



## **ACIP**

Ronald McNair Jr. High

Huntsville City Schools

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Huntsville, AL 35810-1716

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# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.



## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

"To educate the intelligence is to expand the horizons..."

-James Russell Lowell

Malcolm X said that education is the passport to the future. It is each students' personal and invaluable resource for life's journeys. It grants access to self-discovery, and it prompts a focused search for knowledge and understanding. It is propelled by the cooperative efforts of home, community and school. McNair Jr. High is anchored in the strength of this cooperative partnership; ensuring that the school's mission is actualized for all students.

The purpose of the Executive Summary (ES) is to chart the daily course leading to intellectual growth, global citizenship, and lifelong learning for all students at McNair Jr. High. Summary components include: the school profile, the self-study of achievements and challenges, and the stakeholders. This narrative provides an overview of the operations that implement curriculum, support student learning, and assess student progress.

McNair Junior High School is located in Northwest Huntsville, Alabama. It serves the surrounding predominantly African American community as a neighborhood school. McNair is the 2014-2015 school year consolidation of the former Ed White Middle School and Davis Hills Middle School. The school entered its new structure during the 2015-2016 school year at 5000 Pulaski Pike Northwest. It shares the grounds with its feeder high school, Dr. Mae Jemison High School; both projecting the district naming tradition of honoring space explorers in this NASA town. McNair houses grades seven and eight.

McNair has a population of 419 students with the following diverse makeup: Eighty-one percent Black/African American; Twelve percent Hispanic; Five percent White; Two percent Asian/Native Hawaiian or Other Pacific Islander/Multiracial. 100 percent of our students receive free breakfast, lunch, and dinner.

The faculty consists of a new administration: Principal, Dr. Carlita Collins; Assistant Principals-Mrs. Calandra Williams and Mr. Johnny King. Also, the majority of the faculty consists of new teachers, with a group of seven veterans; a counselor, a curriculum specialist, and a behavior interventionist.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The purpose of Ronald E. McNair Junior High School is to prepare our students to be competent, confident, and competitive global members of society, being college and career ready, who are lifelong learners and change agents in this 21st century world.

VISION: McNair Junior High School will prepare students to become life-long learners, meeting all academic, social, emotional, leadership, and college and career readiness goals, to aide them in the successful transition to subsequent curriculum, high school graduation, entrance/achievement in college and career for the purpose of becoming productive citizens in the global community.

MISSION: McNair Junior High School will provide engaging, relevant, and rigorous instructional experiences via the use of technology, real world challenges, collaborative and reflective practices, and social activities that involve community.

MOTTO: We are #McNairStrong

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Notable Achievements:

-Ronald McNair Junior High School was the recipient of the 2017-2018 Alabama Bicentennial Award of \$2000. This award commemorates our students' community service regarding the beautification of the school in collaboration with Alabama A & M University.

-Ronald McNair Junior High School is the recipient of the PPG Foundation grant for \$5000 to support and promote girls' participation in STEM, specifically in the area of Greenpower.

-Ronald McNair's boys' and girls' basketball teams placed second in the city.

Areas of Improvement:

-Improve reading and math by at least one grade level for all students according to SCANTRON data.

-Re-Implementation of block scheduling with lower student numbers per class in math and ELA.. This allows the teacher more one on one and small group access to students. It also allows the student access to the teacher (expert) during extended practice.

-Read 180 has been added to the master schedule for the lowest performing 108 students in reading.

-Math and ELA tutoring is being offered on Saturdays from 10:00 am to noon.

-PTA has been re-establish to support the emotional, academic and social aspects of student growth.

-McNair has employed a curriculum specialist to assist with instructional strategies and organizational logistics.

-McNair has employed a behavior specialist and NOVA counselor to assist with severe behavior problems and emotional issues. They provide methods for successful transitions and techniques for students to better cope with the school environment.

-McNair has created a welcoming environment. We have added seating and plants to the front lobby, and made it an expectation that the front office staff provide high quality customer service to all stakeholders who enter the building.

-A school based Google Technology Coach and district based Technology Coach have been employed to support teachers with the use of technology for instructional purposes.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

- Implement additional opportunities for extra-curricular activities to include academic teams, SGA, and National Junior Honor Society.
- Provide student advisory once per week.
- Provide teacher training, PST meetings, and Data Meetings via common planning periods.
- Provide Professional Development opportunities during faculty meeting (Diversity, Educate Alabama, ACIP Review)
- Provide an opportunity to review the ACIP with all stakeholders.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

In the summer of 2018, Dr. Collins provided an opportunity for teachers to collaborate and create lesson plans to accommodate a 90 minute block. Teachers shared ideas and research while getting to know each other in a professional manner. The administrators and Curriculum Specialist facilitated the three day workshop.

Before the beginning of the year, parents were invited to a Student Orientation to obtain student schedules, meet the administration and teachers, join PTA, ensure Info Snap submissions and sign their children up for sports and extracurricular activities. McNair also held an Open House for parents and students to familiarize themselves with the goals of McNair and teacher expectations. Parents were received and given a light dinner before Dr. Collins provided them with a brief presentation of the data and goals.

Parents were invited to review the ACIP at the end of August 2018. Morning, noon, and evening sessions were offered..

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

McNair's Leadership Team represents the teacher population. Participants include representatives from each department and includes male and female, and white and black members. The parent representative is the treasurer of our PTA, Mrs. Karen Hill. McNair's community member is Gail Carter. The student participation consists of the Student Government Association (SGA) members. All members are expected to attend and participate in all meetings, offer feedback and insight for improvement, and share decisions and recommendations with other stakeholders.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Not applicable at this time. However we plan to post portions o the ACIP on the website. We also plan to communicate the contents of the ACIP to stakeholders via meetings such as Title I, faculty, and PTA forums. Stakeholders will be invited to meetings via email, letters, robo calls, phone calls, flyers, and social media.

# **Student Performance Diagnostic**



## Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	SCANTRON Proficiency and Growth Data from the Spring 2018 administration.	2017 - 2018 SCANTRON

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## Areas of Notable Achievement

**Which area(s) are above the expected levels of performance?**

There are no areas above the expected levels of performance.

**Describe the area(s) that show a positive trend in performance.**

There are no areas that show a positive trend in performance.

**Which area(s) indicate the overall highest performance?**

The area that indicated the overall highest performance was attendance at 91.6% with a goal of 95%.

**Which subgroup(s) show a trend toward increasing performance?**

There were no subgroups that showed a trend of increasing performance.

**Between which subgroups is the achievement gap closing?**

There is no achievement gap among subgroups. All subgroups are low performing.

**Which of the above reported findings are consistent with findings from other data sources?**

Reading and Math scores are declining across the nation.

## Areas in Need of Improvement

**Which area(s) are below the expected levels of performance?**

Math, Reading and Attendance.

**Describe the area(s) that show a negative trend in performance.**

Attendance Proficiency:

2016 - 2017 to 2017 - 2018  
71%                      58%

Reading Proficiency:

2016 - 2017 to 2017 - 2018  
14%                      8%

Mathematics Proficiency:

2016 - 2017 to 2017 - 2018  
5%                        4%

**Which area(s) indicate the overall lowest performance?**

Mathematics from %5 in 2016-2017 to 4% in 2017-2018.

**Which subgroup(s) show a trend toward decreasing performance?**

All subgroups show a trend toward decreasing performance.

**Between which subgroups is the achievement gap becoming greater?**

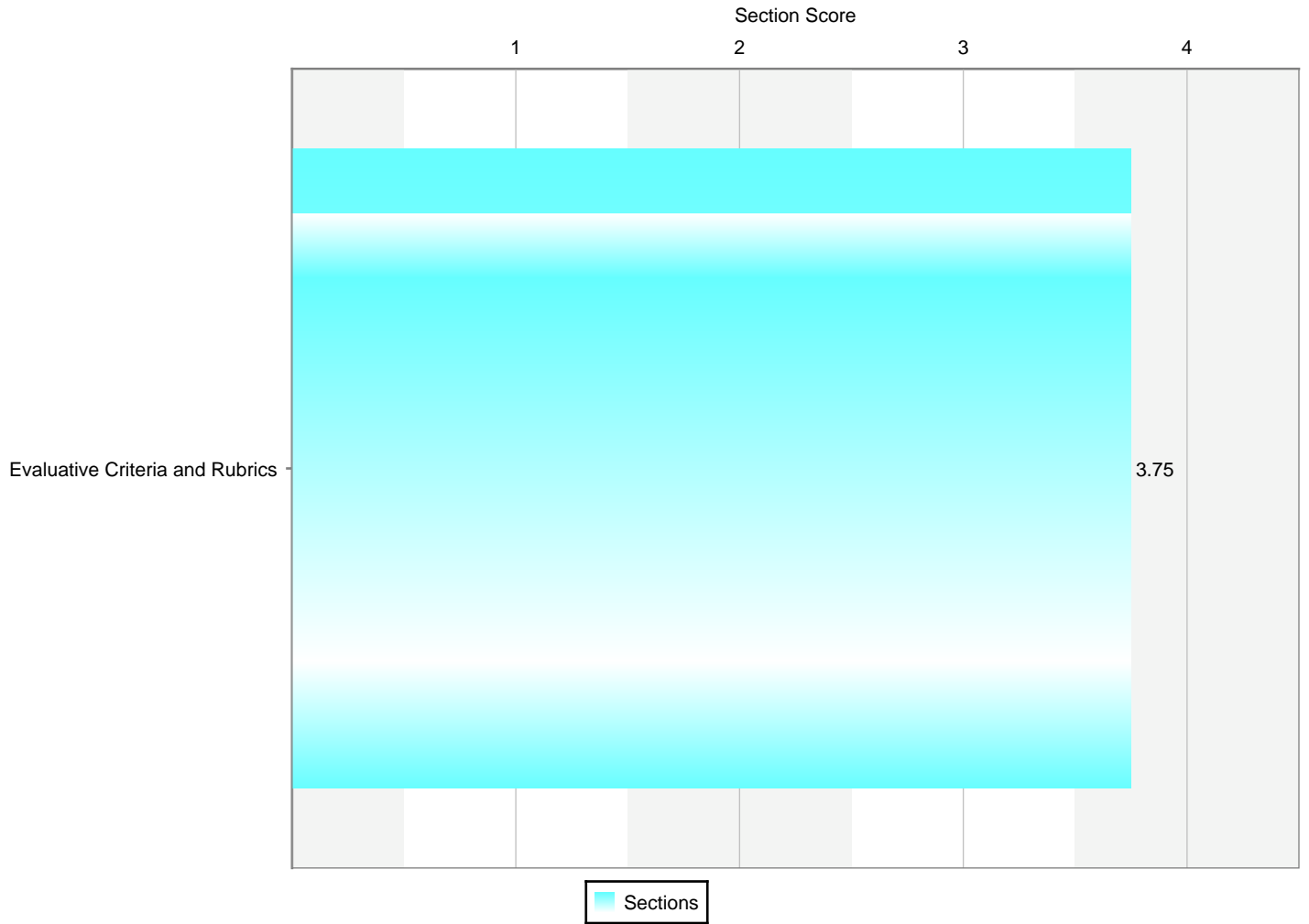
The achievement gap is not becoming greater between any subgroups.

**Which of the above reported findings are consistent with findings from other data sources?**

Reading and Math are consistent with STAR Reading and Math.

## Report Summary

### Scores By Section



# **ACIP Assurances**



## **Introduction**

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Assurances Acknowledgment Form

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Stephania Wilson School based HEA representative 5000 Pulaksi Pike NW Huntsville, AL 35810 256-428-7660	HEA Representative

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		2018-2019 Parent and Family Engagement

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		2018-2019 Compact

# **2018-2019 McNair ACIP and Transform 2020**

## **Overview**

### **Plan Name**

2018-2019 McNair ACIP and Transform 2020

### **Plan Description**

This is McNair Junior High School's Comprehensive ACIP and Technology Plan

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$74766
2	Prepare and support teachers and leaders to graduate college and career ready students.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
4	Continuous Improvement Reading Goal	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$125550
5	Continuous Improvement Math Goal	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$64200
6	Continuous Improvement School Culture Goal	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$50500
7	ELL Goal	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
8	To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	CSI SMART GOAL #1-The percentage of students scoring proficient or higher in mathematics will increase from 13% to 18% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$6000
10	CSI SMART GOAL #2-The percentage of students scoring proficient or higher in reading will increase from 6% to 11% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$6000

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11	CSI SMART GOAL #3-The percentage of students attaining the mathematics growth target of at least one year's growth will increase from 30% to 40% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$6000
12	CSI SMART GOAL #4-The percentage of students attaining the reading growth target of at least one year's growth will increase from 44% to 54% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$6000
13	CSI SMART GOAL #5-The percentage of non-chronically absent students will increase from 58% to 90% or higher by the end of the 2018-2019 school year, measured by the Information Now database.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2000
14	CSI SMART GOAL #6-The percentage of EL students scoring proficient or higher in mathematics will increase from 0% to 5% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$6000
15	CSI SMART GOAL #7-The percentage of EL students scoring proficient or higher in reading will increase from 10% to 15% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$6000
16	CSI SMART GOAL #8-The percentage of EL students attaining the mathematics growth target of at least one year's growth will increase from 19% to 29% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May 2019.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$6000
17	CSI SMART GOAL #9-The percentage of EL students attaining the reading growth target of at least one year's growth will increase from 35% to 45% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$6000
18	CSI SMART GOAL #10-The percentage of EL students attaining the growth target of at least one year's growth will increase from 0% to 12% by the end of the 2018-2019 school year, measured by the ACCESS test administered in May of 2019.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

## Goal 1: Engage and Empower the Learner Through Technology

### Measurable Objective 1:

A 100% increase of Seventh and Eighth grade students will demonstrate a proficiency Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage of 41.7%. in Reading by 05/24/2019 as measured by Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage..

