hypotheses and test them, and to engage in higher-order thinking. We must engage students in task design, cooperative learning, and self-evaluation.

The National Governor's Association for Best Practices and the Council of Chief State School Officers believe that all students should be held to the same high expectations outlined in the Common Core State Standards. However, some students may require additional time, appropriate instructional support and

aligned assessments as they acquire both English Language proficiency and content area knowledge. (Cited from Common Core State Standards, Florida Department of Education, Summer Institutes, 2012.)

Analysis of Current Practice: *(How do we currently conduct business?)*

McNair was granted in 1993-96 federal monies to establish magnet programs in math, science, technology and full-time gifted education. In 2003, again with federal funding, we established a performing arts magnet program, through which we offer the exciting electives of drama, musical theatre, chorus, dance, band, orchestra, piano keyboarding, visual arts and TV production. Our magnet programs helped to boost declining enrollment, racially balance the school, and improve academic achievement. Annually, we recruit students from outside our attendance zone. We depend on our Choice Programs and the corridor bussing funded by our school district to attract students from throughout the district. A visitor to our campus would observe a diverse mix of students, with an approximate 50:50 balance of minority to majority students. The culture is diverse enough that there is no dominant group, and friendships flourish across racial, ethnic, and economic lines.

We are engaged in a continuous quality improvement model for students as well as faculty. We administer fall and mid-year benchmark tests in the core areas, and give students corrective feedback, aligning the curriculum to what has not been mastered. We provide Academic Support before school for any struggling student. We adapt our curriculum and modes of teaching so that all children can be successful. Learning mainly through print, lecture and discussion does not meet all their needs or tap into their kinesthetic strengths. The arts infusion curriculum model, for which we have become renowned, addresses those strengths, improves our teaching effectiveness and increases student academic success. Every teacher, in every subject area, is expected to infuse the arts and visitors will see evidence of this in all classrooms and multi-use spaces throughout the school. Creating diagrams, maps, graphs, dioramas and various 2- and 3- dimensional models or art objects make concepts concretely understandable and much more memorable for students.

Our students thrive on activity and visitors will find our band, orchestra and dance concerts, plays and musicals as well as sports events filled to capacity. In classes, our students may use movement or tableaux to depict ideas, feelings, or processes and to show understanding of concepts or skills. Mock trials, philosophical chairs, period music and dance as well as cultural crafts are frequently seen by any visitor to our social studies classes. Hands-on activities and experimentation are regularly done in all science classes. Some of our 8th grade science classes have composted soil from lunch scraps, planted a campus vegetable garden and are responsible for its maintenance. At harvest, students will use their produce for making fresh salads and spaghetti sauce in the home economics classroom for a class spaghetti luncheon. McNair teachers and students also use a variety of technology tools; and students regularly show their learning with technology generated products.

Through our magnet programs and intensive professional development, we work diligently to increase the basic reading, writing, math and science skills of all our students by using arts and technology as pathways for learning, and by promoting reading, which is the foundation for academic success. Our emphasis on reading should be evident to any visitor in our media center as well as most of our classrooms, where bookshelves are filled with attractive and appropriate teen fiction and non-fiction literature and supplementary curriculum materials. When class work or seatwork is finished early, students are expected to read, and are directed to have a magazine or library book with them every day.

Our laser focus on reading improvement has been effective and our FCAT scores have shown slow but steady improvement over the years. Because of those learning gains, we have been a **Florida "A"**

School for the past **9** years. Students need time to read within the school day, and encouragement and support for choosing reading as a leisure time activity. A visitor to our campus just before Thanksgiving break would experience our READ-IN day, where students bring their library books and a beach towel to sit on, and language arts classes are held outdoors. The objective is to re-discover how wonderful it is to read simply for enjoyment. This popular annual event brings many parents and community visitors, and we appreciate the adults who help us model engaged reading behavior. We also have a Book Fair twice a year, and encourage parents to support their child's reading for pleasure by purchasing at least one book. Teacher mentors also purchase books for our lowest 25% of readers, which the students have chosen and want to read.

