

MCNAIR MIDDLE SCHOOL

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Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

10/25/2016

MCNAIR MIDDLE SCHOOL NCES - 50612000856

FAYETTEVILLE SCHOOL DISTRICT

School Success Indicators

Key Indicators are shown in RED.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/27/2015
Evidence: An established team provides multiple levels of support for the building.

Indicator ID04 - All teams prepare agendas for their meetings.(39)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/27/2015
Evidence: An agenda is kept for each meeting.

Indicator ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)

Status Objective Met 9/20/2016

Assessment Level of Development: Initial: Limited Development 10/27/2015

Objective Met - 09/20/2016

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Office team meetings are held twice a month. RTI meetings are held once a month.

Plan Assigned to: Michelle Hayward

How it will look when fully met: Leadership team will start meeting twice a month to discuss building focus areas and goals.

Target Date: 08/04/2015

Tasks:

1. Leadership Team will be formed.

Assigned to: Michelle Hayward

	Added date:	09/20/2016
	Target Completion Date:	03/19/2015
	Comments:	Leadership Team was created.
	Task Completed:	05/20/2016
Implement	Percent Task Complete:	
	Objective Met:	9/20/2016
	Experience:	9/20/2016 McNair established a leadership team.
	Sustain:	9/20/2016 Leadership team will continue to meet on a monthly basis.
Indicator	Evidence:	9/20/2016 Leadership team meeting notes will continue to be stored and shared in Google Docs and uploaded into Indistar.
	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	
Status	Tasks completed:	0 of 2 (0%)
Assessment	Level of Development:	Initial: Limited Development 09/16/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Leadership Team meets regularly and looks at school performance data to improve school performance in ACT ASPIRE writing and math scores. Classroom observation data lead to better assessment of how to best help students get to ACT ASPIRE ready or exceeding.
Plan	Assigned to:	Ted Whitehead
	How it will look when fully met:	With the help of all teachers at McNair, teachers are using writing across the curriculum to help students to focus more on effective writing. The school performance data and aggregated classroom observation data will help make sure that more students are achieving the desired scores.
	Target Date:	05/01/2017
	Tasks:	
	1. Learning labs, Interventionists, common planning in departments per grade, and PLC's are helping to analyze data and improve school performance data. Most teachers are using writing within their specified subject area to help students to be more accustomed to writing in all areas.	
	Assigned to:	Katy Seiftriz
	Added date:	09/16/2016
	Target Completion Date:	10/28/2016
	Comments:	Learning labs, Interventionists, Math Lab, common planning and PLC's are being used daily / weekly to make sure that the data shall improve. With the help of interim test scores and final test scores will show how well these added helpers and planning times help our ACT ASPIRE scores.
	2. ACT aspire scores will be used to close the achievement gap between socioeconomic levels.	
	Assigned to:	Ted Whitehead
	Added date:	09/21/2016
	Target Completion Date:	10/28/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
School Leadership and Decision Making		

Aligning classroom observations with evaluation criteria and professional development

Indicator IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)

Status Objective Met 9/21/2016

Assessment Level of Development: Initial: No development or Implementation 10/27/2015

Objective Met - 09/21/2016

Will include in plan

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Classroom observations are completed building wide. Feedback could be used in leadership team meetings to prepare for needed professional development.

Plan Assigned to: Ted Whitehead

How it will look when fully met: Teacher Evaluation results will be discussed at leadership team meetings. Professional Development plans will be based on areas of weakness represented. This will be then presented in faculty meetings.

Target Date: 02/08/2016

Tasks:

1. Classroom Observations will be used for PD.

Assigned to: Ted Whitehead

Added date: 09/20/2016

Target Completion Date: 02/26/2016

Comments:

Task Completed: 05/02/2016

Implement Percent Task Complete:

Objective Met: 9/21/2016

Experience: 9/21/2016

This was met with Teacher Evaluations and Professional Development for the new school year was heavily discussed while compiling Teacher Evaluation data.

Sustain: 9/21/2016

Making sure that Teacher Evaluations and Professional Development are linked.

Evidence: 9/21/2016

The Professional Development meetings this year were reflective of what we learned from compiling data from Teacher Evaluation data.

Indicator IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/27/2015

Evidence: Teachers are provided feedback from evaluator.

Indicator IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/27/2015

Evidence: Professional Development is provided for all staff members at McNair Middle School. Administration supports staff in outside professional development searches.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator **IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 10/27/2015
Evidence: Praise and Polish, RTI, and Impact Teams closely monitor the progress of programs and strategies that relate to school improvement.

School Leadership and Decision Making**Ensuring High Quality Staff - Recruitment, Evaluation, and Retention**

Indicator **II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 10/27/2015
Evidence: Building principal ensures to recruit and retain highly qualified teachers.

Curriculum, Assessment, and Instructional Planning**Engaging teachers in aligning instruction with standards and benchmarks**

Indicator **IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 10/27/2015
Evidence: CIAA curriculum units of study for all content areas are fully implemented and held accountable for.

Curriculum, Assessment, and Instructional Planning**Assessing student learning frequently with standards-based assessments**

Indicator **IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)**

Status **Objective Met 9/21/2016**

Assessment Level of Development: Initial: Limited Development 10/27/2015
Objective Met - 09/21/2016

Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Currently the following is being implemented: Tier I instruction, research based instruction, content area formative assessment implementation.