### Strategy 1:

Technology Usage - Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15%.

Category: Other - Digital Curriculum

Activity - Digital Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 5% from the baseline usage of 18-19 school year of 53%.	Technology	08/02/2018	05/24/2019	\$0	General Fund	LEA of the school and HCS IT Department

### Strategy 2:

Google Coach - A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, The Google Coach will train teachers during their planning periods and after school.

Category: Develop/Implement Learning Supports

Activity - Google Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement,	Academic Support Program, Direct Instruction	08/02/2018	05/24/2019	\$74766	Other	The Google Coach is responsible to all of the instructional staff.
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**Strategy 3:**

District Technology Coaching - A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, This support is provided to McNair once per week.

Category: Develop/Implement Learning Supports

Activity - District Technology Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, She works with groups of certified teachers once per week to introduce varied technology tools used to strengthen the pedagogy while promoting student engagement and academic growth,	Academic Support Program, Technology, Direct Instruction	08/02/2018	05/24/2019	\$0	Title I Part A	The District Technology Coach is responsible to all instructional staff.

**Goal 2: Prepare and support teachers and leaders to graduate college and career ready students.****Measurable Objective 1:**

90% of All Students will demonstrate a behavior and will successfully demonstrate the ability to navigate web sites pertaining to electronic instructional curriculum and complete electronic assessments. in Reading by 05/24/2019 as measured by the number of hours students log for electronic programs such as Dreambox for Math and Classworks for Reading, Edmodo, Math XL as well as complete all electronic assessments..

**Strategy 1:**

Dreambox Training - The math teachers will attend a series of training sessions to prepare how to utilize the Dreambox supplemental resources to increase student



achievement. Math teachers will implement the Dreambox program to support differentiation and students' math goals.

Category: Develop/Implement Learning Supports

Activity - Teacher Training on Dreambox Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will utilize the Dreambox supplemental program to help address student needs in mathematics.	Academic Support Program, Tutoring, Direct Instruction	08/01/2018	05/24/2019	\$0	District Funding	District Math Department Staff, McNair's Administration and McNair's Math department staff.

### Strategy 2:

Classworks Training - The Classworks ELA program is a supplemental ELA program to assist students with reading and language skills. ELA teachers will implement the program via extended practice to address student needs. The program's lessons will also address differentiation.

Category: Develop/Implement Learning Supports

Activity - Teacher Training on Classworks Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Classworks program will address differentiation and students' reading and ELA needs,	Academic Support Program, Tutoring, Technology, Direct Instruction	09/26/2018	05/24/2019	\$0	District Funding	District ELA Instructional Staff, McNair Administration, and McNair Teachers.

**Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.**

**Measurable Objective 1:**

100% of All Students will demonstrate a behavior in using laptops and interactive white boards in all content areas. in Reading by 05/24/2019 as measured by weekly, drop-in administrative observations, teacher compliance surveys, and student technology survey..

**Strategy 1:**

Digital Professional Learning - Teachers will participate in professional learning opportunities for the purpose of learning how to incorporate technology into the daily pedagogy to increase student engagement and academic growth.

Category: Develop/Implement Learning Supports

Research Cited: Bernasconi, N. & Desler, G. (2013). Learning the Language of Digital Citizenship. ASCD 8:26. <http://www.ascd.org/ascd-express/vol8/826-bernasconi.aspx>

Activity - Teacher Training on Digital Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in training with the Google Coach and or District Technology Coach during their planning and after school in areas specific to integrating technological pedagogy into daily lessons for the purpose of increasing student engagement and academic growth.	Academic Support Program	08/06/2018	05/24/2019	\$1000	Title I Schoolwide	District Technology Coach, Google Coach, McNair administration , Curriculum Specialists, all of McNair's instructional staff.

**Goal 4: Continuous Improvement Reading Goal**

Status	Progress Notes	Created On	Created By
N/A	ELA teacher facilitates Read 180 Initiative	October 17, 2018	Cherryl Phillips Walker

**Measurable Objective 1:**

A total of 425 All Students will increase student growth to 54% from 44% on the SCANTRON assessment given in the Spring of the 2017 - 2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test.

**(shared) Strategy 1:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0	District Funding	School Administration English Teachers

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000	Other	School administration Faculty members Staff members Google Coach

**ACIP**

Ronald McNair Jr. High

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0	No Funding Required	School administration Faculty Staff

**(shared) Strategy 2:**

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Academic Support Program, Direct Instruction	07/31/2018	05/24/2019	\$58000	Title I Schoolwide	School administration ELA teacher

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550	Title I Schoolwide	School Administration Reading Interventionist

**(shared) Strategy 3:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic

**ACIP**

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proficiency.

Category: Develop/Implement Learning Supports

Activity - A/B Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0	No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	School Administration School Faculty

**(shared) Strategy 4:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0	District Funding	Self-Contained Teachers

**Measurable Objective 2:**

A total of 425 All Students will demonstrate a proficiency increase from 8% to 13% in Reading on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test..

**(shared) Strategy 1:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0	District Funding	School Administration English Teachers

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000	Other	School administration Faculty members Staff members Google Coach

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Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0	No Funding Required	School administration Faculty Staff

**(shared) Strategy 2:**

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Academic Support Program, Direct Instruction	07/31/2018	05/24/2019	\$58000	Title I Schoolwide	School administration ELA teacher

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550	Title I Schoolwide	School Administration Reading Interventionist

**(shared) Strategy 3:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic

**ACIP**

Ronald McNair Jr. High

proficiency.

Category: Develop/Implement Learning Supports

Activity - A/B Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0	No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	School Administration School Faculty

**(shared) Strategy 4:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0	District Funding	Self-Contained Teachers



## Goal 5: Continuous Improvement Math Goal

Status	Progress Notes	Created On	Created By
N/A	Calculators, Math Team, Academic Team, PLTW, Math Manipulatives	October 02, 2018	Cherryl Phillips Walker

### Measurable Objective 1:

A total of 425 All Students will increase student growth to 40% from 30% on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by Student scores on the SCANTRON math assessment..

### (shared) Strategy 1:

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0	No Funding Required	School administration School faculty

Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Ronald McNair Jr. High

Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Academic Support Program, Professional Learning	08/24/2018	05/24/2019	\$1200	Title I Schoolwide	School administration Curriculum Specialist Math Teachers
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Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000	Title I Schoolwide	School administration Counselor

Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0	No Funding Required	School administration Faculty members Staff members

**(shared) Strategy 2:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.

Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000	Title I Schoolwide	School administration Math teacher

**(shared) Strategy 3:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Activity - A/B Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0	No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson, Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	School Administration School Faculty

**(shared) Strategy 4:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

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Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0	District Funding	Self-Contained Teachers

**Measurable Objective 2:**

A total of 425 All Students will demonstrate a proficiency increase from 4% to 9% in Mathematics on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by the SCANTRON mathematics test..

**(shared) Strategy 1:**

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0	No Funding Required	School administration School faculty

Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Academic Support Program, Professional Learning	08/24/2018	05/24/2019	\$1200	Title I Schoolwide	School administration Curriculum Specialist Math Teachers

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Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000	Title I Schoolwide	School administration Counselor

Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0	No Funding Required	School administration Faculty members Staff members

**(shared) Strategy 2:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.

Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000	Title I Schoolwide	School administration Math teacher

**(shared) Strategy 3:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

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Activity - A/B Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0	No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson, Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	School Administration School Faculty

**(shared) Strategy 4:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0	District Funding	Self-Contained Teachers

## Goal 6: Continuous Improvement School Culture Goal

Status	Progress Notes	Created On	Created By
N/A	We will have a behavior interventionist and NOVA Counselor to assist with school culture and behavior.	October 04, 2018	Cherryl Phillips Walker

### Measurable Objective 1:

collaborate to improve attendance rate, decrease the number of out of school suspensions, and decrease number of students failing courses by 05/24/2019 as measured by data extracted from INOW..

### Strategy 1:

Instructional Practices, Teaching Strategies and Direct Instruction - We believe that the most important factor in improving school culture as it relates to attendance and failures is to improve the quality of instruction in the classrooms through building teacher capacity. We will build capacity through professional learning opportunities, formal and informal observations, regular feedback from observations, data walk-throughs and meetings, and intentional collaboration opportunities.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Racially Improve Student Learning. ASCD. Alexandria, VA.

Hattie, J. (2009) Visible Learning: A Synthesis of 800 Meta-Analyses Relating to Achievement. Routledge. New York, NY. Appendix B Rank Order, #23 Teaching Strategies, #26 Direct Instruction

Activity - Professional Learning on Behavioral Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administration will provide guidance to teachers concerning teaching procedures to students and how to respond when students do not adhere to the procedures given by teachers.	Direct Instruction	08/02/2018	05/24/2019	\$0	No Funding Required	School administration Behavioral Interventionist (s) Faculty members

### Strategy 2:

Behavioral Interventionist Staff Member - The school will utilize our behavioral interventionist to provide both proactive and reactive support to teachers to decrease the

**ACIP**

Ronald McNair Jr. High

instances of negative behaviors in classrooms after referred by the Problem Solving Team (PST).

Category: Develop/Implement Student and School Culture Program

Research Cited: Behavioral intervention is a key component of Positive Behavior Intervention and Support programs across the United States.

Status	Progress Notes	Created On	Created By
N/A	Behavior Interventionist is a member of the PST Team	October 04, 2018	Cherryl Phillips Walker

Activity - Supporting Teachers With Student Behavioral Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Behavioral Interventionist will provide proactive and reactive support to teachers in efforts to guide students into appropriate behavioral habits when students are referred to the Problem Solving Team (PST).	Behavioral Support Program	08/02/2018	05/24/2019	\$50000	Title I Schoolwide	School administration School Faculty Behavioral Interventionist PST Team

**Strategy 3:**

Parent Information/Involvement - McNair will host various activities for to inform parents of the many aspects and activities associated with their children and the school. Activities are also designed for more parent involvement with their children and school in hopes of improved student achievement, student confidence, and student success-academically, socially, and emotionally.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research Cited: Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. Routledge. New York, NY.

Appendix B, #39, Parental Involvement.

Activity - Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to the school during this time for student schedule pickup, athletic paperwork, Info-Snap completion, and additional paperwork for parents. Paperwork distribution is backup for sending home and returning of documents.	Parent Involvement	08/02/2018	08/02/2018	\$0	No Funding Required	School Administration School Faculty



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Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School invites stakeholders to dinner as an open opportunity to meet the new principal, faculty/staff, and to get pertinent information and expectations on schoolwide academic data, mission and vision . Open house is also a time for needed parent information and paper work to be distributed and completed.	Community Engagement	08/21/2018	08/21/2018	\$500	Other	School Administration School Faculty

Activity - Breakfast and Lunch Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Curriculum Specialist will hold breakfast and lunch talks to discuss with all stakeholders information on the ACIP and other important ventures of the school and student academics. These talks with being during each grading period.	Parent Involvement	08/02/2018	05/24/2019	\$0	No Funding Required	School Administration Curriculum Specialist

Activity - McNair Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McNair Jr. will incorporate parental involvement through Parent Parties and other activities for the 2018-2019 school year. Teachers will also participate to strengthen parent-teacher involvement and cooperation.	Parent Involvement	08/02/2018	05/24/2019	\$0	No Funding Required	School Administration School Faculty

Status	Progress Notes	Created On	Created By
Completed	McNair Faculty had 100% participation, earning the Golden Apple Award.	October 04, 2018	Cheryl Phillips Walker

**Strategy 4:**

NOVA Counselor - We will have a NOVA Counselor to assist with school culture and behavior.

Category: Implement Guidance and Counseling Plan

Research Cited: Supported Information found at the website: <https://www.wellstone.com/services/substance-abuse/nova-center-for-youth-and-family/>

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Activity - Supporting Teachers with Student Behavioral Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The NOVA Counselor will provide proactive and reactive support in efforts to guide students into appropriate behavioral habits when referred by School Counselor.	Behavioral Support Program	08/02/2018	05/24/2019	\$0	Other	School Administration School Faculty School Counselor NOVA Counselor

**Goal 7: ELL Goal****Measurable Objective 1:**

55% of English Learners students will demonstrate a proficiency progress in English Language in English Language Arts by 05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment..

**Strategy 1:**

English Learner Plan - English Learner Plan- Arrange for embedded ESL instruction through pull-out and small group with the school's ELL representative.

Category: Develop/Implement Learning Supports

Research Cited: SBR

Activity - Review ELL Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the first grading period of school, classroom teachers and ELL Coordinators will meet and review ACCESS testing results of ELL students and collaborate on next steps for ELL students' individualized learning.	Academic Support Program	09/20/2018	05/24/2019	\$0	No Funding Required	ELL Coordinator School Faculty

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Activity - ELL Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELL school representative will provide professional development for teachers on the use of ELLevate- a District program for ELL to differentiate instruction.	Academic Support Program, Professional Learning	07/27/2018	07/27/2018	\$0	No Funding Required	ELL Coordinator-District ELL School Representative

Activity - ELL Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McNair lesson plan template will include a section, specifically for ELL activities. This targets the individualized instruction of ELL students with resources from the District program ELLevate implemented.	Academic Support Program	08/02/2018	05/24/2019	\$0	No Funding Required	School Administration Curriculum Specialist School Faculty

Activity - ELLevate Instructional Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the ELLevate framework. This prescriptive system is used to support identified students of ELL. The program provides lessons and differentiated instruction for individualized reinforcement and enhancement.	Academic Support Program	08/02/2018	05/24/2019	\$0	District Funding	ELL District Coordinator ELL School Representative Teachers

## **Goal 8: To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19**

**Measurable Objective 1:**

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018-19 by 05/24/2019 as measured by completing the monthly newsletters from the principal to stakeholders..