Exciting independent reading materials for our media center are terribly important to achieve our reading goals, and visitors will notice the great diversity in our media collection. We have students with a wide range of reading levels, as well as varied interests and academic needs. We have a school-wide reading incentive program, called SHARP (**S**tudents with the **H**ighest **A**ccelerated **R**eaders **P**oints). Accelerated Reader Points are a measure of how many students are reading, and how many books they read (with 80% or higher comprehension) at their appropriate levels of book complexity. AR data shows that our children are reading more and understanding better, which is reflected in our increasing annual tallies of AR Points. At any point in the day, visitors may see students come with a pass from their language arts class into the media center to take an AR test on the computer, and check out a new book for pleasure reading. Once per grading period, the top 25% in AR points on each team are given special recognition and some small rewards (certificate of achievement, ice cream sandwich, pencils, a SHARP STUDENT T-shirt). In this way, students are competing against students of similar ability/achievement levels, and so have an equal chance to excel.

Our visitor would also notice the many trophies and awards atop the bookcases in the front office and encircling our media center, for district, State and National competitions. We offer many extracurricular activities such as LEGO Robotics League, Science Fair, Science Olympiad, Science Bowl, Science Challenge, Solar Car Sprint, Knowledge Master Open, Spelling Bee, Geography Bee, Current Events League, SECME, Math Bowl, Duke TIP, Future Problem Solving, and others. Our students enter and succeed in these academic events, as well as in athletic events such as basketball and track, or poster, poetry, and essay contests, and Arts events such All-County and All-State Band, Chorus, and Orchestra. Our magnet programs attract students with talent, motivation and ability; we teach, encourage, provide ways for them to shine, and rejoice in their accomplishments.

Occasionally during the year we have special events such as a United Nations Day, Pioneer Day, Mock Elections, Mock Trials, Turkey Trot, Chocolate Night, Family Fun Night, CO2 Car Races, Bottle Rocket competitions, etc., which are part of a curriculum unit. Annually, students are taught in science class about ecology and protecting the environment. We have recycling bins in every classroom and our successful recycling program is a student service project, wherein office paper, cardboard, plastic and aluminum are recycled. The school earns money for the recycled office paper.

McNair classrooms are colorful and reflect an academic focus with displays of student art and technology products. Classroom Word Walls display 12 common academic words, as well as other vocabulary pertinent for each subject area. Generally speaking, McNair students are engaged, and a visitor would find a wide variety of instructional models occurring throughout the school on any given day. Our small school size makes us feel like a "family" and there is a great deal of camaraderie and collaboration among teachers. Our faculty members have bonded with one another and work well together. We share a positive outlook about our school and our students, and negativity or toxicity is not tolerated. We have a culture which focuses on the solution, and how we can contribute to it, not on the problems, especially those over which we have no control.

To focus teachers on academic improvement at the beginning of the school year, administrators informed teachers of their individual disaggregated FCAT data. Teachers reviewed it, identified weaknesses,

collaborated with department members to identify best practices in order to design an effective approach to address those weaknesses, which then became the basis for their Professional Growth Plans.

Over the past several years, McNair teachers have received extensive training on Arts and Technology Infusion, Marzano's Instructional Strategies and B.E.S.T. Training. We are in the process of implementing Common Core State Standards and our Language Arts, Social Studies, Math and Science departments have been trained in their subject areas by District Resource Teachers. We teach explicitly strands that are annually assessed in Science, Math and Reading. We schedule FCAT Saturdays (part of our Academic Support Program) in February – March to prepare students for FCAT Math and Reading, and schedule Academic Support in school and before school for struggling students to be sure curriculum benchmarks are mastered.

Teachers meet with their department members at least twice a month. During this time frame, department heads schedule Professional Learning Communities, as a means of focusing on continuous improvement, coaching and mentoring.

Each teacher receives a list of ESE, 504 and ELL students, and their required accommodations. They must document proof of compliance. Furthermore, teachers must document interventions in the A3 Vision and be prepared to discuss student data at MTSS Meetings.

In accordance with the PGP process, each teacher reflects on his/her practices and results, (qualitative and quantitative data), does research on effective practices or strategies, and implements a measurable objective for improvement each school year. In this way, teachers are involved in the continuous quality improvement process, which is a key element in having a high-performing learning culture. Teachers must model what they want from students!

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Every teacher will focus on Marzano's Vocabulary and Summarizing strategies to increase student achievement in Reading, Math, Science and Writing.

