



## School Plan

Print Version

### MCNAIR MIDDLE SCHOOL

### Arkansas Comprehensive School Improvement Plan

### 2014-2015

McNair Mustangs R.U.N.  
Respect each other  
Understand that we own our own behavior  
Never quit

Grade Span: 6-7

Title I: Not Applicable

School Improvement: MS

#### Table of Contents

##### Priority 1: Mathematics

**Goal:** All students will strengthen their math computation, problem solving skills and relate problems to real world comprehension. Our goals for the 2014-15 academic year are as follows: MAP (Measure of Academic Progress) 1)At least 65% of students will meet or exceed typical growth in math as measured by the NWEA MAP assessments. 2) At least 65% of those students who begin the year below the 33rd percentile will make 1.5 times typical growth on the NWEA MAP assessments. During 2014-2015 we will focus on providing continued support for our TAGG students and students with disabilities, English Language Learners, Hispanic, African Americans, Caucasian and Economically Disadvantaged students. Our benchmark goals for these groups are: Performance targets: All Students - 93.79% African American - 84.31% Hispanic - 91.67% Caucasian- 94.71% Economically Disadvantaged - 86.48% English Language Learners - 70.83% Students with Disabilities - 69.59% Growth targets: All Students: 92.51% TAGG - 82.33% African American- 86.67% Hispanic - 82.22% Caucasian- 93.25% Economically Disadvantaged - 84.46% English Language Learners - 66.67% Students with Disabilities - 69.93%

##### Priority 2: Literacy

**Goal:** All students will strengthen their reading comprehension, spelling, vocabulary and written expression for 21st Century. Our goals for the 2014-15 academic year are as follows: MAP (Measure of Academic Progress) 1)At least 65% of students will meet or exceed typical growth in reading as measured by the NWEA MAP assessments. 2) At least 65% of those students who begin the year below the 33rd percentile will make 1.5 times typical growth on the NWEA MAP assessments. During 2014-2015 we will focus on providing continued support for our TAGG students and students with disabilities,English Language Learners, Hispanic and African American students. Our benchmark goals for these subgroups are: Performance targets: All Students: 91.71% TAGG Students: 79.26% African American - 91.97% Hispanic - 83.33% Caucasian - 92.09% Economically Disadvantaged - 82.16% English Language Learners - 66.67% Students with Disabilities - 64.91% Growth targets: All Students: 91.41% TAGG Students: 80.32% African American - 93.33% Hispanic - 82.22% Caucasian - 91.37% Economically Disadvantaged - 81.45% English Language Learners - 76.19% Students with Disabilities - 68.63%

##### Priority 3: Wellness

**Goal:** McNair equips children with the knowledge and engaging skills they need to lead more healthful lives. 60% of students will show growth in their Fitness Gram test from the Fall 2014 to Spring 2015. We will see a .5% decrease in the number of male and female students identified as overweight.

##### Priority 4: Title III ELL

**Goal:** All ELL students will improve in reading comprehension, written expression, and mathematics skills and respond to constructed response questions with proficiency. Our goals for the 2014-15 academic year are as follows: MAP (Measure of Academic Progress) 1)At least 65% of students will meet or exceed typical growth in reading and math as measured by the NWEA MAP assessments. 2) At least 65% of those students who begin the year below the 33rd percentile will make 1.5 times typical growth on the NWEA MAP assessments. Literacy Performance Target: 66.67% Literacy Growth Target: 76.19% Math Performance Target: 70.83% Literacy Performance Target: 66.67%

##### Priority 6: Parental Involvement

**Goal:** To promote academic and social growth in our students during the 2014-15 school year we will increase

the number of opportunities parents can participate at the school. 1) Students will meet their performance and growth targets MAP Assessment: Literacy Performance All students – 91.71% TAGG - 79.26% Literacy Growth All students – 91.41% TAGG – 80.32% Math Performance All students - 93.79% TAGG – 67.93% Math Growth ALL students – 84.07% TAGG – 61.08% 2) MAP (Measure of Academic Progress) a) At least 65% of students will meet or exceed typical growth in math and reading as measured by the NWEA MAP assessments. b) At least 65% of those students who begin the year below the 33rd percentile will make 1.5 times typical growth on the NWEA MAP assessments. 3) ATTENDANCE: Will match or exceed the 2013-14 academic year of 97.96%

Priority 1: To see measurable gains in student mathematic skills and students' abilities to transfer these skills into real world problems.

1. COMPREHENSIVE NEEDS ASSESSMENT: According to the State Department of Education we are not an ACHIEVING SCHOOL. We have not met achievement and growth standards in: Performance: Hispanic - 56.10% Economically Disadvantaged - 69.39% English Language Learners - 36.00% Students with Disabilities - 51.72% Growth: TAGG - 61.08% Hispanic - 53.85% Caucasian - 87.04% Economically Disadvantaged - 64.18% English Language Learners - 33.33% Students with Disabilities - 32.65% We met achievement status in math for "All Students" 84.07% We formed ACSIP Leadership Teams and analyzed the test scores from the 2014 administration of the 6th and 7th grade Augmented Benchmark. We examined the results for all students, TAGG (Targetted Achievement Gap Groups) and subgroups. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our data analysis we came to the conclusion that the Special Education and English Language Learners subgroups reflect our greatest need and are therefore our priorities. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in our teams (teams are four or five teacher teams) daily, with our Instructional Facilitator weekly, and as an entire faculty monthly so that we can review formative data, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. Furthermore core teachers will meet monthly with their respective department to focus on curriculum and differentiation to meet the needs of all students. Teachers and administration will chart student progress using MAPS scores, and identify target students who will need further interventions.

Supporting Data:

All students will strengthen their math computation, problem solving skills and relate problems to real world comprehension. Our goals for the 2014-15 academic year are as follows: MAP (Measure of Academic Progress) 1) At least 65% of students will meet or exceed typical growth in math as measured by the NWEA MAP assessments. 2) At least 65% of those students who begin the year below the 33rd percentile will make 1.5 times typical growth on the NWEA MAP assessments. During 2014-2015 we will focus on providing continued support for our TAGG students and students with disabilities, English Language Learners, Hispanic, African Americans, Caucasian and Economically Disadvantaged students. Our benchmark goals for these groups are: Performance targets: All Students - 93.79% African American - 84.31% Hispanic - 91.67% Caucasian- 94.71% Economically Disadvantaged - 86.48% English Language Learners - 70.83% Students with Disabilities - 69.59% Growth targets: All Students: 92.51% TAGG - 82.33% African American- 86.67% Hispanic - 82.22% Caucasian- 93.25% Economically Disadvantaged - 84.46% English Language Learners - 66.67% Students with Disabilities - 69.93%

Goal

2014 Math MAP: 61% of 6th and 7th grade students showed growth on the MAP test. Of the students that were considered low in the Fall 2013 (below 33rd percentile) 61% showed growth and 42.2% made 1.5 times catch-up growth. On the 2014 State Benchmark Test 87.84% of "all students" were Proficient/Advanced in Mathematics therefore meeting the performance goal. The "targeted achievement gap group" (TAGG) also met the performance goal with 67.93% Pro/Adv. "All students" met the mathematics growth targets (84.07%). TAGG students did not meet their growth (61.08%) The following subgroups did not meet the respective targets for the 2014 State Benchmark Test: Performance: Hispanic - 56.10% Caucasian - 90.74% Economically Disadvantaged - 69.39% English Language Learners - 36.00% Students with Disabilities - 51.72% Growth: African American - not reported due to small sample Hispanic - 53.85% Caucasian - 87.04% Economically Disadvantaged - 64.18% English Language Learners - not reported due to small sample Students with Disabilities - 32.65% According to the Arkansas Department of Education McNair Middle School is not an Achieving School. 2013 MATH MAP: 76% of 6th and 7th grade students showed growth on the MAP test. Of the students that were considered low in the Fall 2012 (below 33rd percentile) 67% showed growth and 60% made 1.5 times catch-up growth. On the 2013 State Benchmark Test 92.62% of "all students" were

Benchmark Proficient/Advanced in Mathematics therefore meeting the performance goal. The "targeted achievement gap group" (TAGG) also met the performance goal with 80.30% Pro/Adv. "All students" met the mathematics growth target with a 88.76 percentage. The "TAGG" group did not make the growth target with a 71.19 percentage. The following subgroups did not meet the respective targets for 2013 State Benchmark test: Performance: The following subgroups did not meet the respective targets for the 2014 State Benchmark Test: Performance: Hispanic - 76.74% Economically Disadvantaged - 82.32% English Language Learners - 52.38% Students with Disabilities - 55.93% Growth: TAGG - 71.19% Hispanic - 68.42% Caucasian - 91.16% Economically Disadvantaged - 74.13% English Language Learners - 50.00% Students with Disabilities - 41.18% According to the Arkansas Department of Education McNair Middle School is not an Achieving School. 2012:On the 2012 State Benchmark Test 93.42% of all students were Proficient/Advanced in math. The targeted achievement gap group (TAGG) were 82.41% Pro/Adv. Both groups met their growth targets with 91.58% and 80.34% respectively. According to the Arkansas Department of Education McNair Middle School is an achieving school and has met all performance and growth standards in math with the exception of the performance target for the Hispanic subgroup (82.05%) and growth target for Students with Disabilities (55.32%).