**Strategy 1:**

school-to-home/home-to-school engagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19 school year will be the following:

1. The school principal will provide a monthly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).
    - a. Information will be disseminated to all stakeholders via method(s) and format(s) that are coherent and appropriate to specific stakeholder groups.
  2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.
    - a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.
    - b. Second 9 Weeks – Day Event – Principal and Curriculum Specialist will hold a lunch and/or breakfast to discuss information on the ACIP and school events with all stakeholders.
    - c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders.
    - d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events with all stakeholders.
- These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/24/2019	\$0	No Funding Required	Faculty and staff of Ronald McNair Junior High School,

**Goal 9: CSI SMART GOAL #1-The percentage of students scoring proficient or higher in mathematics will increase from 13% to 18% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.**

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate student proficiency (pass rate) from 13% to 18% on the SCANTRON math assessment given in the Spring of the 2018-2019 school year in Mathematics by 05/24/2019 as measured by Student scores on the SCANTRON math assessment..

**Strategy 1:**

Targeted Math Standards Initiative - During the 90 minute block, mathematics teachers will use the last 30 to 45 minutes of the block facilitating the Dreambox program with all students, excluding the Self-Contained population. SCANTRON allows teachers to identify non-mastered standards that align Dreambox that can be assigned to students for extra practice.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

**Strategy 2:**

Targeted Math Standards Initiative-Elective Pullout - Students scoring at least two grade levels below proficient, have been identified for pull out of their elective courses to afford them additional time to work on the Dreambox program to which standards will be assigned by the teacher for the students to study and do aligned assignments. Math teachers and tutors will be provided to assist students during the pull out. This strategy is designed to promote the increase of students scoring proficient on the SCANTRON test.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative-Elective Pull Out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Title I Schoolwide	Principal, Curriculum Specialist, Counselor, Teachers, Tutors

**Strategy 3:**

Targeted Math Standards Initiative-Progress Monitoring - Students will be progress monitored for growth every two weeks. Teachers will use assessments generated from Performance Series to determine students' mastery of standards. We will consider mastery of standards at 70% and above demonstration of comprehension. This strategy will assist with driving next steps regarding current practices, re-teaching standards, and possible consideration of new intervention.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative-Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards will be progress monitored, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

**Strategy 4:**

Targeted Math Standards Initiative-PST/Rtl - Students showing significant loss in scale scores from the fall and winter 2018 administration of SCANTRON testing will be placed on PST/Rtl and progress monitored, weekly using teacher made assessments along with those generated from Performance Series.

Category: Develop/Implement Learning Supports

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Activity - Targeted Math Standards Initiative-Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards, based on SCANTRON database will be monitored and documented through PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Assistant Principals, Curriculum Specialist, Behavior Specialist, Counselor, Teachers

**Goal 10: CSI SMART GOAL #2-The percentage of students scoring proficient or higher in reading will increase from 6% to 11% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.**

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate student proficiency (pass rate) from 6% to 11% on the SCANTRON Reading assessment given in the Spring of the 2018 - 2019 school year in Reading by 05/24/2019 as measured by Student scores on the SCANTRON math assessment..

**Strategy 1:**

Targeted Reading Standards Initiative - During the 90 minute block, ELA teachers will use the last 30 to 45 minutes of the block facilitating the Classworks program with all students, excluding the Self-Contained population. SCANTRON allows teachers to identify non-mastered standards that align with Classworks standards.

Accordingly, Classworks standards can be assigned to students for extra practice.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	05/24/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

**Strategy 2:**

Targeted Reading Standards Initiative-Elective Pullout - Students scoring at least two grade levels below proficient, have been identified for pull out of their elective courses to afford them additional time to work on the Classworks program to which standards will be assigned by the teacher for the students to study and do aligned assignments. Math teachers and tutors will be provided to assist students during the pull out. This strategy is designed to promote the increase of students scoring proficient on the SCANTRON test.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-Elective Pullout	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Title I Schoolwide	Principal, Curriculum Specialist, Counselor, Teachers, Tutors

**Strategy 3:**

Targeted Reading Standards Initiative-Progress Monitoring - Students will be progress monitored for growth every two weeks. Teachers will use assessments generated from Performance Series to determine students' mastery of standards. We will consider mastery of standards at 70% and above demonstration of comprehension. This strategy will assist with driving next steps regarding current practices, re-teaching standards, and possible consideration of new intervention.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards will be progressed monitored, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers



**Strategy 4:**

Targeted Reading Standards Initiative-PST/Rtl - Students showing significant loss in scale scores from the fall and winter 2018 administration of SCANTRON testing will be placed on PST/Rtl and progress monitored, weekly using teacher made assessments along with those generated from Performance Series.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-PST/Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards, based on the SCANTRON database will be progress monitored and documented for PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Assistant Principals, Curriculum Specialist, Counselor, Behavior Specialist, Teachers

**Goal 11: CSI SMART GOAL #3-The percentage of students attaining the mathematics growth target of at least one year's growth will increase from 30% to 40% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.**

**Measurable Objective 1:**

A 10% increase of All Students will increase student growth from 30% to 40% on the SCANTRON math assessment given in the Spring of the 2018-2019 school year in Mathematics by 05/24/2019 as measured by Student scores on the SCANTRON math assessment.

**Strategy 1:**

Targeted Math Standards Initiative - During the 90 minute block, mathematics teachers will use the last 30 to 45 minutes of the block facilitating the Dreambox program with all students, excluding the Self-Contained population. SCANTRON allows teachers to identify non-mastered standards that align with Dreambox standards.

Accordingly, Dreambox standards can be assigned to students for extra practice.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

**Strategy 2:**

Targeted Math Standards Initiative-Elective Pullout - Students scoring at least two grade levels below proficient, have been identified for pull out of their elective courses to afford them additional time to work on the Dreambox program to which standards will be assigned by the teacher for the students to study and do aligned assignments. Math teachers and tutors will be provided to assist students during the pull out. This strategy is designed to promote the increase of students scoring proficient on the SCANTRON test.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative-Elective Pullout	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Title I Schoolwide	Principal, Curriculum Specialist, Counselor, Teachers, Tutors

**Strategy 3:**

Targeted Math Standards Initiative-Progress Monitoring - Students will be progress monitored for growth every two weeks. Teachers will use assessments generated from Performance Series to determine students' mastery of standards. We will consider mastery of standards at 70% and above demonstration of comprehension. This strategy will assist with driving next steps regarding current practices, re-teaching standards, and possible consideration of new intervention.

Category: Develop/Implement Learning Supports

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Activity - Targeted Math Standards Initiative-Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards, will be progress monitored based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

**Strategy 4:**

Targeted Math Standards Initiative-PST/Rtl - Students showing significant loss in scale scores from the fall and winter 2018 administration of SCANTRON testing will be placed on PST/Rtl and progress monitored, weekly using teacher made assessments along with those generated from Performance Series.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative-PST/Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards will be progress monitored and documented for PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Counselor, Teachers

**Goal 12: CSI SMART GOAL #4-The percentage of students attaining the reading growth target of at least one year's growth will increase from 44% to 54% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.**

**Measurable Objective 1:**

A 10% increase of All Students will increase student growth from 44% to 54% on the SCANTRON reading assessment given in the Spring of the 2018-2019 school year in Reading by 05/24/2019 as measured by Student scores on the SCANTRON reading assessment.

**Strategy 1:**

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Targeted Reading Standards Initiative - During the 90 minute block, ELA teachers will use the last 30 to 45 minutes of the block facilitating the Classworks program with all students, excluding the Self-Contained population. SCANTRON allows teachers to identify non-mastered standards that align with Classworks standards.

Accordingly, Calssworks standards can be assigned to students for extra practice.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

**Strategy 2:**

Targeted Reading Standards Initiative-Elective Pullout - Students scoring at least two grade levels below proficient, have been identified for pull out of their elective courses to afford them additional time to work on the Classworks program to which standards will be assigned by the teacher for the students to study and do aligned assignments. Math teachers and tutors will be provided to assist students during the pull out. This strategy is designed to promote the increase of students scoring proficient on the SCANTRON test.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-Elective Pullout	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Title I Schoolwide	Principal, Curriculum Specialist, Counselor, Teachers, Tutors

**Strategy 3:**

Targeted Reading Standards Initiative-Progress Monitoring - Students will be progress monitored for growth every two weeks. Teachers will use assessments generated from Performance Series to determine students' mastery of standards. We will consider mastery of standards at 70% and above demonstration of comprehension. This strategy will assist with driving next steps regarding current practices, re-teaching standards, and possible consideration of new intervention. Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards will be progress monitored, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

**Strategy 4:**

Targeted Reading Standards Initiative-PST/Rtl - Students showing significant loss in scale scores from the fall and winter 2018 administration of SCANTRON testing will be placed on PST/Rtl and progress monitored, weekly using teacher made assessments along with those generated from Performance Series. Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-PST/Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards will be progress monitored and documented for PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Assistant Principals, Curriculum Specialist, Behavior Specialist, Counselor, Teachers

**Goal 13: CSI SMART GOAL #5-The percentage of non-chronically absent students will increase from 58% to 90% or higher by the end of the 2018-2019 school year, measured by the Information**

## Now database.

### Measurable Objective 1:

A 32% increase of All Students will demonstrate a behavior to improve attendance of non-chronically absent students from 58% to 90% or higher for the 2018-2019 school year in Practical Living by 05/24/2019 as measured by data extracted from INOW.

### Strategy 1:

Targeted Attendance Initiative - Attendance is being monitored and addressed according to the Huntsville City Schools plan. However, in addition to the Early Warning notice being submitted, McNair is holding conferences with parents to determine the reasons for the absence to better understand how to assist with solutions to those barriers. We are arranging solutions such as adding bus routes closer to the home. If the student has a sibling at Jemison start time, consider bringing both students earlier to accommodate the McNair and Jemison start time. We are working with the parent(s)/guardian(s) to explore solutions to the problem before the absences become chronic. McNair has also implemented an incentive plan to celebrate attendance through PBIS. However, the most impactful attendance promotion is to provide a welcoming and safe environment, strong relationships, and relevant engaging instruction.

Category: Develop/Implement Student and School Culture Program

Activity - Targeted Attendance Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Attendance Process will be implemented to increase non-chronically absent students, based on INOW database.	Behavioral Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	Principal, Assistant Principals, Curriculum Specialist, Social Worker, Behavior Specialist, Counselor, Teachers, Registrar, Office Staff

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Activity - Attendance Incentive Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance incentive program is in place through PBIS to encourage students and parents to increase attendance.	Behavioral Support Program	10/31/2018	05/24/2019	\$2000	Other	Attendance Team, Teachers

**Goal 14: CSI SMART GOAL #6-The percentage of EL students scoring proficient or higher in mathematics will increase from 0% to 5% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.**

**Measurable Objective 1:**

A 5% increase of Seventh and Eighth grade English Learners students will demonstrate a proficiency from 0% to 5% on the SCANTRON math assessment given in the Spring of the 2018-2019 school year in Mathematics by 05/24/2019 as measured by Student scores on the SCANTRON math assessment.

**Strategy 1:**

Targeted Math Standards Initiative - During the 90 minute block, mathematics teachers will use the last 30 to 45 minutes of the block facilitating the Dreambox program with all students, excluding the Self-Contained population. SCANTRON allows teachers to identify non-mastered standards that align Dreambox that can be assigned to students for extra practice.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database..	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Counselor, Teachers

**Strategy 2:**

Targeted Reading Standards Initiative-Elective Pullout - Students scoring at least two grade levels below proficient, have been identified for pull out of their elective courses to afford them additional time to work on the Dreambox program to which standards will be assigned by the teacher for the students to study and do aligned assignments. Math teachers and tutors will be provided to assist students during the pull out. This strategy is designed to promote the increase of students scoring proficient on the SCANTRON test.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-Elective Pullout	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Title I Schoolwide	Principal, Curriculum Specialist, Counselor, Teachers, Tutors

**Strategy 3:**

Targeted Math Standards Initiative-Progress Monitoring - Students will be progress monitored for growth every two weeks. Teachers will use assessments generated from Performance Series to determine students' mastery of standards. We will consider mastery of standards at 70% and above demonstration of comprehension. This strategy will assist with driving next steps regarding current practices, re-teaching standards, and possible consideration of new intervention.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative-Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards will be progress monitored, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

**Strategy 4:**

Targeted Math Standards Initiative-PST/Rtl - Students showing significant loss in scale scores from the fall and winter 2018 administration of SCANTRON testing will



be placed on PST/Rtl and progress monitored weekly, using teacher made assessments along with those generated from Performance Series.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative-PST/Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards, based on SCANTRON database will be monitored and documented through PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Assistant Principals, Curriculum Specialist, Behavior Specialist, Counselor, Teachers

**Goal 15: CSI SMART GOAL #7-The percentage of EL students scoring proficient or higher in reading will increase from 10% to 15% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.**

**Measurable Objective 1:**

A 5% increase of Seventh and Eighth grade English Learners students will demonstrate a proficiency from 10% to 15% on the SCANTRON reading assessment given in the Spring of the 2018-2019 school year in Reading by 05/24/2019 as measured by Student scores on the SCANTRON reading assessment.

**Strategy 1:**

Targeted Reading Standards Initiative - During the 90 minute block, ELA teachers will use the last 30 to 45 minutes of the block facilitating the Classworks program with all students, excluding the Self-Contained population. SCANTRON allows teachers to identify non-mastered standards that align Classworks that can be assigned to students for extra practice.