Strategies: *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1. Some teachers need BEST, Marzano, Arts infusion, Common Core, and Technology training.	1. Schedule Marzano and Arts infusion review training for entire staff. Make arrangements for new teachers to attend BEST makeup sessions. Schedule District Resource Teachers to present information on implementing the Common Core State Standards. School Media and Tech Specialists to provide technology training.	Principal	September 2012 – May 2013		Training Component Records and Evaluation Documents

2. Limited staff to provide Verbatim Reading to the ESE students which require that accommodation for class work and testing.	2. Utilize instructional assistants and non-classroom teachers to assist with Verbatim Reading.	Principal	August 2012 - May 2013		ESE Records, Teacher Documentation, DA and FCAT Test Records
3. Some students have limited vocabulary which inhibits their reading and writing proficiency.	3. Create word walls in every classroom, and implement weekly Academic Vocabulary Program in all classrooms.	Teachers	September 2012- May 2013		Walk-through documentation
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Departments have committed to beginning the integration of the Common Core State Standards. In order to implement these Standards, teachers will be expected to employ higher order questioning with greater frequency, cooperative learning, student reflection, Academic Vocabulary and Word Walls. They will also be required to post their daily Common Core State Standard(s) and Essential Questions/Skills. Demonstration of student learning will include Arts- and Technology-related products. Measurement will be based on the overall PGP which should be tied to these practices, as well as documentation from administrator walks-through. Agendas from departments, teams, and PLC meetings will document collaboration throughout the year. A pre- and post- teacher survey will be administered in October 2012 and May 2013 to get teacher measurements/rubrics as well as their reflections about their implementation of these elements of our SIP; specifically how their students, classes and our school have improved since implementation.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

- Pre and post pictures of all classrooms
- Student products or presentations
- Student grades and FCAT scores
- Student awards

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. Reduce the percentage of Level 1-2 students by 10% (19 students) as measured by FCAT Reading 2013.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): 1. Lack of interest in reading by students who read below grade level. 181 students, or 163 students, or 34% scored at level. 30% will score at Levels 1 & 2 2. Level of difficulty with revised FCAT 2.0 Reading test.		
Strategy(s): 1A. Continue SHARP Program to provide reading incentives for pleasure reading. 2A. Increase text complexity for classroom assignments. 2B. Require more reading in class, and recommend 30 minutes daily at home. 2C. Tutorials available twice weekly for AVID students. 2D. Incorporate more non-fiction for in-class reading and homework.		

<p>FCAT 2.0 Students scoring at Achievement Level 3</p> <p>Barrier(s): 1. Overconfident attitude by students who attained a Level 3, which is on grade level, that they do not need to try harder.</p> <p>Strategy(s): 1A. Provide challenging literature and non-fiction. Facilitate meaningful discussions employing higher order questions. 1B. Schedule one-on-one teacher-student meetings via Language Arts classes. 1C. Focus more on implementing Common Core State Standards.</p>	<p>148 students, or 28%</p>	<p>186 students, or 33%</p>
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading</p> <p>Barrier(s): 1. Students have not mastered the most basic skills of decoding or reading.</p> <p>Strategy(s): 1A. Teach phonemic awareness, phonics, and comprehension. 1B. Teach specific vocabulary words every week. 1C. Read to aloud to students daily so their listening vocabulary and comprehension will increase, and to increase enjoyment of reading.</p>	<p>0</p>	<p>0</p>
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p>Barrier(s): 1. Keeping students engaged and challenged while meeting needs of Level 1-2-3 students in class. 2. Student apathy toward FCAT testing. 3. Transitioning from FCAT to FCAT 2.0.</p> <p>Strategy(s): 1. Provide challenging literature and non-fiction. Facilitate meaningful discussions employing higher order questions. 2. Schedule one-on-one teacher-student meetings via Language Arts classes, and offer incentives to students who appear to maintain focus while taking FCAT. 3. Focus more on implementing Common Core State Standards.</p>	<p>200 students, or 28%</p>	<p>175 students, or 30%</p>
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Barrier(s): 1. Students have not mastered the most basic skills of decoding or reading.</p> <p>Strategy(s): 1A. Teach phonics, syllabication, pre-fixes and other word parts. 1B. Isolate and blend phonemes. 1C. Teach thinking skills (making inferences) from explicit and implicit text.</p>	<p>2 students, or 100%</p>	<p>3 students, or 60%</p>