Intervention: Act 83 of 2003. An act to provide teachers with quality professional development that will promote and enhance learning opportunities for students; and for other purposes.				
Scientific Based Research: "Assessing Impact: Evaluating Staff Development" Joellen Killion ,2002, www.nsd.org "Assessing Impact of Professional Development on Teaching and Students", Seth Aldrich, Ph.D, 2004, www.programevaluation.org "Rigor and Relevance Concept to Reality" Willard R Daggert, 2009, ICLE.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. The district will provide all teachers and administrators with no less than 60 hours of professional development. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes annually. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: "At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through open discussion forums and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: Based on daily Administrative and teacher learning walks evidence of implementation of professional development was observed.100% of full time certified staff completed classroom learning walks and provided documentation of their observations. During the 2014-2015 school year we plan to use the following protocols of TESS documentation, teacher PGP's, surveys and open discussion forums	Michelle Hayward;Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Alignment  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Technology Inclusion</p>				
<p>Teachers will form Professional Learning Teams based on discipline that focus on student learning and achievement, specifically with regards to meeting the needs of our Economically Disadvantaged, ELL and Special Education populations.</p> <p>Action Type: Collaboration  Action Type: Professional Development</p>	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Socioeconomic Diversity and Learning: McNair teachers will receive professional development on how to best serve the educational and social needs of our growing free and reduced subpopulation and students identified as ELL.</p> <p>Action Type: Equity</p>	Michelle Hayward/Judith Sapsford	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Learning Walks: Teachers will conduct monthly Learning Walks to witness best practices in the classroom from their peers. The focus of these Learning Walks will be to observe and identify student engagement and collaboration.</p> <p>Action Type: Collaboration  Action Type: Professional Development</p>	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>To help facilitate high quality instruction all teachers will be evaluated using the "Teacher Excellence and Support System" (TESS). Tess is a differentiated system designed to recognize and support the varied levels of experience and expertise in the teaching profession. Probationary (teachers who have not completed three successive years of employment in the district)and Novice teachers (first year teachers) will be placed on Track 1, Interim teachers will be placed on Track 2 and teachers in need of intensive support will be placed on Track 3. For the pilot introduction of this evaluation tool 1/3 of teachers will be placed on track 1, 1/3 on track 2A2 and 1/3 on track 2A. All teachers will complete a personal growth plan that is aligned to the school and district goals.</p> <p>Action Type: Professional Development</p>	Michelle Hayward	Start: 07/01/2014 End: 07/01/2015		<hr/> ACTION BUDGET: \$
<p>Teachers will be given the opportunity to enroll in the "Thinking Mathematically" professional development program.</p> <p>Action Type: Professional Development</p>	Matt Wilson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

All teachers will utilize the math interventionist for middle school, Mr. Matt Wilson, to develop lessons to enhance learning for all students. Action Type: Professional Development	Matt Wilson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Math: The math curriculum will be mapped and aligned.

Scientific Based Research: Getting Results with Curriculum Mapping, Heidi Hayes Jacobs. ASCD, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will conduct formative and summative evaluations of student performance on district, state and national math assessments. Data analysis facilitated by the Middle School Math Facilitator (Matt Wilson) will be used to identify needed adjustments in math curriculum and instruction. Action Type: Alignment	Matt Wilson/Sandy Weishaar	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will use the district curriculum map, based on common core standards, to develop lessons and guide instruction. Through reflective practice teachers will continually revise and adjust their lessons and the curriculum map to better meet the needs of all students. Curriculum map revision will be guided by the middle school math facilitator, Matt Wilson. Action Type: Equity	Courtney Burkett/Matt Wilson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
To promote real-world, problem solving skills, math teachers will collaborate with their colleagues to integrate their curricula for specific instructional units. Action Type: Alignment Action Type: Collaboration	Sandy Weishaar	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: development of open response questions and common rubrics and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid to continue in support of the teaching and learning that are part of this program: MAP test: 61% of 6th and 7th grade students showed growth on the MAP test. Of the students that were considered low in the fall 2013 (below 33%ile) 61% showed growth and 42.2% made 1.5 times catch-up growth. On the 2014 State Benchmark Test: 87.84% of "all students" were Proficient/Advanced in Mathematics therefore meeting the performance goal. The "targeted achievement gap group" (TAGG) also met the performance goal with 67.93% Pro/Adv. "All students" met the mathematics growth target with a 84.07 percentage and McNair Middle school is determined to not be an ACHIEVING SCHOOL. Math curriculum and pacing guides have been aligned across district and teachers are sharing their formative assessments and student progress through vertical and horizontal teaming. During the	Michelle Hayward:Principel	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

2014-2015 school year we plan to use the same protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objective of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation				
Collaboration: Math teachers will meet monthly by grade level to align their curriculum, work on performance assessments and find resources to support the intergration of the common core standards. Documentation/notes from these monthly meetings will be submitted to administration. Action Type: Alignment	Sandy Weishaar	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Sixth grade math program will utilize the math series "Go Math" as an instructional resource in conjunction with the district's 6th grade curriculum map. Action Type: Alignment	Courtney Burkett	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improved academic and developmental outcomes for all math students in the middle grades.

Scientific Based Research: Based upon the research conducted by Dr. Rick Wormeli, Differentiation: From Planning to Practices, Grade 6 to 12, 2007. Rigor and Relevance from Concept to Reality, Williard R Daggert, ICLE 2009 .In addition to the research presented by the National Forum to Accelerate Middle Grades Reform.

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: During the 2013-2014 school year we will evaluate the professional development gained through attending the various professional development sessions by: teacher observation, lesson plans, and learning walks to determine its effectiveness in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program for the majority of students, yet not yielding successful results in all subgroups except for African Americans. Math MAP: 61% of 6th and 7th grade students showed growth on the MAP test. Of the students that were considered low in the fall 2013 (below 33%ile) 67% showed growth. On the 2013 State Benchmark Test: 87.84% (93.01%) of "all students" were Proficient/Advanced in Mathematics therefore not meeting the performance goal. The "targeted achievement gap group" (TAGG) also did not meet the performance goal with 67.93% (81.36%) Pro/Adv. "All students" met the mathematics growth target with a 84.07 percentage. The "TAGG" group did not make the growth target with a 61.08% (80.12%). The following subgroups did not meet the respective targets for the 2013 State Benchmark Test: Performance: Hispanic - 56.10% Economically Disadvantaged - 69.39% English	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>Language Learners - 36.00% Students with Disabilities - 51.72% Growth: TAGG - 61.08% Hispanic - 53.85% Caucasian - 87.04% Economically Disadvantaged - 64.18% Students with Disabilities - 32.65% According to the Arkansas Department of Education McNair Middle School is not an ACHIEVING SCHOOL. 100% of certified staff participated in classroom learning walks and implementation of new strategies shared during staff development was observed during administrative learning walks. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use benchmark data and MAP data, Learning Walks and Review of teacher Lesson Plans to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Professional Development</p>				
<p>Response to Intervention: Teachers will be trained in complete implementation of the Response to Intervention Plan to close the achievement gap. Professional development will be given to teach teachers the process of Response to Intervention. Formative and summative data regarding student achievement (Augmented exam, pre/post tests and MAPS assessments) will be disaggregated to determine which students are at risk of academic failure. Teachers will be using the Descartes from students MAP assessments to create individual goals for students needing intervention or enrichment. Students identified as at-risk will receive individualized instruction to remediate gaps in learning through interventions, interventionists and Learning Tools curriculum. Teachers can utilize an interventionist to maximize instruction time.</p> <p>Action Type: Equity Action Type: Special Education</p>	<p>Katy Seifritz, Claire Garrett, Courtney Burkett</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>McNair math teachers will continue to develop open-response questions, common performance assessments, and a common language for student instruction and objectives. Teachers will use the acronym "Rubi and Case" to help students to answer constructed responses.</p> <p>Action Type: Professional Development Action Type: Special Education</p>	<p>Ted Whitehead</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Students will take 3 MAP tests to monitor and assess student progress and project student success in meeting state and national standards. In addition, teachers will administer formative math assessments in both 6th and 7th grade. The results of these assessments will be used to determine: 1) areas where curriculum and instruction need to be improved and 2) students who need reteaching and remedial assistance.</p>	<p>Ted Whitehead</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Teachers will utilize all forms of data to make specific skill based goals for students. The Descartes from MAP data and formative/summative assessments will be used to make these specific skill decisions. The team will</p>	<p>Michelle Hayward</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>

identify students in need of classroom or school interventions, develop goal sheets, and communicate and support classroom teachers. Action Type: Collaboration				
"Impact Teams" will be formed based on district and state data. Students in an Impact Team will receive additional small group instruction, test-taking skills, and one-to-one mentoring from a faculty member. Action Type: Equity	Katy Seifritz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Advisory System: Teachers will meet with a small group of students to interact on a regular basis in order to provide math support, academic guidance, and to promote relationships and good citizenship. Students will meet with a teacher to set individual academic goals based on MAP scores Action Type: Collaboration	Ted Whitehead/ Cindy Alley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To see measurable gains in student literacy and equip students with the necessary 21st Century literacy skills.