Category: Develop/Implement Learning Supports

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Activity - Targeted Reading Standards Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

**Strategy 2:**

Targeted Reading Standards Initiative-Elective Pullout - Students scoring at least two grade levels below proficient, have been identified for pull out of their elective courses to afford them additional time to work on the Classworks program to which standards will be assigned by the teacher for the students to study and do aligned assignments. ELA teachers and tutors will be provided to assist students during the pull out. This strategy is designed to promote the increase of students scoring proficient on the SCANTRON test.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-Elective Pullout	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Title I Schoolwide	Principal, Curriculum Specialist, Counselor, Teachers, Tutors

**Strategy 3:**

Targeted Reading Standards Initiative-Progress Monitoring - Students will be progress monitored for growth every two weeks. Teachers will use assessments generated from Performance Series to determine students' mastery of standards. We will consider mastery of standards at 70% and above demonstration of comprehension. This strategy will assist with driving next steps regarding current practices, re-teaching standards, and possible consideration of new intervention.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers
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**Strategy 4:**

Targeted Reading Standards Initiative-PST/Rtl - Students showing significant loss in scale scores from the fall and winter 2018 administration of SCANTRON testing will be placed on PST/Rtl and progress monitored, weekly using teacher made assessments along with those generated from Performance Series.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-PST/Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students showing significant loss in scale scores from the fall and winter 2018 administration of SCANTRON testing will be placed on PST/Rtl and progress monitored, weekly using teacher made assessments along with those generated from Performance Series.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Assistant Principals, Curriculum Specialist, Counselor, Behavior Specialist, Teachers

**Strategy 5:**

Targeted EL Standards Initiative-ELlevation - Students will work on targeted identified non-mastered standards from Individualized LEP documentation. From the ELlevation platform, teachers will apply strategies to assist EL students in attaining goals. This strategy is designed to promote the increase of students scoring proficient on the ACCESS test.

Category: Develop/Implement Learning Supports

Activity - Targeted EL Standards Initiative-Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional Staff members participate in an ELlevation strategies workshop to enhance instruction to promote improved proficiency in EL students.	Professional Learning	12/13/2018	12/13/2018	\$0	No Funding Required	EL Site Coordinator, Curriculum Specialist, Teachers
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Activity - Targeted EL Standards Initiative-Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff members participate in an ELlevation strategies workshop to enhance instruction to promote improved proficiency in EL students.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	EL Site Coordinator, Curriculum Specialist, Teachers

**Goal 16: CSI SMART GOAL #8-The percentage of EL students attaining the mathematics growth target of at least one year's growth will increase from 19% to 29% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May 2019.**

**Measurable Objective 1:**

A 10% increase of Seventh and Eighth grade English Learners students will increase student growth from 19% to 29% on the SCANTRON math assessment given in the Spring of the 2018-2019 school year in Mathematics by 05/24/2019 as measured by Student scores on the SCANTRON math assessment.

**Strategy 1:**

Targeted Math Standards Initiative - During the 90 minute block, mathematics teachers will use the last 30 to 45 minutes of the block facilitating the Dreambox program with all students, excluding the Self-Contained population. SCANTRON allows teachers to identify non-mastered standards that align Dreambox that can be assigned to students for extra practice.

Category: Develop/Implement Learning Supports

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Activity - Targeted Math Standards Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

**Strategy 2:**

Targeted Math Standards Initiative-Elective Pullout - Students scoring at least two grade levels below proficient, have been identified for pull out of their elective courses to afford them additional time to work on the Dreambox program to which standards will be assigned by the teacher for the students to study and do aligned assignments. Math teachers and tutors will be provided to assist students during the pull out. This strategy is designed to promote the increase of students scoring proficient on the SCANTRON test.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative-Elective Pullout	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Title I Schoolwide	Principal, Curriculum Specialist, Teachers

**Strategy 3:**

Targeted Math Standards Initiative-Progress Monitoring - Students will be progress monitored for growth every two weeks. Teachers will use assessments generated from Performance Series to determine students' mastery of standards. We will consider mastery of standards at 70% and above demonstration of comprehension. This strategy will assist with driving next steps regarding current practices, re-teaching standards, and possible consideration of new intervention.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative-Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students working on non-mastered standards, based on SCANTRON database will be monitored and documented through PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Counselor, Teachers
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**Strategy 4:**

Targeted Math Standards Initiative-PST/Rtl - Students showing significant loss in scale scores from the fall and winter 2018 administration of SCANTRON testing will be placed on PST/Rtl and progress monitored, weekly using teacher made assessments along with those generated from Performance Series.

Category: Develop/Implement Learning Supports

Activity - Targeted Math Standards Initiative-PST/Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards, based on SCANTRON database will be monitored and documented through PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Counselor, Teachers

**Goal 17: CSI SMART GOAL #9-The percentage of EL students attaining the reading growth target of at least one year's growth will increase from 35% to 45% by the end of the 2018-2019 school year, measured by the SCANTRON test administered in May of 2019.**

**Measurable Objective 1:**

A 10% increase of Seventh and Eighth grade English Learners students will increase student growth from 35% to 45% on the SCANTRON reading assessment given in the Spring of the 2018-2019 school year in Reading by 05/24/2019 as measured by Student scores on the SCANTRON reading assessment.

**Strategy 1:**

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Targeted Reading Standards Initiative - Students scoring at least two grade levels below proficient, have been identified for pull out of their elective courses to afford them additional time to work on the Classworks program to which standards will be assigned by the teacher for the students to study and do aligned assignments. ELA teachers and tutors will be provided to assist students during the pull out. This strategy is designed to promote the increase of students scoring proficient on the SCANTRON test.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

**Strategy 2:**

Targeted Reading Standards Initiative-Elective Pullout - Students scoring at least two grade levels below proficient, have been identified for pull out of their elective courses to afford them additional time to work on the Classworks program to which standards will be assigned by the teacher for the students to study and do aligned assignments. ELA teachers and tutors will be provided to assist students during the pull out. This strategy is designed to promote the increase of students scoring proficient on the SCANTRON test.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-Elective Pullout	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Title I Schoolwide	Students will be working on non-mastered standards, based on the SCANTRON database.

**Strategy 3:**

Targeted Reading Standards Initiative-Progress Monitoring - Students will be progress monitored for growth every two weeks. Teachers will use assessments

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generated from Performance Series to determine students' mastery of standards. We will consider mastery of standards at 70% and above demonstration of comprehension. This strategy will assist with driving next steps regarding current practices, re-teaching standards, and possible consideration of new intervention.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students showing significant loss in scale scores from the fall and winter 2018 administration of SCANTRON testing will be placed on PST/RtI and progress monitored, weekly using teacher made assessments along with those generated from Performance Series.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

#### Strategy 4:

Targeted Reading Standards Initiative-PST/RtI - Students will be progress monitored for growth every two weeks. Teachers will use assessments generated from Performance Series to determine students' mastery of standards. We will consider mastery of standards at 70% and above demonstration of comprehension. This strategy will assist with driving next steps regarding current practices, re-teaching standards, and possible consideration of new intervention.

Category: Develop/Implement Learning Supports

Activity - Targeted Reading Standards Initiative-PST/RtI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students working on non-mastered standards, based on SCANTRON database will be monitored and documented through PST/RtI.	Academic Support Program	01/28/2019	04/26/2019	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Behavior Specialist, Counselor, Teachers

#### Strategy 5:

Targeted EL Standards Initiative-ELlevation - Students will work on targeted identified non-mastered standards from Individualized LEP documentation. From the ELlevation platform, teachers will apply strategies to assist EL students in attaining goals. This strategy is designed to promote the increase of students scoring



proficient on the ACCESS test.

Category: Develop/Implement Learning Supports

Activity - Targeted EL Standards Initiative-Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff members participate in an ELlevation strategies workshop to enhance instruction to promote improved proficiency in EL students.	Professional Learning	12/13/2018	12/13/2018	\$0	No Funding Required	EL Site Coordinator, Curriculum Specialist, Teachers

Activity - Targeted EL Standards Initiative-Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete assigned activities derived from the ELlevation program based on their individualized LEPs.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	EL Site Coordinator, Curriculum Specialist, Teachers

**Goal 18: CSI SMART GOAL #10-The percentage of EL students attaining the growth target of at least one year's growth will increase from 0% to 12% by the end of the 2018-2019 school year, measured by the ACCESS test administered in May of 2019.**

**Measurable Objective 1:**

A 12% increase of Seventh and Eighth grade English Learners students will increase student growth from 0% to 12% on the ACCESS assessment given in the Spring of the 2018-2019 school year in Reading by 05/24/2019 as measured by Student scores on the ACCESS assessment..

**Strategy 1:**

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Targeted EL Standards Initiative-ELlevation - Students will work on targeted identified non-mastered standards from Individualized LEP documentation. From the ELlevation platform, teachers will apply strategies to assist EL students in attaining goals. This strategy is designed to promote the increase of students scoring proficient on the ACCESS test.

Category: Develop/Implement Learning Supports

Activity - Targeted EL Standards Initiative-Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff members participate in an ELlevation strategies workshop to enhance instruction to promote improved proficiency in EL students.	Professional Learning	12/13/2018	12/13/2018	\$0	No Funding Required	Principal, EL Site Coordinator, Curriculum Specialist

Activity - Targeted EL Standards Initiative-Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete assigned activities derived from the ELlevation program based on their Individualized LEP.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	EL Site Coordinator, Curriculum Specialist, Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilization of Math Manipulatives	Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000	School administration Counselor
Targeted Math Standards Initiative-Elective Pullout	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Principal, Curriculum Specialist, Counselor, Teachers, Tutors
Read 180	The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550	School Administration Reading Interventionist
Additional Math Teaching Staff Member	Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000	School administration Math teacher
Targeted Math Standards Initiative-Elective Pull Out	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Principal, Curriculum Specialist, Counselor, Teachers, Tutors
Targeted Reading Standards Initiative-Elective Pullout	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Students will be working on non-mastered standards, based on the SCANTRON database.
Targeted Math Standards Initiative-Elective Pullout	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Principal, Curriculum Specialist, Teachers

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Targeted Reading Standards Initiative-Elective Pullout	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Principal, Curriculum Specialist, Counselor, Teachers, Tutors
Targeted Reading Standards Initiative-Elective Pullout	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Principal, Curriculum Specialist, Counselor, Teachers, Tutors
Targeted Reading Standards Initiative-Elective Pullout	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Principal, Curriculum Specialist, Counselor, Teachers, Tutors
Scholastic Math magazine	Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Academic Support Program, Professional Learning	08/24/2018	05/24/2019	\$1200	School administration Curriculum Specialist Math Teachers
Teacher Training on Digital Programs	Teachers will participate in training with the Google Coach and or District Technology Coach during their planning and after school in areas specific to integrating technological pedagogy into daily lessons for the purpose of increasing student engagement and academic growth.	Academic Support Program	08/06/2018	05/24/2019	\$1000	District Technology Coach, Google Coach, McNair administration, Curriculum Specialists, all of McNair's instructional staff.
Addition of ELA Staff Member for Read 180 Program	Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Academic Support Program, Direct Instruction	07/31/2018	05/24/2019	\$58000	School administration ELA teacher
Targeted Reading Standards Initiative-Elective Pullout	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$6000	Principal, Curriculum Specialist, Counselor, Teachers, Tutors

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Supporting Teachers With Student Behavioral Support	The Behavioral Interventionist will provide proactive and reactive support to teachers in efforts to guide students into appropriate behavioral habits when students are referred to the Problem Solving Team (PST).	Behavioral Support Program	08/02/2018	05/24/2019	\$50000	School administration School Faculty Behavioral Interventionist PST Team
<b>Total</b>					\$238750	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Technology Coaching	A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, She works with groups of certified teachers once per week to introduce varied technology tools used to strengthen the pedagogy while promoting student engagement and academic growth,	Academic Support Program, Technology, Direct Instruction	08/02/2018	05/24/2019	\$0	The District Technology Coach is responsible to all instructional staff.
<b>Total</b>					\$0	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Google Coaching	A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement,	Academic Support Program, Direct Instruction	08/02/2018	05/24/2019	\$74766	The Google Coach is responsible to all of the instructional staff.
Supporting Teachers with Student Behavioral Support	The NOVA Counselor will provide proactive and reactive support in efforts to guide students into appropriate behavioral habits when referred by School Counselor.	Behavioral Support Program	08/02/2018	05/24/2019	\$0	School Administration School Faculty School Counselor NOVA Counselor
Attendance Incentive Program	Attendance incentive program is in place through PBIS to encourage students and parents to increase attendance.	Behavioral Support Program	10/31/2018	05/24/2019	\$2000	Attendance Team, Teachers

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Open House	School invites stakeholders to dinner as an open opportunity to meet the new principal, faculty/staff, and to get pertinent information and expectations on schoolwide academic data, mission and vision . Open house is also a time for needed parent information and paper work to be distributed and completed.	Community Engagement	08/21/2018	08/21/2018	\$500	School Administration School Faculty
Using Technology to Support Reading Instruction	School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000	School administration Faculty members Staff members Google Coach
<b>Total</b>					\$127266	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Curriculum	Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 5% from the baseline usage of 18-19 school year of 53%.	Technology	08/02/2018	05/24/2019	\$0	LEA of the school and HCS IT Department
<b>Total</b>					\$0	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Reading Standards Initiative-Progress Monitoring	Students working on non-mastered standards will be progressed monitored, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
Targeted Reading Standards Initiative	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
Targeted Reading Standards Initiative-PST/Rtl	Students showing significant loss in scale scores from the fall and winter 2018 administration of SCANTRON testing will be placed on PST/Rtl and progress monitored, weekly using teacher made assessments along with those generated from Performance Series.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Assistant Principals, Curriculum Specialist, Counselor, Behavior Specialist, Teachers