Plan Assigned to: Kaitlin Gibbins
How it will look when fully met: Students will be assessed three time a year to determine progress. These results will be discussed at faculty curriculum meetings and teachers will monitor and reflect on teaching according to student results.
Target Date: 05/02/2016
Tasks:

1. Students are tested three times a year to determine progress.

Assigned to: Kaitlin Gibbins

Added date: 09/21/2016

Target Completion Date: 09/21/2016

Comments:

Task Completed: 09/21/2016

Implement	Percent Task Complete:	
	Objective Met:	9/21/2016
	Experience:	9/21/2016 Testing each student three times during a semester was difficult but the task was accomplished.
	Sustain:	9/21/2016 Students are pre-tested, interim tested and post tested each year so we can make sure that we are reaching all of the state required objectives.
	Evidence:	9/21/2016 Students are being tested three times each year to make sure that we are reaching all objectives.
Indicator	IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/16/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	PLC's are of highest priority at McNair. The core teachers in each grade have common planning time to help with improving curriculum and their instructional strategies in their subject area. These planning times help to make sure that all students are getting the highest level of instruction.
	Assigned to:	Michelle Hayward
	How it will look when fully met:	Student data will be used to help increase the rigor of curriculum and of instructional strategies. The common planning times and PLC's help have all faculty accountable in helping to determine the best curriculum and instructional strategies to help increase performance scores.
	Target Date:	10/28/2016
	Tasks:	1. PLC's meet twice weekly to help assess curriculum and in helping increase student learning data. These PLC's are using research and data to improve their curriculum and increasing the rigor of their instructional strategies.
	Assigned to:	Ted Whitehead
	Added date:	09/16/2016
	Target Completion Date:	10/28/2016
	Comments:	PLC meetings and common planning are helping with increasing student performance data and the changing of curriculum and instructional strategies.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Classroom Instruction		
Expecting and monitoring sound instruction in a variety of modes		
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/27/2015
	Evidence:	TESS is fully implemented into McNair Middle School. Curriculum alignment is held to a high standard with accountability for all content areas.
Classroom Instruction		
Expecting and monitoring sound classroom management		
Indicator	IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)	

Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/16/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	All teachers use different strategies for instructing their classes. Technology is almost on a 1-1 ratio. Teachers understand that the goal for them is to be a facilitator in their classroom leading students in gain knowledge in new ways.	
	Assigned to:	Kaitlin Gibbins	
	How it will look when fully met:	As Classroom observations begin, the observers will see that all teachers are using a variety of instructional modes.	
	Target Date:	10/25/2016	
	Tasks:	1. Within PLC's more discussion will be held in describing the best ways to use a variety of teaching modes and instructional strategies.	
	Assigned to:	Michelle Hayward	
	Added date:	09/16/2016	
	Target Completion Date:	11/25/2016	
	Comments:	Teachers are increasing their use of technology and facilitating in their classrooms. The deferring modes of instruction are helping to improve the achievement gap and improve student performance data.	
	Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
	Family Engagement in a School Community		
Explain and communicate the purpose and practices of the school community			
Indicator	FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)		
Status	Objective Met 9/21/2016		
Assessment	Level of Development:	Initial: Limited Development 10/27/2015	
		Objective Met - 09/21/2016	
Plan	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently curriculum nights are held, parent book studies are provided and coffee talk nights with school counselor. Literature for families is available through the school library.	
	Assigned to:	Katy Seiftriz	
	How it will look when fully met:	Communication will be given to parents on how to support student learning through the PTA blog.	
	Target Date:	11/03/2014	
	Tasks:	1. Curriculum nights and pod nights are scheduled at the beginning of the year so parents and students can hear about opportunities to develop the curriculum in their home and to let them know that their is literature available for them in the library.	
	Assigned to:	Katy Seiftriz	

	Added date:	09/21/2016
	Target Completion Date:	10/19/2016
	Comments:	
	Task Completed:	09/17/2015
Implement	Percent Task Complete:	
	Objective Met:	9/21/2016
	Experience:	9/21/2016 Parents were invited to curriculum nights so we could explain to them about curriculum for them for their home if needed and if they need literature then there is some available to them in our library.
	Sustain:	9/21/2016 Letting parents know each year and semester that these materials are available to them.
	Evidence:	9/21/2016 Each year all teachers know that these materials are available for parents who ask.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator	HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)		
Status	Objective Met 9/21/2016		
Assessment	Level of Development:	Initial: Limited Development 10/27/2015	
		Objective Met - 09/21/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the following is provided: Learning Lab Class and after school tutoring program.	
Plan	Assigned to:	Katy Seiftriz	
	How it will look when fully met:	Opportunities and updated resources will be provided for students in need including appropriate interventions.	
	Target Date:	04/04/2016	
	Tasks:	1. Appropriate interventions are available to students who need help. Assigned to: Katy Seiftriz Added date: 09/21/2016 Target Completion Date: 04/21/2016 Comments: Task Completed: 05/26/2016	
Implement	Percent Task Complete:		
	Objective Met:	9/21/2016	
	Experience:	9/21/2016 All students are given the appropriate interventions to help them succeed to their highest potential.	
	Sustain:	9/21/2016 Making sure that each year these students have what is needed to help them succeed.	
	Evidence:		

9/21/2016

Math labs, interventionists and learning labs help in accomplishing this task.

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