Supporting Data:

1. COMPREHENSIVE NEEDS ASSESSMENT: According to the State Department of Education we are an ACHIEVING SCHOOL for literacy. We have met achievement and growth standards in all areas except for: Performance: African American – 88.00% Hispanic – 65.85% English Language Learners – 44.00% Students with Disabilities – 44.83% Growth: TAGG – 68.26% African American – 75.00% Hispanic – 58.97% English Language Learners – 38.10% Students with Disabilities – 36.73% We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 administration of the 6th and 7th grade Augmented Benchmark. We examined the results for all students, TAGG (Targeted Achievement Gap Groups) and subgroups. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our data analysis we came to the conclusion that the Special Education and English Language Learners subgroups reflect our greatest need and are therefore our priorities. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in our teams (teams are four or five teacher teams) daily, with our Instructional Facilitator weekly, and as an entire faculty monthly so that we can review formative data, “real time” classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. Furthermore core teachers will meet monthly with their respective department to focus on curriculum and differentiation to meet the needs of all students. Teachers and administration will chart student progress using MAPS scores and summative assessments, and identify target students who will need further interventions.

Goal

All students will strengthen their reading comprehension, spelling, vocabulary and written expression for 21st Century. Our goals for the 2014-15 academic year are as follows: MAP (Measure of Academic Progress) 1) At least 65% of students will meet or exceed typical growth in reading as measured by the NWEA MAP assessments. 2) At least 65% of those students who begin the year below the 33rd percentile will make 1.5 times typical growth on the NWEA MAP assessments. During 2014-2015 we will focus on providing continued support for our TAGG students and students with disabilities, English Language Learners, Hispanic and African American students. Our benchmark goals for these subgroups are: Performance targets: All Students: 91.71% TAGG Students: 79.26% African American - 91.97% Hispanic - 83.33% Caucasian - 92.09% Economically Disadvantaged - 82.16% English Language Learners - 66.67% Students with Disabilities - 64.91% Growth targets: All Students: 91.41% TAGG Students: 80.32% African American - 93.33% Hispanic - 82.22% Caucasian - 91.37% Economically Disadvantaged - 81.45% English Language Learners - 76.19% Students with Disabilities - 68.63%

2014 Reading MAP: 61% of McNair students showed growth on the Reading MAP test. 62% of students in the 6th grade showed growth while 60% of students in the 7th grade showed growth. Of the students who were considered low in Fall of 2013 (below 33rd percentile) 66% showed growth and 55.3%



made 1.5 times catch up growth. On the 2014 State Benchmark Test 89.97% of "all students" were Proficient/Advanced in Literacy therefore meeting the performance goal. The "targeted achievement gap group" (TAGG) also met the performance goal with 71.20% Pro/Adv. Both "All students" and TAGG populations met the literacy growth targets. The following subgroups did not meet the respective targets for the 2014 State Benchmark Test: Performance: African American - 88.00% Hispanic - 65.85% Caucasian - 92.20% English Language Learners - 28.57% Students with Disabilities - 43.86% Growth: African American - 75.00% Hispanic - 58.97% Caucasian - 89.75% English Language Learners - 38.10% Students with Disabilities - 36.73% According to the Arkansas Department of Education McNair Middle School is an ACHIEVING SCHOOL. 2013 Reading MAP: 61% of McNair students showed growth on the Reading MAP test. 76% of students in the 6th grade showed growth while 60% of students in the 7th grade showed growth. Of the students who were considered low in Fall of 2012 (below 33%ile) 75% showed growth and 69% made 1.5 times catch up growth. On the 2013 State Benchmark Test 91.25% of "all students" were Proficient/Advanced in Literacy therefore meeting the performance goal. The "targeted achievement gap group" (TAGG) also met the performance goal with 76.14% Pro/Adv. Both "All students" and TAGG populations met the literacy growth targets. The following subgroups did not meet the respective targets for the 2013 State Benchmark Test: Performance: African American - 82.76% Hispanic - 75.00% English Language Learners - 28.57% Students with Disabilities - 43.86% Growth: African American - 80.95% Hispanic - 73.68% English Language Learners - 33.33% Students with Disabilities - 37.25% According to the Arkansas Department of Education McNair Middle School is an ACHIEVING SCHOOL. 2012 On the 2012 State Benchmark Test 93.29% of all students were Proficient/Advanced in Literacy. The targeted achievement gap group (TAGG) were 79.8% Pro/Adv. Both groups met their growth targets with 92.97% and 80.34% respectively. According to the Arkansas Department of Education McNair Middle School is an achieving school and has met all performance and growth standards with the exception of the growth targets for African Americans (89.47%) and Students with Disabilities (55.32%).

Benchmark

Intervention: Literacy: Train teachers school wide to implement and assess research based literacy programs and effective instructional strategies.				
Scientific Based Research: 1. Smart Step Literacy Lab Project,2005-2007; 2. Jamestown Reading Series, pub. McGraw Hill, 2005; 3.Teaching Reading in the Middle. Laura Robb, Scholastic, 2000; 4. Teaching Reading in the Content Areas - Mapping the Big Picture: Integrating Curriculum and Assessment, K12. Heidi Hayes Jacobs. 5. Rigor and Relevance from Concept to Reality, Willard R. Daggett, 2009; ICLE. 6. In the Middle: New Understandings about Writing, Reading, and Learning, 1998. 7. How Writers Work: Finding a Process that Works for You, Ralph Fletcher, 2000. 8. Comprehension and Collaboration: Inquiry Circles in Action, Harvey Daniels and Stephanie Harvey, 2009.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
McNair teachers will integrate literacy instruction into every content area. Action Type: Alignment	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
McNair teachers will review MAPS data to monitor and assess student progress, and using the Descartes to tailor instruction and project student success in meeting state and national standards. Action Type: AIP/IRI Action Type: Program Evaluation	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will use a variety of performance tasks, technology applications, graphic organizers and writing prompts (all with rubrics) to enable students to assess and revise their own work and demonstrate proficiency in writing. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Katy Gibbins	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
McNair will promote school-wide and community-wide literacy. Students will be able to demonstrate and receive recognition for their writing and reading proficiency via performance events, hallway displays, and online publications. The library will sponsor the Scholastic Book Fair and	Beth Lewis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>School Library</li> </ul>	ACTION BUDGET: \$

book talks. Action Type: Parental Engagement			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
In collaboration with the district's ELA Committee, McNair literacy teachers will attend training and provide valuable input into the Common Core Curriculum adhering to it's full implementation. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Paige Kroening	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Intervention: Literacy: Train teachers school wide to implement and assess research based literacy programs and effective instructional strategies. PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: MAPS Testing, standardized state test scores, parent/student surveys, learning walks, and submitted teacher lesson plans and determined that it was partially effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program for the majority of students, yet not yielding successful results to our African American, Hispanic, English Language Learners, and students with disabilities Populations. Benchmark (LITERACY) of all students 89.97% met their performance target and 61% met the growth target. For our TAGG (Targeted Achievement Gap Group) students 71.20% did not meet their performance target. TAGG students did not meet their growth target of 68.26% (77.86%%). Our students with Disabilities did not reach their growth target of 36.73% (64.71%), our Hispanic students did not reach their growth target of 58.97% (80.00%), our English Language Learners did not reach their growth target of 38.10% (73.22%). MAP (READING) 62% of our 6th grade students and 60% of our 7th grade students showed growth respectively. 100% of certified staff participated in classroom learning walks and implementation of new strategies shared during staff development was observed during administrative learning walks. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We will use this data/information to determine whether the objective of this Intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014/2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Instructional Facilitator will meet twice a month with English Language Arts teachers to provide support in implementation of district literacy initiatives and practical applications for the classroom. This will include conversations and modeling/facilitating lessons for students. Action Type: Collaboration Action Type: Professional Development	Katy Seifritz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

The Media Specialist will assist classroom teachers on the implementation of research skills for students Action Type: Collaboration Action Type: Technology Inclusion	Beth Lewis	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
The Media Specialist will assist classroom teachers on helping students analyze and explore various genres. Action Type: Collaboration Action Type: Technology Inclusion	Beth Lewis	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Teachers in PE/Health, Art, Music, Keyboarding and Band will be trained district-wide with best practice and strategies. They will be supported by building Instructional Facilitator to implement best practice based on data for their students.	Katy Seifritz	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Literacy: Establish an intervention program for students who need remediation in language arts.

Scientific Based Research: Strategies That Work, Harvey, S. & Goudvis, A., February 2000

Actions	Person Responsible	Timeline	Resources	Source of Funds
The effectiveness of McNair's literacy strategies will be continually evaluated by reviewing summative and formative data (MAPS and classroom performance assessments). Action Type: Collaboration Action Type: Program Evaluation	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers are provided with instructional meeting time in order to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level. This planning time will be provided during the course of the day. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: Benchmark scores, MAP data and formative classroom assessments determined that despite the fact we did not meet performance or growth for "All Students" and TAGG students, it was effective in support of our Curriculum, Instruction, Assessment and Professional Development, but will continue to focus on certain growth areas. We believe the evidence shows that it is ineffective in terms of supporting our efforts to increase student achievement for ALL students. We will use this data/information to determine whether the objective of this Intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP. Evaluation Results: The following evaluation results demonstrate the extent of this Intervention's success in support of the teaching and learning that are part of this program: Implementations of English Language Arts curriculums and pacing guides have been reflected upon and revised to meet the needs of students; district and teachers shared their formative assessments and student progress through vertical and horizontal teaming. District ELA staff coordinated with McNair Literacy teachers to implement best practices for	Michelle Hayward, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

remediation. During the 2013-2014 school year, we plan to continue said actions, and implement actions (Tier II remedial LT classes, use of Instructional Facilitator, Individual Student MAP conferences, and use of Descartes) to better address the needs of our Special Ed., Economically Disadvantaged, Hispanic, English Language Learners and African American sub-pops. Action Type: Program Evaluation				
Students will benefit from Scholastic's Read 180 program and System 44 program designed to meet the literacy needs of students who are currently not meeting Benchmark standards from classroom formative/summative assessments, MAP data, previous Benchmark data and SRI from Scholastic R180. Action Type: Special Education	Judith Sapsford/Katy Seifritz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Learning Tools: Students in need of remediation and interventions for reading and writing will be identified via MAPS and Benchmark scores, and placed into a Tier II Intervention Learning Tools Class. This class will incorporate small and whole group guided literacy instruction to accelerate reading progress. Action Type: Collaboration	Katy Seifritz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Literacy: Students and teachers will have access to a rich, diverse library media collection and technology that will be integrated into the curriculum through direct and indirect instruction by the library media specialist.