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Targeted Reading Standards Initiative	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
Targeted Math Standards Initiative-Progress Monitoring	Students working on non-mastered standards will be progress monitored,based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
Targeted EL Standards Initiative-Students	Students will complete assigned activities derived from the ELLevation program based on their Individualized LEP.	Academic Support Program	08/06/2018	05/24/2019	\$0	EL Site Coordinator, Curriculum Specialist, Teachers
ELL Professional Development	The ELL school representative will provide professional development for teachers on the use of ELLevate- a District program for ELL to differentiate instruction.	Academic Support Program, Professional Learning	07/27/2018	07/27/2018	\$0	ELL Coordinator-District ELL School Representative
Targeted Reading Standards Initiative-PST/Rtl	Students working on non-mastered standards, based on SCANTRON database will be monitored and documented through PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Assistant Principal, Curriculum Specialist, Behavior Specialist, Counselor, Teachers
Targeted EL Standards Initiative-Instruction	Instructional Staff members participate in an ELLevation strategies workshop to enhance instruction to promote improved proficiency in EL students.	Professional Learning	12/13/2018	12/13/2018	\$0	EL Site Coordinator, Curriculum Specialist, Teachers
Orientation	Parents are invited to the school during this time for student schedule pickup, athletic paperwork, Info-Snap completion, and additional paperwork for parents. Paperwork distribution is backup for sending home and returning of documents.	Parent Involvement	08/02/2018	08/02/2018	\$0	School Administration School Faculty
Targeted Math Standards Initiative-PST/Rtl	Students working on non-mastered standards, based on SCANTRON database will be monitored and documented through PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Counselor, Teachers
Targeted EL Standards Initiative-Instruction	Instructional Staff members participate in an ELLevation strategies workshop to enhance instruction to promote improved proficiency in EL students.	Professional Learning	12/13/2018	12/13/2018	\$0	EL Site Coordinator, Curriculum Specialist, Teachers

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Using Technology to Support Math Instruction	School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0	School administration Faculty members Staff members
Breakfast and Lunch Talks	Principal and Curriculum Specialist will hold breakfast and lunch talks to discuss with all stakeholders information on the ACIP and other important ventures of the school and student academics. These talks will be during each grading period.	Parent Involvement	08/02/2018	05/24/2019	\$0	School Administration Curriculum Specialist
Targeted Reading Standards Initiative-Progress Monitoring	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
Targeted Math Standards Initiative	Students will be working on non-mastered standards, based on the SCANTRON database..	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Counselor, Teachers
McNair Parental Involvement	McNair Jr. will incorporate parental involvement through Parent Parties and other activities for the 2018-2019 school year. Teachers will also participate to strengthen parent-teacher involvement and cooperation.	Parent Involvement	08/02/2018	05/24/2019	\$0	School Administration School Faculty
A/B Block	Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0	School Administration School Faculty
Targeted EL Standards Initiative-Students	Students will complete assigned activities derived from the ELlevation program based on their individualized LEPs.	Academic Support Program	08/06/2018	05/24/2019	\$0	EL Site Coordinator, Curriculum Specialist, Teachers
Targeted Attendance Initiative	The Attendance Process will be implemented to increase non-chronically absent students, based on INOW database.	Behavioral Support Program	08/07/2018	05/24/2019	\$0	Principal, Assistant Principals, Curriculum Specialist, Social Worker, Behavior Specialist, Counselor, Teachers, Registrar, Office Staff



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Targeted Math Standards Initiative	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
Targeted Reading Standards Initiative-PST/Rtl	Students working on non-mastered standards will be progress monitored and documented for PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Assistant Principals, Curriculum Specialist, Behavior Specialist, Counselor, Teachers
Quarterly engagement meetings	<p>a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.</p> <p>b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders.</p> <p>c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders.</p> <p>d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders.</p> <p>• These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.</p>	Community Engagement	08/06/2018	05/24/2019	\$0	Faculty and staff of Ronald McNair Junior High School,
Targeted Reading Standards Initiative-PST/Rtl	Students working on non-mastered standards, based on the SCANTRON database will be progress monitored and documented for PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Assistant Principals, Curriculum Specialist, Counselor, Behavior Specialist, Teachers
Targeted Reading Standards Initiative	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	05/24/2019	\$0	Principal, Curriculum Specialist, Teachers
Targeted Math Standards Initiative	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
Targeted Math Standards Initiative-Progress Monitoring	Students working on non-mastered standards, based on SCANTRON database will be monitored and documented through PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Counselor, Teachers

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Targeted EL Standards Initiative-Students	Instructional Staff members participate in an ELLevation strategies workshop to enhance instruction to promote improved proficiency in EL students.	Academic Support Program	08/06/2018	05/24/2019	\$0	EL Site Coordinator, Curriculum Specialist, Teachers
Saturday School Tutoring Program	Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0	School administration School faculty
Targeted Reading Standards Initiative	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
A/B Block	Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0	School Administration School Faculty
Targeted EL Standards Initiative-Instruction	Instructional Staff members participate in an ELLevation strategies workshop to enhance instruction to promote improved proficiency in EL students.	Professional Learning	12/13/2018	12/13/2018	\$0	Principal, EL Site Coordinator, Curriculum Specialist
Targeted Math Standards Initiative-Rtl	Students working on non-mastered standards, based on SCANTRON database will be monitored and documented through PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Assistant Principals, Curriculum Specialist, Behavior Specialist, Counselor, Teachers
Saturday School Tutoring Program	Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0	School administration Faculty Staff
Targeted Math Standards Initiative	Students will be working on non-mastered standards, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
Targeted Math Standards Initiative-PST/Rtl	Students working on non-mastered standards, based on SCANTRON database will be monitored and documented through PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Assistant Principals, Curriculum Specialist, Behavior Specialist, Counselor, Teachers

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Review ELL Data	Within the first grading period of school, classroom teachers and ELL Coordinators will meet and review ACCESS testing results of ELL students and collaborate on next steps for ELL students' individualized learning.	Academic Support Program	09/20/2018	05/24/2019	\$0	ELL Coordinator School Faculty
ELL Lesson Planning	McNair lesson plan template will include a section, specifically for ELL activities. This targets the individualized instruction of ELL students with resources from the District program ELLevate implemented.	Academic Support Program	08/02/2018	05/24/2019	\$0	School Administration Curriculum Specialist School Faculty
Professional Learning on Behavioral Strategies	School administration will provide guidance to teachers concerning teaching procedures to students and how to respond when students do not adhere to the procedures given by teachers.	Direct Instruction	08/02/2018	05/24/2019	\$0	School administration Behavioral Interventionist (s) Faculty members
Targeted Math Standards Initiative-Progress Monitoring	Students working on non-mastered standards will be progress monitored, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
Targeted Reading Standards Initiative-Progress Monitoring	Students working on non-mastered standards will be progress monitored, based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
Targeted Math Standards Initiative-PST/Rtl	Students working on non-mastered standards will be progress monitored and documented for PST/Rtl.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Counselor, Teachers
Targeted Reading Standards Initiative-Progress Monitoring	Students showing significant loss in scale scores from the fall and winter 2018 administration of SCANTRON testing will be placed on PST/Rtl and progress monitored, weekly using teacher made assessments along with those generated from Performance Series.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
Core Subject Reinforcement Weeks	Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0	School Administration School Faculty
Core Subject Reinforcement Weeks	Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson, Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0	School Administration School Faculty
Targeted Math Standards Initiative-Progress Monitoring	Students working on non-mastered standards, will be progress monitored based on the SCANTRON database.	Academic Support Program	01/28/2019	04/26/2019	\$0	Principal, Curriculum Specialist, Teachers
<b>Total</b>					<b>\$0</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELLevate Instructional Framework	Teachers will utilize the ELLevate framework. This prescriptive system is used to support identified students of ELL. The program provides lessons and differentiated instruction for individualized reinforcement and enhancement.	Academic Support Program	08/02/2018	05/24/2019	\$0	ELL District Coordinator ELL School Representative Teachers
UNIQUE Instructional Program	Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0	Self-Contained Teachers
Teacher Training on Dreambox Program	Math teachers will utilize the Dreambox supplemental program to help address student needs in mathematics.	Academic Support Program, Tutoring, Direct Instruction	08/01/2018	05/24/2019	\$0	District Math Department Staff, McNair's Administration and McNair's Math department staff.
Classworks Instructional Program	Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0	School Administration English Teachers
Teacher Training on Classworks Program	The Classworks program will address differentiation and students' reading and ELA needs,	Academic Support Program, Tutoring, Technology, Direct Instruction	09/26/2018	05/24/2019	\$0	District ELA Instructional Staff, McNair Administration, and McNair Teachers.
UNIQUE Instructional Program	Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0	Self-Contained Teachers
<b>Total</b>					\$0	

# **Stakeholder Feedback Diagnostic**

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Uploaded information is tally sheet evidence of Title I Parent Surveys	Title I Parent Survey Tally Sheet

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3



## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

Parent ranked the following areas as the overall highest level of satisfaction or approval:

Feeling welcomed in the school

Feeling encouraged to be involved

Reaching classroom teachers for discussion

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The following areas showing a trend toward increasing satisfaction or approval:

What it means to be a Title I School and rights

Academic goals and involvement

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

More welcoming environment has been a constant positive comment with other findings

Communication with child's teacher has been consistent and a targeted goal

## Areas in Need of Improvement

**Which area(s) indicate the overall lowest level of satisfaction or approval?**

Referrals to community services outside of the school

**Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

Internet access at home

Forms of communications to share information about child and school activities

**What are the implications for these stakeholder perceptions?**

Personal availability of Internet access

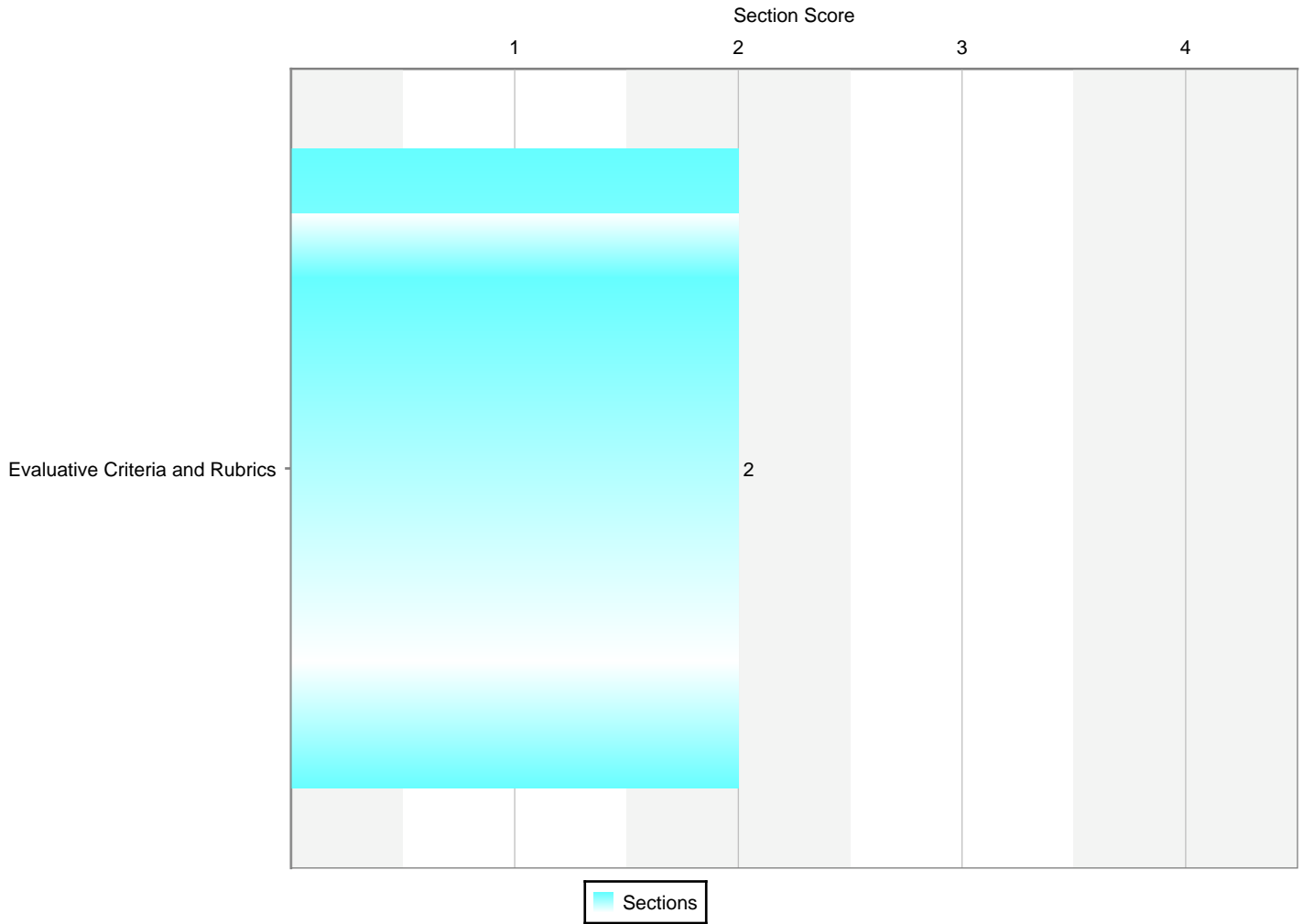
Communication forms constantly change and updating is lacked

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Communication formats and changing of information is varied and regularly changes without parent notifications and updates

## Report Summary

### Scores By Section



# **Title I Schoolwide Diagnostic**

## Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

### How was the comprehensive needs assessment conducted?

McNair administration, leadership team, and ACIP committee determined the comprehensive needs assessment through review of compiled school data

### What were the results of the comprehensive needs assessment?

The results showed targeted focus on various areas of school culture and academics that needed increased improvement.