<p>Florida Alternate Assessment: Percentage of students making Learning Gains in Reading</p> <p>Barrier(s): 1. Students have not mastered the most basic skills of decoding or reading.</p> <p>Strategy(s): 1A. Teach phonics, syllabication, pre-fixes and other word parts. 1B. Isolate and blend phonemes. 1C. Teach thinking skills (making inferences) from explicit and implicit text.</p>	0%	2 students, or 40%
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading</p> <p>Barrier(s): 1. Students' lack of motivation and complacent attitude.</p> <p>Strategy(s): 1A. Provide high interest, relevant literature appropriate for the students' reading levels, and encourage reading through SHARP Program. 1B. Provide challenging literature and non-fiction. Facilitate meaningful discussions employing higher order questions. 1C. Schedule one-on-one teacher-student meetings via Language Arts classes, and offer incentives to students who appear to maintain focus while taking FCAT. 1D. Focus more on implementing Common Core State Standards.</p> <p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading</p> <p>Barrier(s): 1. Students have not mastered the most basic skills of decoding or reading.</p> <p>Strategy(s): 1A. Teach phonics, syllabication, pre-fixes and other word parts. 1B. Isolate and blend phonemes. 1C. Teach thinking skills (making inferences) from explicit and implicit text.</p>	81 students, or 60%	90 students, or 62%
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11:</p>	0	1 student, or 20%

<p>Student subgroups by ethnicity NOT making satisfactory progress in reading:</p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>	<p>Enter numerical data for current level of performance</p> <p>WHITE 50 or 19%</p> <p>BLACK 104 or 50%</p> <p>HISPANIC 33 OR 50%</p> <p>ASIAN N/A</p> <p>AMERICAN INDIAN N/A</p>	<p>Enter numerical data for expected level of performance</p> <p>WHITE 34 or 13%</p> <p>BLACK 83 or 40%</p> <p>HISPANIC 13 or 19%</p> <p>ASIAN N/A</p> <p>AMERICAN INDIAN N/A</p>
<p>English Language Learners (ELL) not making satisfactory progress in Reading</p> <p>Barrier(s): 1. Difficulty of language acquisition, including academic vocabulary, and text complexity.</p> <p>Strategy(s):</p> <p>1A. Intensive work with Itinerant ELL Teacher.</p> <p>1B. Implementation of appropriate accommodations, and differentiation in the classroom.</p> <p>1C. Utilize Achieve 3000 with ELL students as a means of differentiating instruction.</p>	<p>N/A</p>	<p>N/A</p>
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading</p> <p>Barrier(s): 1. Difficulty in providing effective differentiated instruction and high-interest, low readability materials of academic nature.</p> <p>Strategy(s):</p> <p>1A. Closely monitor accommodations required by their IEPs.</p> <p>1B. Closely monitor student progress toward academic goals.</p>	<p>SWD 57 or 70%</p>	<p>SWD 44 or 54%</p>
<p>Economically Disadvantaged Students not making satisfactory progress in Reading</p> <p>Barrier(s): 1. Unknown issues involving family and home environment, lack of basic needs.</p> <p>Strategy(s):</p> <p>1A. Provide a safe, caring, nurturing environment so students will feel comfortable approaching adults about their problems. Provide links to community services for families.</p> <p>1B. Provide free breakfast and lunch, backpacks and school supplies as needed.</p>	<p>FREE/REDUCED 120 or 52%</p>	<p>FREE/REDUCED 77 or 33%</p>

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Using Arts and Technology To Differentiate Instruction	October 12, 2012	Participant Product – Action Plan for implementation of strategies
Implementing Common Core State Standards	August 2012 through November 2012	Administrators will conduct classroom walks-through. Teachers will post daily CCSS.

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in Listening/Speaking: 86%	2 Non-English speakers	Daily practice with Rosetta Stone; 1 on 1 instruction with Itinerant Teacher	ELL Contact
2012 Current Percent of Students Proficient in Reading: 14%	Difficulties with language acquisition	Differentiated instruction and accommodations; practice with reading and writing	ELL Contact
2012 Current Percent of Students Proficient in Writing: 14%	Difficulties with language acquisition	Differentiated instruction and accommodations; practice with reading and writing	ELL Contact

Mathematics Goal(s):	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
1. Reduce the percentage of Level 1-2 students by 10% (20 students) as measured by FCAT Mathematics 2013.		