Scientific Based Research: Information Power: Building Partnerships for Learning; American Association of School Librarians, pub. American Library Association, 1998.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The media specialist will encourage and provide opportunities for independent and group library research projects that are integrated with classroom instruction and that result in formative written pieces that demonstrate the students' ability to communicate knowledge of content. Action Type: Collaboration Action Type: Program Evaluation	Beth Lewis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students and staff will use technology to access information for content leaning, to motivate and to develop reading and writing skills, and to publish student work. Action Type: Technology Inclusion	Lisa Davis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The media specialist will purchase and maintain audio visual equipment to support literacy instruction following district purchase procedures. Action Type: Technology Inclusion	Beth Lewis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through compiling circulation data and Library Media Center classroom visits/mini-lessons, and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that	Beth Lewis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

are part of this program: 30 total class visits, 10,695 student/teacher check-out transactions, 232 flexible schedule class visits, 417 class visits for computer lab in library and 100% classroom participation in Library events including Author Visits, and Book fairs. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Special Education				
To promote a culture of readers, the school will purchase a large and varied selection of reading materials and supplies to meet the different instructional levels and needs of McNair students. Books, magazines, videos and cross curricular instructional materials will be purchased to establish a high quality literacy environment, with a specific focus on nonfiction materials.	Beth Lewis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Public Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The media specialist will provide and monitor access to Ebooks and digital audiobooks for all students Action Type: Technology Inclusion	Beth Lewis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Literacy: Professional development opportunities will be made available to all teachers and staff.  
Scientific Based Research: National Staff Development Council Standards, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive training in technology applications so that they can make technology a seamless part of their instruction. Action Type: Technology Inclusion	Lisa Davis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Professional development opportunities will be coordinated with building-level and district administration. Action Type: Collaboration	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers in non-core subjects will have professional development opportunities in their content areas as reflected in our ACSIP goals. Action Type: Professional Development	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All teachers will have the opportunity to have input on the district and building level professional development plan.	Michelle Hayward, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>The district will provide all teachers and administrators with no less than 60 hours of professional development. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>				
<p>PROGRAM EVALUATION: "At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: Teacher surveys and open discussion forums and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: Based on daily Administrative and teacher learning walks, evidence of implementation of professional development was observed. 100% of full time certified staff completed classroom learning walks and provided documentation of their observations. During the 2014-2015 school year we plan to use the following protocols of surveys and open discussion forums in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program."</p> <p>Action Type: Program Evaluation</p>	<p>Ted Whitehead</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>PD Conferences: Select personnel across leadership teams, content areas and grade levels will have the opportunity to attend Professional Development Opportunities throughout the academic school year that focus on the needs of the school and address best practice in literacy. In 2014-2015, select personnel will attend: - Arkansas Association of Middle Level Administration - Professional Learning Committee Conference - National Distinguished Principal Conference and Celebration -Middle School Nuts and Bolts Conference -National Schools to Watch in Washington, DC</p> <p>Action Type: Professional Development</p>	<p>Michelle Hayward</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>To help facilitate high quality instruction all teachers will be evaluated using the "Teacher Excellence and Support System" (TESS). Tess is a differentiated system designed to recognize and support the varied levels of experience and expertise in the teaching profession. Probationary (teachers who have not completed three successive years of employment in the district)and Novice teachers (first year teachers) will be placed on Track 1, Interim teachers will be placed on Track 2 and teachers in need of intensive support will be placed on Track 3. For the pilot introduction of this evaluation tool 1/3 of teachers will be placed on</p>	<p>Michelle Hayward</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>

track 1, 1/3 on track 2A2 and 1/3 on track 2A1. All teachers will complete a personal growth plan that is aligned to the school and district goals. Action Type: Professional Development				
Science teachers will implement literacy based strategies promoting research skill acquisition, analysis of non-fiction text and utilize interactive notebooks to assist learning. Action Type: Collaboration	Virginia Hinterthuer	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will be given the opportunity to analyze quarterly assessments to determine strengths and weaknesses of either instruction or the assessment piece. Teachers can voice their concerns to our ELA task force chair in order to streamline common concerns. Action Type: Collaboration	Martha Sandven/Katy Seifritz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improved academic and developmental outcomes for all literacy students in the middle grades.

Scientific Based Research: Comprehension and Collaboration: Inquiry Circles in Action (2010) by Harvey Daniels and Stephanie Harvey The National Forum to Accelerate Middle-Grades Reform (2007) and Middle School: living in the fast lane: If these are the kids, who should the adults be? and how do we teach them? by Sharon Faber (2001)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Advisory System: Teachers will meet with a small group of students to interact on a scheduled basis in order to provide literacy support, academic guidance, and to promote relationships and good citizenship. Students will meet one on one with advisory teacher to set individual academic goals based on MAP scores.	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: MAPS Testing, standardized state test scores, parent/student surveys, learning walks, and submitted teacher lesson plans and determined that it was partially effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program for the majority of students, yet not yielding successful results to our subgroups: African American, Hispanic, English Language Learners, and students with disabilities Populations. Benchmark (LITERACY) of all students 89.97% did not meet their performance target and 86.83% did not meet the growth target. For our TAGG (Targeted Achievement Gap Group) students 71.20% did not meet their performance target. TAGG students did not meet their growth target of 68.26%. Our African American population did not count towards growth target due to under 25 students tested, however the percentage was 75.00 (92.50%), our Students with Disabilities did not reach their growth target of 36.73% (64.71%), our Hispanic students did not reach their growth target of 58.97% (80.00%), our English Language Learners tested percentage was 38.10 (73.22%). MAP (READING) 62% of our 6th grade students and 60% of our 7th grade students showed growth respectively. 100% of certified staff participated in classroom learning walks and implementation of new strategies shared during staff development	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

was observed during administrative learning walks. We believe the evidence shows that it is valuable in terms of continuing and supporting our efforts to increase student achievement. We will use this data/information to determine whether the objective of this Intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.				
Project-Based Learning: The Literacy Program will focus on increasing rigor, relevance, and relationships through project-based learning. This will be achieved through continued implementation of the school-wide motto (R.U.N.) which involves student research and collaboration with other communities/schools.	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Arts and Technology: Rigor, Relevance, and Relationships will be improved in the literacy program by incorporating the arts in language curriculum, the technology instructional facilitator and furthering the use of new technology to enhance student learning and engagement. This will be achieved through implementing an arts-in-the-classroom approach to engaging students in writing and critical thinking, and promoting the use of technological devices such as the iTouch, iPad and Netbook for use in teacher lessons.	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Staff Interventions: Certified staff members with extra planning time will be working with classroom teachers and individual students to provide literacy support and interventions.	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
R.U.N.: A school wide motto "Mustangs R.U.N" will be implemented and promoted via our advisory program. The motto: Respect each other, Understand we own our behavior, and Never Quit, will drive the advisory program and highlight our school wide focus on character education.	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Learning Tools Enrichment: Based on MAPS and Benchmark data, students will be identified and placed in an enrichment/intervention Learning Tools Class, which will promote personal student gains in reading. This class will incorporate research groups, nonfiction literacy skills, collaboration, and independent reading.	Cindy Alley	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Instructional Strategies: High Yield Strategies will be incorporated into all teacher lesson plans to best meet the needs of our diverse learners. Action Type: Alignment	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Co-Teaching Technology: To improve the outcomes for Students with Disabilities, we will be fully implementing the use of the following technologies: License, Lenovo Netbooks, netbooks and ipads. Teachers will continue to receive professional development on these tools to ensure continued full implementation. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Lisa Davis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Data will be reviewed formative and summative student data, MAP data using the Descarte. The team will identify students in need of classroom or school interventions, develop goal sheets, and communicate and support classroom teachers.	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$



Action Type: Collaboration				
Collaboration: Language Arts teachers will meet monthly by grade level to align their curriculum, work on performance assessments and find resources to support the intergration of the common core standards. Action Type: Alignment Action Type: Collaboration	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Core teachers will implement non-fiction comprehension strategies such as, "reading around the text" "insert strategies" etc., into their daily instruction	Martha Sandven	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers will implement 21st century skills, digital literacy and higher order thinking into classroom instruction through the utilization of Easy Tech . Action Type: Technology Inclusion	Lisa Davis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Response to Intervention: Teachers will be trained in complete implementation of the Response to Intervention Plan to close the achievement gap.