### What conclusions were drawn from the results?

Conclusions drawn from the results included increased differentiated instructional strategies, classroom management, improving school culture and the mindset of growth, and adjusting the school day to help foster greater student achievement. Also, increased parental involvement was concluded to facilitate the venture.

### What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

It was concluded that a school overhaul is needed to to change perception, to increase student achievement, and to improve school programs/process, and demographic data.

### How are the school goals connected to priority needs and the needs assessment?

The school goals are a reflection of the overall needs based on compiled data and needs assessment outcomes.

### How do the goals portray a clear and detailed analysis of multiple types of data?

The goals show the clear and detailed analysis of various data because of the specificity and inclusion of the data written in measurable terms.

### How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals address the needs of the whole school population because they are written from the review of multiple data that classifies and details the various aspects of the school environment and culture.



## Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

### Goal 1:

Engage and Empower the Learner Through Technology

### Measurable Objective 1:

A 100% increase of Seventh and Eighth grade students will demonstrate a proficiency Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage of 41.7%. in Reading by 05/24/2019 as measured by Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage..

### Strategy1:

Google Coach - A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, The Google Coach will train teachers during their planning periods and after school.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Google Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement,	Direct Instruction Academic Support Program	08/02/2018	05/24/2019	\$74766 - Other	The Google Coach is responsible to all of the instructional staff.

### Strategy2:

Technology Usage - Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15%.

Category: Other - Digital Curriculum

Research Cited:



**ACIP**

Ronald McNair Jr. High

Activity - Digital Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 5% from the baseline usage of 18-19 school year of 53%.	Technology	08/02/2018	05/24/2019	\$0 - General Fund	LEA of the school and HCS IT Department

**Strategy3:**

District Technology Coaching - A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, This support is provided to McNair once per week.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - District Technology Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, She works with groups of certified teachers once per week to introduce varied technology tools used to strengthen the pedagogy while promoting student engagement and academic growth,	Technology Direct Instruction Academic Support Program	08/02/2018	05/24/2019	\$0 - Title I Part A	The District Technology Coach is responsible to all instructional staff.

**Goal 2:**

Prepare and support teachers and leaders to graduate college and career ready students.

**Measurable Objective 1:**

90% of All Students will demonstrate a behavior and will successfully demonstrate the ability to navigate web sites pertaining to electronic instructional curriculum and complete electronic assessments. in Reading by 05/24/2019 as measured by the number of hours students log for electronic programs such as Dreambox for Math and Classworks for Reading, Edmodo, Math XL as well as complete all electronic assessments..

**Strategy1:**

Classworks Training - The Classworks ELA program is a supplemental ELA program to assist students with reading and language skills. ELA teachers will implement the program via extended practice to address student needs. The program's lessons will also address differentiation.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Ronald McNair Jr. High

Activity - Teacher Training on Classworks Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Classworks program will address differentiation and students' reading and ELA needs,	Technology Direct Instruction Tutoring Academic Support Program	09/26/2018	05/24/2019	\$0 - District Funding	District ELA Instructional Staff, McNair Administration, and McNair Teachers.

**Strategy2:**

Dreambox Training - The math teachers will attend a series of training sessions to prepare how to utilize the Dreambox supplemental resources to increase student achievement. Math teachers will implement the Dreambox program to support differentiation and students' math goals.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Teacher Training on Dreambox Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize the Dreambox supplemental program to help address student needs in mathematics.	Tutoring Academic Support Program Direct Instruction	08/01/2018	05/24/2019	\$0 - District Funding	District Math Department Staff, McNair's Administration and McNair's Math department staff.

**Goal 3:**

Continuous Improvement Reading Goal

**Measurable Objective 1:**

A total of 425 All Students will demonstrate a proficiency increase from 8% to 13% in Reading on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test..

**Strategy1:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0 - District Funding	School Administration English Teachers

**ACIP**

Ronald McNair Jr. High

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0 - No Funding Required	School administration Faculty Staff

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000 - Other	School administration Faculty members Staff members Google Coach

**Strategy2:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Strategy3:**

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550 - Title I Schoolwide	School Administration Reading Interventionist

**ACIP**

Ronald McNair Jr. High

Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Direct Instruction Academic Support Program	07/31/2018	05/24/2019	\$58000 - Title I Schoolwide	School administration ELA teacher

**Strategy4:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Measurable Objective 2:**

A total of 425 All Students will increase student growth to 54% from 44% on the SCANTRON assessment given in the Spring of the 2017 - 2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test.

**Strategy1:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy2:**

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

**ACIP**

Ronald McNair Jr. High

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Academic Support Program Direct Instruction	07/31/2018	05/24/2019	\$58000 - Title I Schoolwide	School administration ELA teacher

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550 - Title I Schoolwide	School Administration Reading Interventionist

**Strategy3:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0 - District Funding	School Administration English Teachers

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0 - No Funding Required	School administration Faculty Staff

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000 - Other	School administration Faculty members Staff members Google Coach

**Strategy4:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

**ACIP**

Ronald McNair Jr. High

Category: Develop/Implement Learning Supports

Research Cited:

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Goal 4:**

Continuous Improvement Math Goal

**Measurable Objective 1:**

A total of 425 All Students will demonstrate a proficiency increase from 4% to 9% in Mathematics on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by the SCANTRON mathematics test..

**Strategy1:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.

Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000 - Title I Schoolwide	School administration Math teacher

**Strategy2:**

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use

**ACIP**

Ronald McNair Jr. High

Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Academic Support Program Professional Learning	08/24/2018	05/24/2019	\$1200 - Title I Schoolwide	School administration Curriculum Specialist Math Teachers

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0 - No Funding Required	School administration School faculty

Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000 - Title I Schoolwide	School administration Counselor

Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0 - No Funding Required	School administration Faculty members Staff members

**Strategy3:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy4:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Ronald McNair Jr. High

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	10/05/2018	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson, Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Measurable Objective 2:**

A total of 425 All Students will increase student growth to 40% from 30% on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by Student scores on the SCANTRON math assessment..

**Strategy1:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.

Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000 - Title I Schoolwide	School administration Math teacher

**Strategy2:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers



**Strategy3:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	10/05/2018	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson, Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Strategy4:**

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use

Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000 - Title I Schoolwide	School administration Counselor

Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Academic Support Program Professional Learning	08/24/2018	05/24/2019	\$1200 - Title I Schoolwide	School administration Curriculum Specialist Math Teachers

**ACIP**

Ronald McNair Jr. High

Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0 - No Funding Required	School administration Faculty members Staff members

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0 - No Funding Required	School administration School faculty

**Goal 5:**

Continuous Improvement School Culture Goal

**Measurable Objective 1:**

collaborate to improve attendance rate, decrease the number of out of school suspensions, and decrease number of students failing courses by 05/24/2019 as measured by data extracted from INOW..

**Strategy1:**

Behavioral Interventionist Staff Member - The school will utilize our behavioral interventionist to provide both proactive and reactive support to teachers to decrease the instances of negative behaviors in classrooms after referred by the Problem Solving Team (PST).

Category: Develop/Implement Student and School Culture Program

Research Cited: Behavioral intervention is a key component of Positive Behavior Intervention and Support programs across the United States.

Activity - Supporting Teachers With Student Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Behavioral Interventionist will provide proactive and reactive support to teachers in efforts to guide students into appropriate behavioral habits when students are referred to the Problem Solving Team (PST).	Behavioral Support Program	08/02/2018	05/24/2019	\$50000 - Title I Schoolwide	School administration School Faculty Behavioral Interventionist PST Team

**Strategy2:**

NOVA Counselor - We will have a NOVA Counselor to assist with school culture and behavior.

Category: Implement Guidance and Counseling Plan

Research Cited: Supported Information found at the website: <https://www.wellstone.com/services/substance-abuse/nova-center-for-youth-and-family/>

**ACIP**

Ronald McNair Jr. High

Activity - Supporting Teachers with Student Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The NOVA Counselor will provide proactive and reactive support in efforts to guide students into appropriate behavioral habits when referred by School Counselor.	Behavioral Support Program	08/02/2018	05/24/2019	\$0 - Other	School Administration School Faculty School Counselor NOVA Counselor

**Strategy3:**

Parent Information/Involvement - McNair will host various activities for to inform parents of the many aspects and activities associated with their children and the school. Activities are also designed for more parent involvement with their children and school in hopes of improved student achievement, student confidence, and student success-academically, socially, and emotionally.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research Cited: Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement.

Routledge. New York, NY. Appendix B, #39, Parental Involvement.

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to the school during this time for student schedule pickup, PTA interest, athletic paperwork, InfoSnap completion, and additional paperwork for parents. Paperwork distribution is backup for sending home and return.	Parent Involvement	08/02/2018	08/02/2018	\$0 - No Funding Required	School Administration School Faculty

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School invites stakeholders to dinner as an open opportunity to meet the new principal, faculty/staff, and to get pertinent information and expectations on schoolwide academic data, mission and vision . Open house is also a time for needed parent information and paper work to be distributed and completed.	Community Engagement	08/21/2018	08/21/2018	\$500 - Other	School Administration School Faculty

Activity - McNair PTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McNair Jr. will incorporate its PTA for the 2018-2019 school year. Teachers will also participate to strength the newly formed entity and another aspect of parent-teacher involvement and cooperation.	Parent Involvement	08/27/2018	05/24/2019	\$350 - Other	School Administration School Faculty

Activity - Breakfast and Lunch Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Curriculum Specialist will hold breakfast and lunch talks to discuss with all stakeholders information on the ACIP and other important ventures of the school and student academics. These talks with being during each grading period.	Parent Involvement	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration Curriculum Specialist

**Strategy4:**

Instructional Practices, Teaching Strategies and Direct Instruction - We believe that the most important factor in improving school culture as

it relates to attendance and failures is to improve the quality of instruction in the classrooms through building teacher capacity. We will build capacity through professional learning opportunities, formal and informal observations, regular feedback from observations, data walk-throughs and meetings, and intentional collaboration opportunities.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Rationally Improve Student Learning. ASCD. Alexandria, VA.

Hattie, J. (2009) Visible Learning: A Synthesis of 800 Meta-Analyses Relating to Achievement. Routledge. New York, NY. Appendix B Rank Order, #23 Teaching Strategies, #26 Direct Instruction

Activity - Professional Learning on Behavioral Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration will provide guidance to teachers concerning teaching procedures to students and how to respond when students do not adhere to the procedures given by teachers.	Direct Instruction	08/02/2018	05/24/2019	\$0 - No Funding Required	School administration Behavioral Interventionist(s) Faculty members

**Goal 6:**

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

**Measurable Objective 1:**

100% of All Students will demonstrate a behavior in using laptops and interactive white boards in all content areas. in Reading by 05/24/2019 as measured by weekly, drop-in administrative observations, teacher compliance surveys, and student technology survey..

**Strategy1:**

Digital Professional Learning - Teachers will participate in professional learning opportunities for the purpose of learning how to incorporate technology into the daily pedagogy to increase student engagement and academic growth.

Category: Develop/Implement Learning Supports

Research Cited: Bernasconi, N. & Desler, G. (2013). Learning the Language of Digital Citizenship. ASCD 8:26. <http://www.ascd.org/ascd-express/vol8/826-bernasconi.aspx>

Activity - Teacher Training on Digital Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training with the Google Coach and or District Technology Coach during their planning and after school in areas specific to integrating technological pedagogy into daily lessons for the purpose of increasing student engagement and academic growth.	Academic Support Program	08/06/2018	05/24/2019	\$1000 - Title I Schoolwide	District Technology Coach, Google Coach, McNair administration, Curriculum Specialists, all of McNair's instructional staff.

**Goal 7:**

ELL Goal

**Measurable Objective 1:**

55% of English Learners students will demonstrate a proficiency progress in English Language in English Language Arts by 05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment..

**Strategy1:**

English Learner Plan - English Learner Plan- Arrange for embedded ESL instruction through pull-out and small group with the District's ELL Coordinator.

Category: Develop/Implement Learning Supports

Research Cited: SBR

Activity - Review ELL Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the first grading period of school, classroom teachers and ELL Coordinators will meet and review ACCESS testing results of ELL students and collaborate on next steps for ELL students' individualized learning.	Academic Support Program	09/20/2018	05/24/2019	\$0 - No Funding Required	ELL Coordinator School Faculty

Activity - ELL Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McNair lesson plan template will include a section, specifically for ELL activities. This targets the individualized instruction of ELL students with resources from the District program ELLevate implemented.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration Curriculum Specialist School Faculty

Activity - ELL Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL school representative will provide professional development for teachers on the use of ELLevate- a District program for ELL to differentiate instruction.	Professional Learning Academic Support Program	07/27/2018	05/24/2019	\$0 - No Funding Required	ELL Coordinator-District ELL School Representative

**Goal 8:**

To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19

**Measurable Objective 1:**

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018-19 by 05/24/2019 as measured by completing the monthly newsletters from the principal to stakeholders..