<p>Anticipated Barrier(s):</p> <ol style="list-style-type: none"> Lack of basic math skills (multiplication facts, simple division, fractions). 	<p>204 students at Levels 1-2 in Math, or 38%</p>	<p>191 students at Levels 1-2 in Math, or 34%</p>
<p>Strategy(s):</p> <ol style="list-style-type: none"> Provide Before School Tutoring twice a week. Consistent review and assessment of Big 20 basic skills. Tutorials available twice weekly for AVID students. 		
<p>FCAT 2.0 Students scoring at Achievement Level 3</p> <p>Barrier(s): 1. Lack of motivation to do homework and practice skills.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> Provide relevant math problems to capture student interest. 	<p>148 students at Level 3 in Math, Or 27%</p>	<p>174 students at Level 3 in Math, Or 31%</p>
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics</p> <p>Barrier(s): 1. Students' limited ability to apply and master critical or abstract thinking skills.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> Teach and model the following: Break concepts down, especially word problems, to key words, choice of operations, eliminate information which is not relevant, and check whether your answer makes sense. 	<p>0</p>	<p>2 students, or 40%</p>
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics</p> <p>Barrier(s): Student attitude is that since they already have a 4 or 5, they don't need to work hard in Math, and consequently don't do homework.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> Impress upon students that they must work hard and cannot rest on their laurels! 	<p>205 students at Levels 4-5 in Math, or 38%</p>	<p>236 students at Levels 4-5 in Math, or 42%</p>
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics</p> <p>Barrier(s): 1. Students' limited ability to apply and master critical or abstract thinking skills.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> Teach and model the following: Break concepts down, especially word problems, to key words, choice of operations, eliminate information which is not relevant, and check whether your answer makes sense. 	<p>2 students, or 100%</p>	<p>3 students, or 60%</p>

<p>Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics</p> <p>Barrier(s): 1. Students' limited ability to apply and master critical or abstract thinking skills.</p> <p>Strategy(s): 1A. Teach and model the following: Break concepts down, especially word problems, to key words, choice of operations, eliminate information which is not relevant, and check whether your answer makes sense.</p>	1 student, or 50%	3 students, or 60%
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics</p> <p>Barrier(s): 1. Lack of basic math skills (multiplication facts, simple division, fractions).</p> <p>Strategy(s): 1A. Provide Before School Tutoring twice a week. 1B. Consistent review and assessment of Big 20 basic skills.</p>	73 students, or 54%	84 students, or 58%
<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics</p> <p>Barrier(s): 1. Students' limited ability to apply and master critical or abstract thinking skills. 2. Students' lack of mastery of basic math facts.</p> <p>Strategy(s): 1A. Teach and model the following: Break concepts down, especially word problems, to key words, choice of operations, eliminate information which is not relevant, and check whether your answer makes sense. 2A. Allocate time to work on Big 20 basic math skills while teaching the rest of the curriculum.</p>	0	1 student, or 20%
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11:</p>		
<p>Student subgroups by ethnicity NOT making satisfactory progress in Math:</p> <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p> <p style="text-align: right;">Asian:</p> <p style="text-align: right;">American Indian:</p>	<p>WHITE 57 or 22%</p> <p>BLACK 137 or 66%</p> <p>HISPANIC 28 OR 43%</p> <p>ASIAN N/A</p> <p>AMERICAN INDIAN N/A</p>	<p>WHITE 37 or 14%</p> <p>BLACK 89 or 43%</p> <p>HISPANIC 13 OR 20%</p> <p>ASIAN N/A</p> <p>AMERICAN INDIAN N/A</p>
<p>English Language Learners (ELL) not making satisfactory progress in Mathematics</p>	N/A	N/A

Students with Disabilities (SWD) not making satisfactory progress in Mathematics	61 students, or 75%	46 students, or 57%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	141 students, or 56%	118 students, or 47%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Implementing Common Core State Standards	August 2012 through November 2012	Administration will conduct classroom walks-through. Teachers will post daily CCSS.
District Secondary Mathematics Conference	February 2013	Collaborative Planning of Lessons/Units