Scientific Based Research: Wright, J. (2007). RTI Toolkit: A practical guide for schools. Port Chester, New York: Dude Publishing. National Center on Response to Intervention <http://www.rti4success.org/>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional development will be given to teach teachers the process of Response to Intervention and how to implement effective strategies as prescribed by the ELA team and District Instructional Facilitators Action Type: Professional Development	Claire Garrett	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Formative and summative test data regarding student achievement (Augmented exam, pre/post tests, and MAPS test) will be disaggregated to determine which students are at risk of academic failure. Students identified as at-risk will receive individualized instruction to remediate gaps in learning. Action Type: Special Education	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students identified as at-risk will receive small group instruction (ex: lunch groups, before/after school) to move those students into proficiency. Action Type: Special Education	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: "At the conclusion of the 2013-2014 school year we evaluated this Intervention through: Classroom Walk-through evidence and documentation from teacher discussions and determined that it was not as effective as we would have liked in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this Intervention is valid, but the process needs to be stream lined and further professional development is needed for all teachers to support teaching and learning for all. Students with disabilities did not meet their performance target of 44.83% and they did not reach their growth target of 36.73% (64.71%). TAGG Students did not meet their performance target of 71.20% (76.67%) and they did not reach their growth target of 68.26% (77.86%). During the 2014-2015 school year, we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program:	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Teacher Surveys and Classroom Walkthroughs, and documentation from RTI meetings. We will use this data/information to determine whether the objective of this Intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Special Education				
Students will take 3 MAP tests to monitor and assess student progress and project student success in meeting state and national standards. The results of these assessments will be used to determine: 1) areas where curriculum and instruction need to be improved and 2) students who need reteaching and remedial assistance.	Katy Seifritz/ Lisa Davis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
"Impact Teams" will be formed based on district and state data. Students in an Impact Team will receive additional small group instruction, test-taking skills, and one-to-one mentoring from a faculty member.	Cindy Alley/Katy Seifritz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
An RTI committee will meet monthly for an entire day and invite each core teacher to discuss students to make determinations regarding the appropriate implementation of interventions for students. Action Type: Equity	Rebecca Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: To improve overall wellness for the "whole student", with emphasis on cardiovascular health, endurance, diet, emotional/social wellbeing and physical fitness.

1. COMPREHENSIVE NEEDS ASSESSMENT: According to the State Department of Education, we are an ACHIEVING SCHOOL. We formed an ACSIP Leadership team and analyzed the test scores from the 2014 administration of the 6th and 7th grade Augmented Benchmark. We examined the results from both the all students category, the TAGG category and each subgroup. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, and BMI Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of all our populations. Based on our data analysis we came to the conclusion that our programs have been successful in reducing the number of obese males and females at McNair Middle School. Through education, the food offered at school and our physical education classes and clubs we will now shift our focus towards reducing the number of students classified as overweight. Of the 162 6th grade students tested: Males: 71.0% Healthy or underweight 17.3% Overweight 11.7% Obese Females 73.0% Healthy or underweight 18.2% Overweight 8.8% Obese We will select interventions and coordinate our various state and federal funding sources to address these areas.

Supporting Data:

Goal McNair equips children with the knowledge and engaging skills they need to lead more healthful lives. 60% of students will show growth in their Fitness Gram test from the Fall 2014 to Spring 2015. We will see a .5% decrease in the number of male and female students identified as overweight.

Benchmark BMI 2013-14: Of the 152 6th grade students tested: Males: 73.0% Healthy or underweight 11.2% Overweight 15.8% Obese Females 68.4% Healthy or underweight 17.5% Overweight 14% Obese Percentage change from 2012-13 to 2013-14 Males: +2% Healthy or underweight -6.1% Overweight +4.1% Obese Females -4.6% Healthy or underweight +1.6% Overweight +5.2% Obese BMI 2012-13: Of the 162 6th grade students tested: Males: 71.0% Healthy or underweight 17.3% Overweight 11.7% Obese Females 73.0% Healthy or underweight 18.2% Overweight 8.8% Obese Percentage change from 2011-12 to 2012-13 Males: +0.9% Healthy or underweight +2.5% Overweight -4.3% Obese Females -1.6% Healthy or underweight +1.6% Overweight -0.1% Obese

Intervention: McNair Middle School will encourage strategies and activities that promote a non-sedentary life

style involving families and community.

Scientific Based Research: State of Arkansas ACT 1220, 2003 Let's Get Physical - Promotion and Education Strategies by Hal Wechsler, Ed. D, MPH - NEA Today, 1997 School Health Index Survey 2006

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Implement and encourage participation in extra curricular programs that support physical activity, ie. intramurals programs, activity clubs such as running, walking, basketball, soccer and rock-climbing. There is a relationship with the "SKC" as an after school program in collaboration with Vandergriff Elementary School. These programs will: · meet the needs, interests and abilities of all students; · include boys, girls, students with disabilities, and students with special health-care needs Action Type: Wellness</p>	<p>Kyle Gibbins</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Sixth grade students BMI will be administered annually to determine the percentage of students decreasing in the categories of at risk of overweight or overweight. Interventions will be initiated based on this data. Action Type: Program Evaluation Action Type: Wellness</p>	<p>Megan Seale</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>A physical education program taught by a highly qualified teacher that supports physical activity will be implemented and 100% of the student body will participate, Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	<p>Michelle Hayward,</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Encourage participation in family oriented, community-based physical activity programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness</p>	<p>Michelle Hayward</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>To assess McNair Middle School's physical education program, parents, students, and faculty members will be encouraged to participate in the district FPS fitness center (where applicable) or other community based fitness facility. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness</p>	<p>Michelle Hayward</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>McNair will gather information from the community regarding health related activities and offer participation in programs such as family walk/runs, AAO, JDRF, United Way through forms given to all students. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p>	<p>Michelle Hayward</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Use of Facilities Outside of School Hours: McNair School spaces and facilities (track, outdoor courts, field space for soccer / football) will be available to families, as well as community agencies and organizations offering physical activity programs. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p>	<p>Ted Whitehead</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Program Evaluation: During the 2013-2014 school year we evaluated the strategies and activities that promote a non-sedentary lifestyle through:</p>	<p>Michelle Hayward</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>————— ACTION</p>

<p>student surveys, club attendance, and 2012/13 BMI data to determine its effectiveness in support of our Curriculum, Instruction, Assessment and Professional Development. Our BMI reports revealed that the number of students classified as overweight was reduced, and those considered healthy increased: Percentage change from 2012-13 to 2013-14 Males: +2% Healthy or underweight -6.1% Overweight +4.1% Obese Females -4.6% Healthy or underweight +1.6% Overweight +5.2% Obese During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014/2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>		06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	BUDGET: \$
<p>McNair will implement the recommended PE4Life curriculum and will include the "Fitness Gram" program, which is a comprehensive approach to student wellness. This is recommended by the Arkansas Association of Health, Physical Ed., Recreation, and Dance.</p>	Kyle Gibbins	<p>Start: 07/01/2014 End: 06/30/2015</p>		ACTION BUDGET: \$
<p>McNair will implement an archery unit/program into the PE curriculum for all students. Additionally an afterschool competitive team will be assembled.</p> <p>Action Type: Wellness</p>	Kyle Gibbins	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Students will have the opportunity to participate to participate in Hitching Post clubs that promote healthy living and exercise.</p> <p>Action Type: Wellness</p>	Staci Petrich	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Healthy living and exercise opportunities and information will be communicated to parents and students through the McNair Mustang News.</p> <p>Action Type: Wellness</p>	Kyle Gibbins	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Students will have the opportunity to learn the basic skills of archery and implement them through their PE class and at a voluntary afterschool club.</p> <p>Action Type: Wellness</p>	Kyle Gibbins	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
<p>Intervention: Meals served through the McNair School Lunch and Breakfast Programs will: · be appealing and attractive to children; · be served in clean and pleasant settings; · meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.</p>				
<p>Scientific Based Research: National School Lunch Program, <a href="http://www.fns.usda.gov">http://www.fns.usda.gov</a> "The Effects of the National School Lunch and Breakfast Program on Education and Health", Peter Hinrich, 2006</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>McNair will engage students and parents, through surveys, in selecting foods sold through the school meal programs in order to identify new, healthy, and appealing food choices.</p>	Bonnie Ritch,	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness				
Program Evaluation: During the 2013-2014 school year we evaluated the meals served through the McNair School Lunch and Breakfast Programs through: the ratio of students eating in the cafeteria compared to those that bring their lunch from home. This enabled us to determine its effectiveness in support of our Curriculum, Instruction, Assessment and Professional Development. During the 2013-2014 school year 120 students qualified for free meals, 42 for a reduced and 533 paid for meals. Of these students approximately 34% of students ate meals provide by the cafeteria. We plan to use the same protocol to evaluate, and adjust, these programs, and activities that make up the action descriptions within this intervention. We will use this data/information to determine whether the objective of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The Child Nutrition and Fitness Initiative motivates and involves students in designing and participating in programs and activities that improve access to and consumption of non fat and low fat dairy, fruits, vegetables, and whole grains, in addition to becoming more physically active.

Scientific Based Research: Clark, K. C. (August, 2008). Let the games begin: video games in the classroom. Pgs 24-28. Middle Ground: The magazine of middle level education. National Middle School Association: Westerville, Ohio. N. Howley. (April, 2008). Make the investment in school wellness initiatives. Pgs 8 - 9. Middle Ground: The magazine of middle level education. National Middle School Association: Westerville, Ohio.