**Strategy1:**

school-to-home/home-to-school engagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19 school year will be the following:

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1. The school principal will provide a monthly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).
- a. Information will be disseminated to all stakeholders via method(s) and format(s) that are coherent and appropriate to specific stakeholder groups.
2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.
- a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.
- b. Second 9 Weeks – Day Event – Principal and Curriculum Specialist will hold a lunch and/or breakfast to discuss information on the ACIP and school events with all stakeholders.
- c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders.
- d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events with all stakeholders.
- These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/24/2019	\$0 - No Funding Required	Faculty and staff of Ronald McNair Junior High School,

**Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

**Goal 1:**

Engage and Empower the Learner Through Technology

**Measurable Objective 1:**

A 100% increase of Seventh and Eighth grade students will demonstrate a proficiency Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage of 41.7%. in Reading by 05/24/2019 as measured by Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage..

**Strategy1:**

Technology Usage - Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15%.

Category: Other - Digital Curriculum

Research Cited:

Activity - Digital Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 5% from the baseline usage of 18-19 school year of 53%.	Technology	08/02/2018	05/24/2019	\$0 - General Fund	LEA of the school and HCS IT Department

**Strategy2:**

District Technology Coaching - A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, This support is provided to McNair once per week.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - District Technology Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, She works with groups of certified teachers once per week to introduce varied technology tools used to strengthen the pedagogy while promoting student engagement and academic growth,	Technology Academic Support Program Direct Instruction	08/02/2018	05/24/2019	\$0 - Title I Part A	The District Technology Coach is responsible to all instructional staff.

**Strategy3:**

Google Coach - A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, The Google Coach will train teachers during their planning periods and after school.

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - Google Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement,	Academic Support Program Direct Instruction	08/02/2018	05/24/2019	\$74766 - Other	The Google Coach is responsible to all of the instructional staff.

**Goal 2:**

Prepare and support teachers and leaders to graduate college and career ready students.

**Measurable Objective 1:**

90% of All Students will demonstrate a behavior and will successfully demonstrate the ability to navigate web sites pertaining to electronic instructional curriculum and complete electronic assessments. in Reading by 05/24/2019 as measured by the number of hours students log for electronic programs such as Dreambox for Math and Classworks for Reading, Edmodo, Math XL as well as complete all electronic assessments..

**Strategy1:**

Classworks Training - The Classworks ELA program is a supplemental ELA program to assist students with reading and language skills. ELA teachers will implement the program via extended practice to address student needs. The program's lessons will also address differentiation.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Teacher Training on Classworks Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Classworks program will address differentiation and students' reading and ELA needs,	Direct Instruction Tutoring Technology Academic Support Program	09/26/2018	05/24/2019	\$0 - District Funding	District ELA Instructional Staff, McNair Administration, and McNair Teachers.

**Strategy2:**

Dreambox Training - The math teachers will attend a series of training sessions to prepare how to utilize the Dreambox supplemental resources to increase student achievement. Math teachers will implement the Dreambox program to support differentiation and students' math goals.

Category: Develop/Implement Learning Supports

Research Cited:



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Activity - Teacher Training on Dreambox Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize the Dreambox supplemental program to help address student needs in mathematics.	Direct Instruction Tutoring Academic Support Program	08/01/2018	05/24/2019	\$0 - District Funding	District Math Department Staff, McNair's Administration and McNair's Math department staff.

**Goal 3:**

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

**Measurable Objective 1:**

100% of All Students will demonstrate a behavior in using laptops and interactive white boards in all content areas. in Reading by 05/24/2019 as measured by weekly, drop-in administrative observations, teacher compliance surveys, and student technology survey..

**Strategy1:**

Digital Professional Learning - Teachers will participate in professional learning opportunities for the purpose of learning how to incorporate technology into the daily pedagogy to increase student engagement and academic growth.

Category: Develop/Implement Learning Supports

Research Cited: Bernasconi, N. & Desler, G. (2013). Learning the Language of Digital Citizenship. ASCD 8:26. <http://www.ascd.org/ascd-express/vol8/826-bernasconi.aspx>

Activity - Teacher Training on Digital Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training with the Google Coach and or District Technology Coach during their planning and after school in areas specific to integrating technological pedagogy into daily lessons for the purpose of increasing student engagement and academic growth.	Academic Support Program	08/06/2018	05/24/2019	\$1000 - Title I Schoolwide	District Technology Coach, Google Coach, McNair administration, Curriculum Specialists, all of McNair's instructional staff.

**Goal 4:**

Continuous Improvement Reading Goal

**Measurable Objective 1:**

A total of 425 All Students will demonstrate a proficiency increase from 8% to 13% in Reading on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test..

**Strategy1:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000 - Other	School administration Faculty members Staff members Google Coach

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0 - No Funding Required	School administration Faculty Staff

Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0 - District Funding	School Administration English Teachers

### Strategy2:

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

### Strategy3:

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

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Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Academic Support Program Direct Instruction	07/31/2018	05/24/2019	\$58000 - Title I Schoolwide	School administration ELA teacher

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550 - Title I Schoolwide	School Administration Reading Interventionist

**Strategy4:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Measurable Objective 2:**

A total of 425 All Students will increase student growth to 54% from 44% on the SCANTRON assessment given in the Spring of the 2017 - 2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test.

**Strategy1:**

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

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Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550 - Title I Schoolwide	School Administration Reading Interventionist

Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Direct Instruction Academic Support Program	07/31/2018	05/24/2019	\$58000 - Title I Schoolwide	School administration ELA teacher

**Strategy2:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy3:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

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Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Strategy4:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000 - Other	School administration Faculty members Staff members Google Coach

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0 - No Funding Required	School administration Faculty Staff

Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0 - District Funding	School Administration English Teachers

**Goal 5:**

Continuous Improvement Math Goal

**Measurable Objective 1:**

A total of 425 All Students will increase student growth to 40% from 30% on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by Student scores on the SCANTRON math assessment..

**Strategy1:**

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use

Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Professional Learning Academic Support Program	08/24/2018	05/24/2019	\$1200 - Title I Schoolwide	School administration Curriculum Specialist Math Teachers

Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0 - No Funding Required	School administration Faculty members Staff members

Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000 - Title I Schoolwide	School administration Counselor

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0 - No Funding Required	School administration School faculty

**Strategy2:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.

Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000 - Title I Schoolwide	School administration Math teacher

**Strategy3:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson, Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	10/05/2018	\$0 - No Funding Required	School Administration School Faculty

**Strategy4:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Measurable Objective 2:**

A total of 425 All Students will demonstrate a proficiency increase from 4% to 9% in Mathematics on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by the SCANTRON mathematics test..

**Strategy1:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

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Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy2:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.

Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000 - Title I Schoolwide	School administration Math teacher

**Strategy3:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	10/05/2018	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Strategy4:**

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use



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Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0 - No Funding Required	School administration Faculty members Staff members

Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Academic Support Program Professional Learning	08/24/2018	05/24/2019	\$1200 - Title I Schoolwide	School administration Curriculum Specialist Math Teachers

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0 - No Funding Required	School administration School faculty

Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000 - Title I Schoolwide	School administration Counselor

**Goal 6:**

Continuous Improvement School Culture Goal

**Measurable Objective 1:**

collaborate to improve attendance rate, decrease the number of out of school suspensions, and decrease number of students failing courses by 05/24/2019 as measured by data extracted from INOW..

**Strategy1:**

Behavioral Interventionist Staff Member - The school will utilize our behavioral interventionist to provide both proactive and reactive support to teachers to decrease the instances of negative behaviors in classrooms after referred by the Problem Solving Team (PST).

Category: Develop/Implement Student and School Culture Program

Research Cited: Behavioral intervention is a key component of Positive Behavior Intervention and Support programs across the United States.

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Activity - Supporting Teachers With Student Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Behavioral Interventionist will provide proactive and reactive support to teachers in efforts to guide students into appropriate behavioral habits when students are referred to the Problem Solving Team (PST).	Behavioral Support Program	08/02/2018	05/24/2019	\$50000 - Title I Schoolwide	School administration School Faculty Behavioral Interventionist PST Team

**Strategy2:**

Instructional Practices, Teaching Strategies and Direct Instruction - We believe that the most important factor in improving school culture as it relates to attendance and failures is to improve the quality of instruction in the classrooms through building teacher capacity. We will build capacity through professional learning opportunities, formal and informal observations, regular feedback from observations, data walk-throughs and meetings, and intentional collaboration opportunities.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Racially Improve Student Learning. ASCD. Alexandria, VA.

Hattie, J. (2009) Visible Learning: A Synthesis of 800 Meta-Analyses Relating to Achievement. Routledge. New York, NY. Appendix B Rank Order, #23 Teaching Strategies, #26 Direct Instruction

Activity - Professional Learning on Behavioral Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration will provide guidance to teachers concerning teaching procedures to students and how to respond when students do not adhere to the procedures given by teachers.	Direct Instruction	08/02/2018	05/24/2019	\$0 - No Funding Required	School administration Behavioral Interventionist(s) Faculty members

**Strategy3:**

NOVA Counselor - We will have a NOVA Counselor to assist with school culture and behavior.

Category: Implement Guidance and Counseling Plan

Research Cited: Supported Information found at the website: <https://www.wellstone.com/services/substance-abuse/nova-center-for-youth-and-family/>

Activity - Supporting Teachers with Student Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The NOVA Counselor will provide proactive and reactive support in efforts to guide students into appropriate behavioral habits when referred by School Counselor.	Behavioral Support Program	08/02/2018	05/24/2019	\$0 - Other	School Administration School Faculty School Counselor NOVA Counselor

**Strategy4:**

Parent Information/Involvement - McNair will host various activities for to inform parents of the many aspects and activities associated with their children and the school. Activities are also designed for more parent involvement with their children and school in hopes of improved student achievement, student confidence, and student success-academically, socially, and emotionally.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research Cited: Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. Routledge. New York, NY. Appendix B, #39, Parental Involvement.

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Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to the school during this time for student schedule pickup, PTA interest, athletic paperwork, InfoSnap completion, and additional paperwork for parents. Paperwork distribution is backup for sending home and return.	Parent Involvement	08/02/2018	08/02/2018	\$0 - No Funding Required	School Administration School Faculty

Activity - McNair PTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McNair Jr. will incorporate its PTA for the 2018-2019 school year. Teachers will also participate to strength the newly formed entity and another aspect of parent-teacher involvement and cooperation.	Parent Involvement	08/27/2018	05/24/2019	\$350 - Other	School Administration School Faculty

Activity - Breakfast and Lunch Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Curriculum Specialist will hold breakfast and lunch talks to discuss with all stakeholders information on the ACIP and other important ventures of the school and student academics. These talks with being during each grading period.	Parent Involvement	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration Curriculum Specialist

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School invites stakeholders to dinner as an open opportunity to meet the new principal, faculty/staff, and to get pertinent information and expectations on schoolwide academic data, mission and vision . Open house is also a time for needed parent information and paper work to be distributed and completed.	Community Engagement	08/21/2018	08/21/2018	\$500 - Other	School Administration School Faculty

**Goal 7:**

ELL Goal

**Measurable Objective 1:**

55% of English Learners students will demonstrate a proficiency progress in English Language in English Language Arts by 05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment..

**Strategy1:**

English Learner Plan - English Learner Plan- Arrange for embedded ESL instruction through pull-out and small group with the District's ELL Coordinator.

Category: Develop/Implement Learning Supports

Research Cited: SBR

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Activity - Review ELL Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the first grading period of school, classroom teachers and ELL Coordinators will meet and review ACCESS testing results of ELL students and collaborate on next steps for ELL students' individualized learning.	Academic Support Program	09/20/2018	05/24/2019	\$0 - No Funding Required	ELL Coordinator School Faculty

Activity - ELL Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McNair lesson plan template will include a section, specifically for ELL activities. This targets the individualized instruction of ELL students with resources from the District program ELLevate implemented.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration Curriculum Specialist School Faculty

Activity - ELL Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL school representative will provide professional development for teachers on the use of ELLevate- a District program for ELL to differentiate instruction.	Academic Support Program Professional Learning	07/27/2018	05/24/2019	\$0 - No Funding Required	ELL Coordinator-District ELL School Representative

**Goal 8:**

To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19

**Measurable Objective 1:**

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018-19 by 05/24/2019 as measured by completing the monthly newsletters from the principal to stakeholders..

**Strategy1:**

school-to-home/home-to-school engagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19 school year will be the following:

1. The school principal will provide a monthly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).
  - a. Information will be disseminated to all stakeholders via method(s) and format(s) that are coherent and appropriate to specific stakeholder groups.
  2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.
    - a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.
    - b. Second 9 Weeks – Day Event – Principal and Curriculum Specialist will hold a lunch and/or breakfast to discuss information on the ACIP and school events with all stakeholders.
    - c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders.

**ACIP**

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d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events with all stakeholders.

- These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/24/2019	\$0 - No Funding Required	Faculty and staff of Ronald McNair Junior High School,

**Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-**

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

**Goal 1:**

Continuous Improvement Reading Goal

**Measurable Objective 1:**

A total of 425 All Students will increase student growth to 54% from 44% on the SCANTRON assessment given in the Spring of the 2017 - 2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test.

**Strategy1:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy2:**

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550 - Title I Schoolwide	School Administration Reading Interventionist

Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Academic Support Program Direct Instruction	07/31/2018	05/24/2019	\$58000 - Title I Schoolwide	School administration ELA teacher

**Strategy3:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

**ACIP**

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Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0 - District Funding	School Administration English Teachers

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0 - No Funding Required	School administration Faculty Staff

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000 - Other	School administration Faculty members Staff members Google Coach

**Strategy4:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Measurable Objective 2:**

A total of 425 All Students will demonstrate a proficiency increase from 8% to 13% in Reading on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test..