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s): Students were last tested on FCAT Writing in 4th grade, and they had to write a Narrative, whereas in 8th grade they are tested on Persuasive and Expository writing.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Extensive modeling, instruction and practice on Expository and Persuasive Writing. 2. Reading Expository and Persuasive essays, followed by critique of their effective characteristics. 	44 students of 256 8 th graders scored below 3.0, or 17%	42 students of 278 8 th graders, or 15%

FCAT: Students scoring at Achievement level 3.0 and higher in writing	83% or 212	85% or 236
Florida Alternate Assessment: Students scoring at 4 or higher in Writing	1 of 100%	1 or 20%

1. Science Goal(s) (Elementary and Middle)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s): 1. Students were last graded on FCAT Science in 5th grade, and may have had spotty Science curriculum since then due to time demands for Reading and Mathematics instruction.</p> <p>Strategy(s): 1A. Assess background knowledge in 7th grade with baseline benchmark test. 1B. Provide targeted instruction where gaps exist in science concepts and background knowledge.</p> <p>Barrier(s): 2. Teachers need training for implementation of Common Core standards.</p> <p>Strategy(s): 2A. Schedule one training per month for 50 minutes during faculty meetings: September – rubrics, PGP and Pinpoint; October – rubrics (more training if needed after assessment by Mrs. Kupec) and/or Common core; November – Common Core; February – Common Core and Dimensions. 2B. Provide day of subs for lead teachers to unwrap the standards and create templates for common core standards (after training by Mrs. Kupec). 2C. Provide all day sub coverage in 2 hour sessions per department, no later than November.</p>	<p>94 of 251 students scored at Levels 1-2, or 37%</p>	<p>97 of 278 students or 35%</p>
<p>Students scoring at Achievement level 3 in Science:</p>	<p>116 of 251 8th graders, or 46%</p>	<p>133 of 278 8th graders, or 48%</p>
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science</p>	<p>0</p>	<p>1</p>

Students scoring at or above Achievement Levels 4 and 5 in Science:	41 of 251 8 th graders, or 16%	47 of 278 8 th graders, or 17%
Florida Alternate Assessment: Students scoring at or above Level 7 in Science	1 or 100%	1 or 20%

1. Science Goal(s) (High School)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.	NA	
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	NA	
Florida Alternate Assessment: Students scoring at or above Level 7 in Science	NA	
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. White: Black: Hispanic: Asian: American Indian:	NA	
English Language Learners (ELL) not making satisfactory progress in Algebra	NA	
Students with Disabilities (SWD) not making satisfactory progress in Algebra	NA	
Economically Disadvantaged Students not making satisfactory progress in Algebra	NA	

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s): 1. Some Students enrolled in Algebra as 7th or 8th graders do not yet have work habits that will allow them to excel.</p> <p>Strategy(s): 1A. Offer bonus points for homework completion. 1B. Allow students to re-do homework when results are not satisfactory. 1C. Allocate time for students to discuss their homework.</p>	38 of 159 students, or 24%, scored at Level 1-2	30 of 154 students, or 20%
Students scoring at Achievement level 3 in Algebra:	78 OF 159 students or 49%	78 of 154 students, or 51%
Students scoring at or above Achievement Levels 4 and 5 in Algebra:	43 of 159 students or 27%	44 of 154 students, or 29%
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline Data 2010-2011:</p>		
<p>Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p>White: Black: Hispanic:</p>	<p>16 White students of 159 or 10%</p> <p>16 Black students of 159 or 10%</p> <p>5 Hispanic students of 159 or 3%</p>	<p>11 White students of 154 or 7%</p> <p>11 Black students of 154 or 7%</p> <p>3 Hispanic students of 154 or 2%</p>
English Language Learners (ELL) not making satisfactory progress in Algebra	1 of 159	0
Students with Disabilities (SWD) not making satisfactory progress in Algebra	0	0
Economically Disadvantaged Students not making satisfactory progress in Algebra	13 of 159 or 8%	9 of 154 or 6%