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: During the 2013-2014 school year we evaluated the Child Nutrition and Fitness Initiative through: student surveys, club attendance, and 2013/14 BMI data to determine its effectiveness in support of our Curriculum, Instruction, Assessment and Professional Development. We found that we had three after-school student clubs: intramurals (flag football, basketball, volleyball, soccer, archery and basketball), Frisbee club, and Fly-fishing club) centered around physical fitness/wellness. During Hitching post we had seven clubs centered around physical fitness/wellness and these clubs had approximately 181 students in the fall and 152 students in the spring. During the 2014-2015 school year we plan to use the same protocol to evaluate, and adjust, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objective of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

instructional program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness				
McNair has a total of seven FIT (Families In Transition) children. Once we qualify these children as FIT, many opportunities are provided to them. Food is sent home on almost a weekly basis. Transportation in excess of regular school busing is provided as needed. Scholarships are given for special events, such as field trips. Needed clothing and all school supplies are also given to all FIT students. Many other opportunities are afforded these students as the need arises. All of these benefits are provided by district budgeting and funding. The entire staff is briefed and educated about their responsibilities in helping to provide Action Type: Equity Action Type: Wellness	Cindy Alley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Farm to School: McNair Middle School will participate in the FARM TO SCHOOL program. Students will be educated on the benefits of the farm to school program through lessons conducted by the media specialist and technology specialist, with regard to healthy eating and economic impact on the local community. Action Type: Collaboration Action Type: Wellness	Bonnie Rich/Beth Lewis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
During advisory students will research, discuss and plan healthy eating alternatives and the long-term benefits these have on wellness. Action Type: Wellness	Cindy Alley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Healthy food options with nutritional information are promoted through posters displayed in the cafeteria Action Type: Wellness	Kyle Gibbins	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Students will create food journals with healthy goals (exercise and food related) and they will review and adjust these throughout the year. Action Type: Wellness	Kyle Gibbins	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Advisory Program: Student emotional and social wellbeing will be addressed in a small group setting that focuses on "the whole child".

Scientific Based Research: It's Not us Against Them: Creating the Schools We Need, Ray McNulty, 2009.  
Turning Points 2000: Educating Adolescents in the 21st Century, Jackson, Davis, Abeel and Bordonaro, 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Advisory Periods: Time will be allotted daily for all students to meet with their advisory teacher.	Joey Newman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Character Education: Lessons in the advisory program will focus on anti-bullying, character building, "R.U.N." motto, citizenship and overall development of good social and emotional skills needed. Guidance lessons will be developed around the following monthly character words: <input type="checkbox"/> August/September—R.U.N. <input type="checkbox"/> October—Responsibility & Integrity <input type="checkbox"/> November—Selflessness <input type="checkbox"/> December—Compassion <input type="checkbox"/> January—Goal-setting <input type="checkbox"/> February—Motivation <input type="checkbox"/> March—Trustworthiness/Trust <input type="checkbox"/> April—Career-building <input type="checkbox"/> May—Loyalty	Joey Newman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Academic Success: Advisory Teachers will hold individual student conferences to reduce failure rates, and student anxiety regarding failure and grades.	Cindy Alley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Clubs: Advisory teachers will sponsor a variety of clubs to form meaningful relationships with kids based on their interests. Many clubs will feature physical fitness/wellness components and will be based on student interest surveys.	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Channel 1 News/Current Events: Advisory teachers will use this time to inform and discuss with students, current events/world news and relevant topics. Action Type: Technology Inclusion	Lisa Davis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Program Evaluation: We will monitor and evaluate the success of this intervention based on teacher and student surveys, office referrals, and informal discussions. At the conclusion of the 2014-2015 school year, we will determine if this program has been successful and if we are to continue this intervention and actions into our 2015-2016 academic school year.	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students in need of organizational help/academic help/emotional or social support will receive one-to-one assistance during advisory. Action Type: Collaboration Action Type: Wellness	Joey Newman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Pods will provide team-building opportunities during advisory to promote character education and enhance pod unity. Action Type: Wellness	Cindy Alley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
McNair school counselors will conduct character education lessons during advisory Action Type: Wellness	Staci Petrich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: In order to better serve our school's ELL students, we will take measures to ensure increased student achievement within this sub-pop in math and literacy.

Supporting Data: 1. COMPREHENSIVE NEEDS ASSESSMENT: According to the State Department of Education, we have not met state standards for our ELL subpop. We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 administration of the 6th and 7th grade Augmented Benchmark. We examined the results from both the combined population and EACH subpopulation. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of this population. Based on our data analysis we came to the conclusion that the new ELL interventions introduced this year did not produce the desired targeted results. We will continue with said interventions for a secondary year and reassess with two years of data.

Goal: All ELL students will improve in reading comprehension, written expression, and mathematics skills and respond to constructed response questions with proficiency. Our goals for the 2014-15 academic year are as follows: MAP (Measure of Academic Progress) 1) At least 65% of students will meet or exceed typical growth in reading and math as measured by the NWEA MAP assessments. 2) At least 65% of those students who begin the year below the 33rd percentile will make 1.5 times typical growth on the NWEA MAP assessments. Literacy Performance Target: 66.67% Literacy Growth Target: 76.19% Math Performance Target: 70.83% Literacy Performance Target: 66.67%

In 2013-2014, 21 English Learners were tested with the following results: Literacy: Performance

Benchmark Target 58.33% achieved 28.57% Growth Target 70.24% achieved 33.33% Math: Performance Target 63.54% achieved 52.38% Growth Target 58.33% achieved 50.00% In 2012-2013, 21 English Learners were tested with the following results: Literacy: Performance Target 58.33% achieved 28.57% Growth Target 70.24% achieved 33.33% Math: Performance Target 63.54% achieved 52.38% Growth Target 58.33% achieved 50.00% In 2011-2012, 21 English Learners were tested on Benchmark with the following results: Literacy: Performance Target 54.17% achieved 76.19% Growth Target 67.27% achieved 80.00% Math: Performance Target 59.90% achieved 76.19% Growth Target 54.17% achieved 70.00%

Intervention: Facilitating Second Language Acquisition and seeing measurable gains within the content areas.				
Scientific Based Research: Carol Rothenberg and Douglas Fisher, (2007) Teaching English Language Learners A Differentiated Approach, Pearson/Merrill Prentice Hall; Douglas Fisher and Nancy, (2008) Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, ASCD, Alexandria, VA USA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION(Act 807 0 2007): For the year 2013-2014, we evaluated our programs and interventions (Specific collection/times for Learning Walks/Formative Assessments)and based on Benchmark data, determined that the programs were not as successful as previous years. In 2013-2014, 27 English Learners were tested on Benchmark for both math and literacy with the following results: Literacy: Performance Target 62.50% achieved 44.00% Growth Target 73.22% achieved 38.10% Math: Performance Target 67.19% achieved 36.00% Growth Target 62.50% achieved 33.33% For 2013-2014, Administrators will continue to conduct classroom walkthroughs to collect information regarding the level of implementation of the Gradual Release of Responsibility model at the classroom level and building data Leadership teams and teachers will examine Benchmark and MAPS data. Action Type: Program Evaluation	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Classroom teachers will coordinate with district ELL support staff to better serve our ELL population. Action Type: Collaboration	Shane Smith	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
We will employ a highly qualified ELL teacher to provide instruction and intervention for those students identified by ELDA for service. As McNair receives no Title III direct building discretionary funds, this hire will be paid with district ELL or Title III funds.	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The ELL teacher will coordinate with classroom content teachers on a regular basis to monitor student progress and success. She will also co-teach English Language Arts classes that have a large ELL population to provide support for all students.	Judith Sapsford	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Classroom teacher and ELL personnel will meet with the families of identified ELL students for annual reviews and to discuss individual student interventions, areas of need, and progress.	Judith Sapsford	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers will differentiate instruction to meet the needs of their ELL learners. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Judith Sapsford	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Interpreters will be available during teacher/parent conferences to facilitate and foster relationships. Action Type: Collaboration	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$



Action Type: Equity Action Type: Parental Engagement Action Type: Special Education				
Translated copies of district correspondence will be made available when needed. Action Type: Collaboration Action Type: Parental Engagement	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
The Language Proficiency Assessment Committee (LPAC), which includes the principal, the counselor, the ELL teacher, a pod representative, and parent(s) will discuss the student's test data, classroom scaffolding, and testing accommodations to decide if current services need to be continued or changed. These annual review meetings will determine whether the student needs direct or indirect services or if they are ready to exit the program.	Judith Sapsford	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The ELL teacher will assist classroom teachers in better serving their ELL students and to meet with ELL students to provide needed interventions and help monitor student progress. The ELL teacher will provide all teachers with a copy of "English Language Development Tool" which highlights effective teaching strategies and evaluative tools for ELL students.	Judith Sapsford	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The school library will provide bi-lingual resources (books/strategies) for teachers and students when requested.	Beth Lewis	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ELL students will be guided by classroom teachers using the research-based literacy and math strategies. Knowledge regarding ELL students' backgrounds and culture will be considered instrumental in building relationships in order to see measurable academic gains and gains in language acquisition.	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ELL students identified as needing remediation in language arts (based on district and state data) will be placed in an ELL/Read 180 class. Action Type: Equity	Judith Sapsford	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Recorded books will be made available to the ELL teacher and ELL students to promote vocabulary development and fluency. Action Type: Collaboration Action Type: Equity	Beth Lewis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
During the 2014-15 academic school year McNair has 14 students identified as ELL. Of these students 0% are classified as level 1, 7% level 2, 43% level 3, and 50% level 4. Through academic support and constant monitoring it is our goal to have the students progress through the various levels and exit the program when appropriate.	Judith Sapsford	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
ELL students will be strategically placed with a highly qualified ELL trained core teacher. In collaboration with the school ELL teacher the core teacher will develop and implement lessons designed to meet the needs of these ELL students.	Judith Sapsford	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The ELL teacher will utilize the district purchased "Rosetta Stone" program (for English Language) to assist ELL students in their development of the English language. Action Type: Equity Action Type: Technology Inclusion	Judith Sapsford	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The ELL teacher will be strategically placed during	Judith	Start:		

advisory with ELL students to provide further interventions, remediation and support. Action Type: Collaboration Action Type: Equity	Sapsford	07/01/2014 End: 06/20/2015	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: Middle School believes that parental involvement is essential in the emotional and social development, cultural growth and academic achievement of every child.