Geometry EOC Goal	2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s): 1. Students enrolled in Geometry as 8th graders have always excelled in math, but are not used to the intense homework required to maintain high level performance in this course.</p> <p>Strategy(s): 1A. Offer bonus points for homework completion. 1B. Allow students to re-do homework when results are not satisfactory. 1C. Allocate time for students to discuss their homework.</p>	16 students enrolled	21 students enrolled
Students scoring at Achievement level 3 in Geometry:	14 of 16 students, or 86%	19 of 21 students or 90%
Students scoring at or above Achievement Levels 4 and 5 in Geometry:	0	0
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11:</p>		
<p>Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p> <p style="text-align: right;">White: WHITE 1 student Black: BLACK 1 student Hispanic: HISPANIC 0</p>		<p>WHITE 1 student BLACK 0 HISPANIC 0</p>
English Language Learners (ELL) not making satisfactory progress in Geometry	0	
Students with Disabilities (SWD) not making satisfactory progress in Geometry	0	
Economically Disadvantaged Students not making satisfactory progress in Geometry	0	

Biology EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology:	NA	
Students scoring at or above Achievement Levels 4 and 5 in Biology:	NA	

Civics EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Civics:	NA	
Students scoring at or above Achievement Levels 4 and 5 in Civics:	NA	

U.S. History EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History:	NA	
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:	NA	

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:		NA	

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:		NA	

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
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Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:		NA	
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APPENDIX C

(TITLE 1 SCHOOLS ONLY) N/A FOR MCNAIR

Highly Effective Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective
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For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS). The school principal, assistant principal, guidance counselors, and ESE contact comprise the MTSS Leadership Team. Leslie Evans, District Resource Teacher, provided MTSS training for the faculty during 2011-12. Teachers have been directed to discuss progress and concerns about students within their teams (social studies, science, and language arts). They are to talk about what works and what doesn't. They are to bring in the math/elective teachers for additional support and look for commonalities and differences within the team – behaviors and/or academic progress. They are to collect data, specifically on the district assessments: Assessment Date, Student Score, Class Average, Grade Level Average, District Average, Benchmark Score. If the concerns are behavioral, teachers must consider the following: What school/class-wide behavior strategies are being implemented? How has this student been taught school wide rules/expectations? How has the student been recognized for following school rules/expectations? How many Office Discipline Referrals, Bus Referrals, In-School Suspensions/Time Outs, Out of School Suspensions? Once the above data has been gathered, it is time to call an Individual Problem Study Team (IPST) meeting with parents, Guidance Counselor(s), and District Staff.

Teachers should contact the parents directly anytime when they have concerns about students. The Guidance Counselors provide teachers with the most up-to-date contact information and assist teachers with the procedures as much as possible. Teachers should keep in mind that every parent contact is an intervention, which should also be documented. Some team members rotate the responsibility of making calls among their shared students.

Additionally, Departments are required to discuss their differentiated instruction strategies and share with the faculty. We

require teachers to record on A3 their interventions and results. Many students are given weekly grade reports for parent review and signature.

PARENT INVOLVEMENT: In April 2012, when the data was taken, our student enrollment was 544, and we had 1935 adult volunteer hours for the year. Students who have come from out of area for our magnet programs have a very high level of motivation and parental involvement. Generally speaking, students of lower income levels who reside within our attendance area, have less parental involvement. Parents have higher rates of attendance for basketball games, band concerts and other performance events than they do for conferences or academic meetings. In 2013, we continue to advertise widely any parent events by newsletter, SynerVoice, school website, teacher Edline pages, and school marquee. Teachers are always encouraged to make direct contact with parents for academic and discipline issues. Teachers are also asked to make positive phone calls home to establish contact and rapport with families. The Client Survey was very positive overall. The only concern reported was teacher inputting irregularly on Edline. The administrators will continue to impress upon teachers the importance of posting student information on Edline frequently (e.g. at minimum once per week).

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

McNair's attendance rate for the 2011-2012 school year was 96.01%. We had a total of twenty-one (21) students with excessive absences. We will increase the number of child study attendance team meetings for students with five or more absences versus students with seven or more absences. This strategy will allow Pat Gaines-Jackson, Resource teacher for attendance, to become involved earlier in the intervention process.

SUSPENSION: A total of 98 students were suspended during the 2011-2012 school year. During the 2012-2013 school year our goal is to reduce the previous year suspension rate by 10%. We plan to accomplish this goal by increasing the number of students assigned to Saturday school as opposed to an out-of-school suspension.

DROP-OUT (High Schools only):

N/A

POSTSECONDARY READINESS: (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)

N/A