Supporting Data:

To promote academic and social growth in our students during the 2014-15 school year we will increase the number of opportunities parents can participate at the school. 1)Students will meet their performance and growth targets MAP Assessment: Literacy Performance All students – 91.71% TAGG - 79.26% Literacy Growth All students – 91.41% TAGG – 80.32% Math Performance All students - 93.79% TAGG – 67.93% Math Growth ALL students – 84.07% TAGG – 61.08% 2)MAP (Measure of Academic Progress) a)At least 65% of students will meet or exceed typical growth in math and reading as measured by the NWEA MAP assessments. b) At least 65% of those students who begin the year below the 33rd percentile will make 1.5 times typical growth on the NWEA MAP assessments. 3)ATTENDANCE: Will match or exceed the 2013-14 academic year of 97.96%

Goal

2014 Math MAP: 61% of 6th and 7th grade students showed growth on the MAP test. Of the students that were considered low in the Fall 2013 (below 33%ile) 61% showed growth and 42.2% made 1.5 times catch-up growth. On the 2014 State Benchmark Test 87.84% of "all students" were Proficient/Advanced in Mathematics therefore meeting the performance goal. The "targeted achievement gap group" (TAGG) also met the performance goal with 67.93% Pro/Adv. "All students" met the mathematics growth targets (84.07%). TAGG students did not meet their growth (61.08%) The following subgroups did not meet the respective targets for the 2014 State Benchmark Test: Performance: Hispanic - 56.10% Caucasian - 90.74% Economically Disadvantaged - 69.39% English Language Learners - 36.00% Students with Disabilities - 51.72% Growth: African American - not reported due to small sample Hispanic - 53.85% Caucasian - 87.04% Economically Disadvantaged - 64.18% English Language Learners - not reported due to small sample Students with Disabilities - 32.65% According to the Arkansas Department of Education McNair Middle School is not an Achieving School. 2014 Reading MAP: 61% of McNair students showed growth on the Reading MAP test. 62% of students in the 6th grade showed growth while 60% of students in the 7th grade showed growth. Of the students who were considered low in Fall of 2013 (below 33%ile) 66% showed growth and 55.3% made 1.5 times catch up growth. On the 2014 State Benchmark Test 89.97% of "all students" were Proficient/Advanced in Literacy therefore meeting the performance goal. The "targeted achievement gap group" (TAGG) also met the performance goal with 71.20% Pro/Adv. Both "All students" and TAGG populations met the literacy growth targets. The following subgroups did not meet the respective targets for the 2014 State Benchmark Test: Performance: African American - 88.00% Hispanic - 65.85% Caucasian - 92.20% English Language Learners - 28.57% Students with Disabilities - 43.86% Growth: African American - 75.00% Hispanic - 58.97% Caucasian - 89.75% English Language Learners - 38.10% Students with Disabilities - 36.73% According to the Arkansas Department of Education McNair Middle School is not an ACHIEVING SCHOOL. 2013 Reading MAP: 58% of McNair students showed growth on the Reading MAP test. 70% of students in the 6th grade showed growth while 51% of students in the 7th grade showed growth. Of the students who were considered low in Fall of 2012 (below 33%ile) 75% showed growth and 69% made 1.5 times catch up growth. 2013 Math MAP: 76% of 6th and 7th grade students showed growth on the MAP test. Of the

Benchmark

students that were considered low in the Fall 2012 (below 33%ile) 67% showed growth and 60% made 1.5 times catch-up growth. On the 2013 State Benchmark Test 91.25% of "all students" were Proficient/Advanced in Literacy therefore meeting the performance goal. The "targeted achievement gap group" (TAGG) also met the performance goal with 76.14% Pro/Adv. "All students" met the literacy growth target with a 90.23 percentage. The "TAGG" group did not make the growth target with a 73.45 percentage. The following subgroups did not meet the respective targets for the 2013 State Benchmark Test: Performance: African American - 82.76% Hispanic - 75.00% English Language Learners - 28.57% Students with Disabilities - 43.86% Growth: African American - 80.95% Hispanic - 73.68% English Language Learners - 33.33% Students with Disabilities - 37.25% On the 2013 State Benchmark Test 92.62% of "all students" were Proficient/Advanced in Mathematics therefore meeting the performance goal. The "targeted achievement gap group" (TAGG) also met the performance goal with 80.30% Pro/Adv. "All students" met the mathematics growth target with a 88.76 percentage. The "TAGG" group did not make the growth target with a 71.19 percentage. The following subgroups did not meet the respective targets for the 2013 State Benchmark Test: Performance: Hispanic - 76.74% Economically Disadvantaged - 82.32% English Language Learners - 52.38% Students with Disabilities - 55.93% Growth: TAGG - 71.19% Hispanic - 68.42% Caucasian - 91.16% Economically Disadvantaged - 74.13% English Language Learners - 50.00% Students with Disabilities - 41.18% According to the Arkansas Department of Education McNair Middle School is an ACHIEVING SCHOOL. On the 2012 State Benchmark Test: 93.29% of all students were Proficient/Advanced in Literacy. The targeted achievement gap group (TAGG) were 79.8% Pro/Adv. Both groups met their growth targets with 92.97% and 80.34% respectively. According to the Arkansas Department of Education McNair Middle School is an achieving school and has met all

performance and growth standards with the exception of the growth targets for African Americans (89.47%) and Students with Disabilities (55.32%). 93.42% of all students were Proficient/Advanced in math. The targeted achievement gap group (TAGG) were 82.41% Pro/Adv. Both groups met their growth targets with 91.58% and 80.34% respectively. According to the Arkansas Department of Education McNair Middle School is an achieving school and has met all performance and growth standards in math with the exception of the performance target for the Hispanic subgroup (82.05%) and growth target for Students with Disabilities (55.32%).

Intervention: Parent Involvement Plan ACT 307, AR State Representative Shirley Walters, 2007.				
Scientific Based Research: National PTA Standards, 1998. "A new wave of evidence. The impact of school, family, and community connections on student achievement." Henderson, A., & Mapp, K. 2002.National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory, ( <a href="http://www.sedl.org/connections/">http://www.sedl.org/connections/</a> )				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school vision will be revisited annually, evaluated and revised if necessary. It will be communicated to parents and community members via a public meeting. It will also be placed on our website and on McNair stationary. Action Type: Parental Engagement	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parents and community members will be invited to the school to offer input and gain information regarding the school ACSIP plan, Benchmark test scores, attendance data, PTA information, Federal programs, and the school's vision and goals. PARENT INVOLVEMENT MEETINGS:Parent representatives will be invited to attend the ACSIP planning with the ACSIP steering committee to review, assess and revise the ACSIP plan for the following school year by June 1, 2015. Action Type: Parental Engagement	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Parent Literacy Involvement: To promote literacy in the home, parents will be provided insight into literacy strategies and team literacy efforts, as well as opportunities to better support their child's reading. Action Type: Parental Engagement	Beth Lewis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The school will have a designated area to be used as the Parent Center. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents to borrow for review in each building. Parent Center materials, may include, but are not limited to, brochures, pamphlets, computers for use on site, or laptops to be checked out will be designated by each building. Action Type: Parental Engagement	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
INFORMATIONAL PACKETS:Parents will periodically receive informational packets that include; school calendar/dates, parent volunteer opportunities,district information, information encouraging the home and school connection (gradeviewer access and team policies). Action Type: Professional Development	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROCESS FOR RESOLVING PARENTAL CONCERNS: All parents will be invited to an Open House Night ("Round-up") to welcome parents and students to our school and to share expectations for the school year. The school's process for resolving parental concerns will be discussed at this meeting. Action Type: Parental Engagement	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
McNair teachers will communicate with parents	Michelle	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

about their child's AIP's for any student that scores below proficient on state-mandated criterion-referenced exams. These students will receive additional remediation according to the AIP. Action Type: Parental Engagement	Hayward	07/01/2014 End: 06/30/2015	Staff • Teachers	ACTION \$ BUDGET:
PARENT TEACHER CONFERENCES:The district will designate two Parent/Teacher Conferences each school year. One of these will be a student-led conference at McNair 2014-15 dates for conferences: 22nd, 23rd, 27th and 28th of October 2014 30th, 31st of October and 1st, 2nd of April 2015 Action Type: Parental Engagement	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION \$ BUDGET:
ACT 397: McNair Middle School acknowledges that parents play an integral role in assisting student learning. To help parents in assisting students, McNair will communicate with parents at least weekly via email and communication folders what students will be learning, how and when they will be assessed and how parents can help. Teams will communicate curriculum and team goals at a curriculum night at the beginning of each school year. Parents will be trained and supplied with educational materials on how to help their child. Parents will be invited to the school and classrooms to observe, participate and inform. Parents are encouraged to sign-up for "Volunteer Builder" in order to get the most up to date reminders and information. Action Type: Parental Engagement	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION \$ BUDGET:
PTA: Parents and guardians are all invited to join McNair's PTA at the beginning of each school year at the schools open house. Further information is sent home in Monday folders to encourage 100% participation. PTA meets regularly at the school and teacher representatives are chosen to participate in these meetings and communicate back to the teacher body. Action Type: Parental Engagement	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION \$ BUDGET:
PARENT FACILITATOR: The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents to undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Parental Engagement	Michelle Hayward/Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION \$ BUDGET:
PROGRAM EVALUATION: "At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program by analyzing the percentage of our families that were members of the PTA, the parent sign-in sheets generated by the teams and administration during conferences and parent evenings and by the communication sent to and received from teachers and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: 96.5% parent participation in fall for 7th grade parent/teacher conferences, 98.3% parent participation in spring parent/teacher participation for 6th grade and 23.3% parent participation in 7th grade, 41% membership in PTA, 81% parent participation at 7th grade team curriculum nights	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION \$ BUDGET:

<p>&amp; 43% parent participation at 6th grade team curriculum nights. We did determine that the number of parents that attended PTA meetings was small. During the 2014-2015 school year, we plan to use the following protocol: Parental surveys, percentage of parental attendance at PTA and P/T conference meetings, in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. The low percentage for 7th grade spring conferences is due to the fact parents now attend the elected Jr. High to complete CAP conference. The PTA will also implement more structured use of social media and Volunteer Builder. We will also conduct some PTA meetings in the evenings to encourage greater attendance. We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Parental Engagement</p>				
<p>The school will distribute a quarterly newsletter to parents that is developed with the participation of the parent-teacher organization, principal, staff and parent volunteers. It includes school news, a calendar of events and parent tips related to school achievement. Action Type: Parental Engagement</p>	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>School website: the school website will communicate the school mission statement, have up-to-date information about the school and upcoming events. Teachers will also maintain their individual webpages, hosted on this site, to communicate curriculum, homework assignments etc. Action Type: Parental Engagement</p>	Lisa Davis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>The School will encourage parents in the following types of roles and activities to increase their involvement and support for student learning: Publishing Center Field Trips Watch D.O.G program Mini-Market helpers Special Pod Events (chuck wagon/out on the range etc.) Special Parent/Student lunches Teacher/parent Luncheon Book Fair helpers - November Grandparents day - November 7th grade awards day celebration - May Orientation presentations - May 2014 Open House (Round-up) - August Parent-school Organization - monthly meetings Red Ribbon Week - October Choir Concerts - November and May Outreach Committee McNair Stampede - October Black Top Boogie - September Action Type: Parental Engagement</p>	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Progress reports &amp; reports cards will be sent home to parents on the following dates during the 2013-14 academic school year: Progress reports - 9/22, 11/17, 2/2, 4/27 Report Cards - 10/23, 1/12, 3/31, 5/28 Action Type: Parental Engagement</p>	Michelle Hayward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Pod Curriculum Nights: Each pod will host a curriculum night to share pod policies, rules, expectations and curricula. 6th Grade: Marshals - Sept 9th Prospectors - Sept 8th Mavericks -</p>	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Sept 11th 7th Grade: Rangers - Sept 11th Wranglers - Sept 9th Pioneers - Sept 8th Parents and guardians will be invited to these events through school correspondence and teacher emails. Action Type: Parental Engagement				
The school will ask parents to fill out a parent interest survey (Volunteer Builder) at registration or at the beginning of each school year to get information from parents concerning the activities that they feel will be most beneficial in the efforts to support their child academically. The school use the results of the parent interest survey to plan the parental involvement activities for the year. The school will evaluate the activities suggested by the parents at the end of that year as part of the annual parental plan evaluation. Action Type: Parental Engagement	Ted Whitehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Social Media: McNair Middle school will post school related images and latest information to it's social media sites: PTA Blog, Facebook and Instagram. Teachers will encourage parents to sign-up for "Remind" to get text or email alerts regarding upcoming events/assignments/projects etc. Action Type: Parental Engagement Action Type: Technology Inclusion	Lisa Davis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Bonnie Ritch	Food Service Manager	Wellness
	Debbie Simmons	Custodian	Parent Involvement
	Karnisha Jones	Sped Para	Math
	Kristen Klem	Sped Para	Literacy
	LeAnne Malloy	Sped Para	Math
Classroom Teacher	Alison Bradley	Technology	Literacy
Classroom Teacher	Andrea Kitchen	Language Arts	Literacy
Classroom Teacher	Andrea Woody	Art	Math
Classroom Teacher	Ann Covington	Science	Math
Classroom Teacher	Anna Hiroyasu	TIS	Parent Involvement
Classroom Teacher	Beth Lewis	Library Media Specialist	Literacy
Classroom Teacher	Caleb Pond	Band	Literacy
Classroom Teacher	Candace Hughes	Social Studies	Literacy
Classroom Teacher	Carol Huneycutt	Gifted and Talented	Literacy
Classroom Teacher	Carrie Scates	Keyboarding	Literacy
Classroom Teacher	Charity McCartney	Art	Literacy
Classroom Teacher	Chris McGill	Social Studies	Literacy
Classroom Teacher	Claire Garrett	Special Education	Literacy
Classroom Teacher	Courtney Burkett	Math	Math
Classroom Teacher	Gail Nebben	Science	Math
Classroom Teacher	Jan Clark	Social Studies	Literacy
Classroom Teacher	Jay Griffin	Sped Para	Literacy
Classroom Teacher	Jay Mirus	Science	Literacy
Classroom Teacher	Jennie Alves	Music	Math
Classroom Teacher	Joanna Young	Math	Math
Classroom Teacher	Judith Sapsford	Special Education - ESL and Read 180	Literacy
Classroom Teacher	Justin Keen	Social Studies	Literacy

Classroom Teacher	Karen Allain	Science	Math
Classroom Teacher	Karen Ervin	Language Arts	Literacy
Classroom Teacher	Katy Gibbins	Learning Tools	Literacy
Classroom Teacher	Katy Housh	Choir & General Music	Literacy
Classroom Teacher	Kelli Keene	Science	Math
Classroom Teacher	Kyle Gibbins	Physical Education	Wellness
Classroom Teacher	Lauri Cavell	Speech	Literacy
Classroom Teacher	Leighanna Rickman	Special Education	Literacy
Classroom Teacher	Lewis Clark	Band	Math
Classroom Teacher	Lisa Davis	Technology	Math
Classroom Teacher	Margaret Perry	Physical Education	Wellness
Classroom Teacher	Martha Sandven	Language Arts	Literacy
Classroom Teacher	Maura Caldwell	choir teacher	math
Classroom Teacher	Megan Brown	Language Arts	Literacy
Classroom Teacher	Michelle Younkin	Math teacher	Math
Classroom Teacher	Paige Kroening	Language Arts	Literacy
Classroom Teacher	Patty Poore	Math	Math
Classroom Teacher	Rebecca Green	Language Arts	Literacy
Classroom Teacher	Sandy Weishaar	Math	Math
Classroom Teacher	Sarah Bailey	Special Education - Read 180	Literacy
Classroom Teacher	Sarah Benk	Resource	Literacy
Classroom Teacher	Shane Smith	Math teacher	Math
Classroom Teacher	Shannon Finley	Special Education	Literacy
Classroom Teacher	Susan O'Brien	Social Studies	Literacy
Classroom Teacher	Terry Still	Social Studies	Literacy
Classroom Teacher	Tracey Slattery	GT teacher	Language Teacher
Classroom Teacher	Virginia Hinterthuer	Science	Math
District-Level Professional	Matt Wilson	Middle School Math Instructional Facilitator	Math
District-Level Professional	Sarah McKenzie	Assessment	Math
Non-Classroom Professional Staff	Ben Falkner	OGC Counselor	Literacy
Non-Classroom Professional Staff	Ben Falkner	OGC Counselor	Parent Involvement
Non-Classroom Professional Staff	Carri Warford	Attendance	Parental Involvement
Non-Classroom Professional Staff	Cindy Alley	Counselor	Math
Non-Classroom Professional Staff	Joanna Hausam	Administrative Assistant	Parent Involvement
Non-Classroom Professional Staff	Joey Gardner	OGC Counselor	Parent Involvement
Non-Classroom Professional Staff	Joey Newman	Counselor	Literacy
Non-Classroom Professional Staff	Katy Seifritz	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	Leslee Brown	Library Aide	Parent Involvement
Non-Classroom Professional Staff	Megan Seale	School Nurse	Wellness
Non-Classroom Professional Staff	Phillip Roam	PE Aide	Wellness
Non-Classroom Professional Staff	Rebecca Payton	Technology	Literacy
Non-Classroom Professional Staff	Robert Crouch	Psychological Specialist	Literacy
Non-Classroom Professional Staff	Shannon Arcana	Office	Parental Involvement
Non-Classroom Professional Staff	Vanessa Seward	Gifted and Talented	Literacy
Parent	Christy Smith	Parent	Parent Involvement
Principal	Michelle Hayward	Principal	Leadership
Principal	Ted Whitehead	Assistant Principal	Parental Involvement