**ACIP**

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**Strategy1:**

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550 - Title I Schoolwide	School Administration Reading Interventionist

Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Direct Instruction Academic Support Program	07/31/2018	05/24/2019	\$58000 - Title I Schoolwide	School administration ELA teacher

**Strategy2:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Strategy3:**

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UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy4:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000 - Other	School administration Faculty members Staff members Google Coach

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0 - No Funding Required	School administration Faculty Staff

Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0 - District Funding	School Administration English Teachers

**Goal 2:**

Continuous Improvement Math Goal

**Measurable Objective 1:**

A total of 425 All Students will increase student growth to 40% from 30% on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by Student scores on the SCANTRON math assessment..

**Strategy1:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy2:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.

Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000 - Title I Schoolwide	School administration Math teacher

**Strategy3:**

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use

Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0 - No Funding Required	School administration Faculty members Staff members

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Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Professional Learning Academic Support Program	08/24/2018	05/24/2019	\$1200 - Title I Schoolwide	School administration Curriculum Specialist Math Teachers

Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000 - Title I Schoolwide	School administration Counselor

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0 - No Funding Required	School administration School faculty

**Strategy4:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson, Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	10/05/2018	\$0 - No Funding Required	School Administration School Faculty

**Measurable Objective 2:**

A total of 425 All Students will demonstrate a proficiency increase from 4% to 9% in Mathematics on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by the SCANTRON mathematics test..

**Strategy1:**

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use

Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0 - No Funding Required	School administration Faculty members Staff members

Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000 - Title I Schoolwide	School administration Counselor

Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Professional Learning Academic Support Program	08/24/2018	05/24/2019	\$1200 - Title I Schoolwide	School administration Curriculum Specialist Math Teachers

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0 - No Funding Required	School administration School faculty

**Strategy2:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

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Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	10/05/2018	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson, Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Strategy3:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy4:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.

Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000 - Title I Schoolwide	School administration Math teacher

**Goal 3:**

Continuous Improvement School Culture Goal

**Measurable Objective 1:**

collaborate to improve attendance rate, decrease the number of out of school suspensions, and decrease number of students failing courses

by 05/24/2019 as measured by data extracted from INOW..

**Strategy1:**

NOVA Counselor - We will have a NOVA Counselor to assist with school culture and behavior.

Category: Implement Guidance and Counseling Plan

Research Cited: Supported Information found at the website: <https://www.wellstone.com/services/substance-abuse/nova-center-for-youth-and-family/>

Activity - Supporting Teachers with Student Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The NOVA Counselor will provide proactive and reactive support in efforts to guide students into appropriate behavioral habits when referred by School Counselor.	Behavioral Support Program	08/02/2018	05/24/2019	\$0 - Other	School Administration School Faculty School Counselor NOVA Counselor

**Strategy2:**

Instructional Practices, Teaching Strategies and Direct Instruction - We believe that the most important factor in improving school culture as it relates to attendance and failures is to improve the quality of instruction in the classrooms through building teacher capacity. We will build capacity through professional learning opportunities, formal and informal observations, regular feedback from observations, data walk-throughs and meetings, and intentional collaboration opportunities.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Racially Improve Student Learning. ASCD. Alexandria, VA.

Hattie, J. (2009) Visible Learning: A Synthesis of 800 Meta-Analyses Relating to Achievement. Routledge. New York, NY. Appendix B Rank Order, #23 Teaching Strategies, #26 Direct Instruction

Activity - Professional Learning on Behavioral Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration will provide guidance to teachers concerning teaching procedures to students and how to respond when students do not adhere to the procedures given by teachers.	Direct Instruction	08/02/2018	05/24/2019	\$0 - No Funding Required	School administration Behavioral Interventionist(s) Faculty members

**Strategy3:**

Parent Information/Involvement - McNair will host various activities for to inform parents of the many aspects and activities associated with their children and the school. Activities are also designed for more parent involvement with their children and school in hopes of improved student achievement, student confidence, and student success-academically, socially, and emotionally.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research Cited: Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. Routledge. New York, NY. Appendix B, #39, Parental Involvement.

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Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School invites stakeholders to dinner as an open opportunity to meet the new principal, faculty/staff, and to get pertinent information and expectations on schoolwide academic data, mission and vision . Open house is also a time for needed parent information and paper work to be distributed and completed.	Community Engagement	08/21/2018	08/21/2018	\$500 - Other	School Administration School Faculty

Activity - McNair PTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McNair Jr. will incorporate its PTA for the 2018-2019 school year. Teachers will also participate to strength the newly formed entity and another aspect of parent-teacher involvement and cooperation.	Parent Involvement	08/27/2018	05/24/2019	\$350 - Other	School Administration School Faculty

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to the school during this time for student schedule pickup, PTA interest, athletic paperwork, InfoSnap completion, and additional paperwork for parents. Paperwork distribution is backup for sending home and return.	Parent Involvement	08/02/2018	08/02/2018	\$0 - No Funding Required	School Administration School Faculty

Activity - Breakfast and Lunch Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Curriculum Specialist will hold breakfast and lunch talks to discuss with all stakeholders information on the ACIP and other important ventures of the school and student academics. These talks with being during each grading period.	Parent Involvement	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration Curriculum Specialist

**Strategy4:**

Behavioral Interventionist Staff Member - The school will utilize our behavioral interventionist to provide both proactive and reactive support to teachers to decrease the instances of negative behaviors in classrooms after referred by the Problem Solving Team (PST).

Category: Develop/Implement Student and School Culture Program

Research Cited: Behavioral intervention is a key component of Positive Behavior Intervention and Support programs across the United States.

Activity - Supporting Teachers With Student Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Behavioral Interventionist will provide proactive and reactive support to teachers in efforts to guide students into appropriate behavioral habits when students are referred to the Problem Solving Team (PST).	Behavioral Support Program	08/02/2018	05/24/2019	\$50000 - Title I Schoolwide	School administration School Faculty Behavioral Interventionist PST Team

**Goal 4:**

Engage and Empower the Learner Through Technology

**Measurable Objective 1:**

A 100% increase of Seventh and Eighth grade students will demonstrate a proficiency Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage of 41.7%. in Reading by 05/24/2019 as measured by Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage..

**Strategy1:**

Google Coach - A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, The Google Coach will train teachers during their planning periods and after school.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Google Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement,	Academic Support Program Direct Instruction	08/02/2018	05/24/2019	\$74766 - Other	The Google Coach is responsible to all of the instructional staff.

**Strategy2:**

District Technology Coaching - A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, This support is provided to McNair once per week.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - District Technology Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, She works with groups of certified teachers once per week to introduce varied technology tools used to strengthen the pedagogy while promoting student engagement and academic growth,	Academic Support Program Direct Instruction Technology	08/02/2018	05/24/2019	\$0 - Title I Part A	The District Technology Coach is responsible to all instructional staff.

**Strategy3:**

Technology Usage - Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15%.

Category: Other - Digital Curriculum



Research Cited:

Activity - Digital Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 5% from the baseline usage of 18-19 school year of 53%.	Technology	08/02/2018	05/24/2019	\$0 - General Fund	LEA of the school and HCS IT Department

#### Goal 5:

Prepare and support teachers and leaders to graduate college and career ready students.

#### Measurable Objective 1:

90% of All Students will demonstrate a behavior and will successfully demonstrate the ability to navigate web sites pertaining to electronic instructional curriculum and complete electronic assessments. in Reading by 05/24/2019 as measured by the number of hours students log for electronic programs such as Dreambox for Math and Classworks for Reading, Edmodo, Math XL as well as complete all electronic assessments..

#### Strategy1:

Dreambox Training - The math teachers will attend a series of training sessions to prepare how to utilize the Dreambox supplemental resources to increase student achievement. Math teachers will implement the Dreambox program to support differentiation and students' math goals.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Teacher Training on Dreambox Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize the Dreambox supplemental program to help address student needs in mathematics.	Academic Support Program Tutoring Direct Instruction	08/01/2018	05/24/2019	\$0 - District Funding	District Math Department Staff, McNair's Administration and McNair's Math department staff.

#### Strategy2:

Classworks Training - The Classworks ELA program is a supplemental ELA program to assist students with reading and language skills. ELA teachers will implement the program via extended practice to address student needs. The program's lessons will also address differentiation.

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - Teacher Training on Classworks Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Classworks program will address differentiation and students' reading and ELA needs,	Tutoring Direct Instruction Technology Academic Support Program	09/26/2018	05/24/2019	\$0 - District Funding	District ELA Instructional Staff, McNair Administration, and McNair Teachers.

**Goal 6:**

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

**Measurable Objective 1:**

100% of All Students will demonstrate a behavior in using laptops and interactive white boards in all content areas. in Reading by 05/24/2019 as measured by weekly, drop-in administrative observations, teacher compliance surveys, and student technology survey..

**Strategy1:**

Digital Professional Learning - Teachers will participate in professional learning opportunities for the purpose of learning how to incorporate technology into the daily pedagogy to increase student engagement and academic growth.

Category: Develop/Implement Learning Supports

Research Cited: Bernasconi, N. & Desler, G. (2013). Learning the Language of Digital Citizenship. ASCD 8:26. <http://www.ascd.org/ascd-express/vol8/826-bernasconi.aspx>

Activity - Teacher Training on Digital Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training with the Google Coach and or District Technology Coach during their planning and after school in areas specific to integrating technological pedagogy into daily lessons for the purpose of increasing student engagement and academic growth.	Academic Support Program	08/06/2018	05/24/2019	\$1000 - Title I Schoolwide	District Technology Coach, Google Coach, McNair administration, Curriculum Specialists, all of McNair's instructional staff.

**Goal 7:**

ELL Goal

**Measurable Objective 1:**

55% of English Learners students will demonstrate a proficiency progress in English Language in English Language Arts by 05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment..

**Strategy1:**

English Learner Plan - English Learner Plan- Arrange for embedded ESL instruction through pull-out and small group with the District's ELL Coordinator.

Category: Develop/Implement Learning Supports

Research Cited: SBR

Activity - ELL Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McNair lesson plan template will include a section, specifically for ELL activities. This targets the individualized instruction of ELL students with resources from the District program ELLevate implemented.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration Curriculum Specialist School Faculty

Activity - ELL Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL school representative will provide professional development for teachers on the use of ELLevate- a District program for ELL to differentiate instruction.	Academic Support Program Professional Learning	07/27/2018	05/24/2019	\$0 - No Funding Required	ELL Coordinator-District ELL School Representative

Activity - Review ELL Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the first grading period of school, classroom teachers and ELL Coordinators will meet and review ACCESS testing results of ELL students and collaborate on next steps for ELL students' individualized learning.	Academic Support Program	09/20/2018	05/24/2019	\$0 - No Funding Required	ELL Coordinator School Faculty

#### Goal 8:

To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19

#### Measurable Objective 1:

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018-19 by 05/24/2019 as measured by completing the monthly newsletters from the principal to stakeholders..

#### Strategy1:

school-to-home/home-to-school engagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19 school year will be the following:

1. The school principal will provide a monthly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).
  - a. Information will be disseminated to all stakeholders via method(s) and format(s) that are coherent and appropriate to specific stakeholder groups.
  2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.
    - a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.
    - b. Second 9 Weeks – Day Event – Principal and Curriculum Specialist will hold a lunch and/or breakfast to discuss information on the ACIP and school events with all stakeholders.

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c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders.

d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events with all stakeholders.

- These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/24/2019	\$0 - No Funding Required	Faculty and staff of Ronald McNair Junior High School,

**English Language Proficiency Goal (Should address identified weaknesses and gaps):**

**Goal 1:**

Continuous Improvement Reading Goal

**Measurable Objective 1:**

A total of 425 All Students will demonstrate a proficiency increase from 8% to 13% in Reading on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test..

**Strategy1:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0 - No Funding Required	School administration Faculty Staff

Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0 - District Funding	School Administration English Teachers

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000 - Other	School administration Faculty members Staff members Google Coach

**Strategy2:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy3:**

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

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Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Direct Instruction Academic Support Program	07/31/2018	05/24/2019	\$58000 - Title I Schoolwide	School administration ELA teacher

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550 - Title I Schoolwide	School Administration Reading Interventionist

**Strategy4:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Measurable Objective 2:**

A total of 425 All Students will increase student growth to 54% from 44% on the SCANTRON assessment given in the Spring of the 2017 - 2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test.

**Strategy1:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

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Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy2:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Strategy3:**

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Academic Support Program Direct Instruction	07/31/2018	05/24/2019	\$58000 - Title I Schoolwide	School administration ELA teacher

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Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550 - Title I Schoolwide	School Administration Reading Interventionist

**Strategy4:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0 - No Funding Required	School administration Faculty Staff

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000 - Other	School administration Faculty members Staff members Google Coach

Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0 - District Funding	School Administration English Teachers

**Goal 2:**

Continuous Improvement Math Goal

**Measurable Objective 1:**

A total of 425 All Students will increase student growth to 40% from 30% on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by Student scores on the SCANTRON math assessment..

**Strategy1:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.



**ACIP**

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Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000 - Title I Schoolwide	School administration Math teacher

**Strategy2:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy3:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson, Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	10/05/2018	\$0 - No Funding Required	School Administration School Faculty

**Strategy4:**

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use

Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0 - No Funding Required	School administration Faculty members Staff members

Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000 - Title I Schoolwide	School administration Counselor

Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Professional Learning Academic Support Program	08/24/2018	05/24/2019	\$1200 - Title I Schoolwide	School administration Curriculum Specialist Math Teachers

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0 - No Funding Required	School administration School faculty

**Measurable Objective 2:**

A total of 425 All Students will demonstrate a proficiency increase from 4% to 9% in Mathematics on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by the SCANTRON mathematics test..

**Strategy1:**

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use

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Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Professional Learning Academic Support Program	08/24/2018	05/24/2019	\$1200 - Title I Schoolwide	School administration Curriculum Specialist Math Teachers

Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000 - Title I Schoolwide	School administration Counselor

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0 - No Funding Required	School administration School faculty

Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0 - No Funding Required	School administration Faculty members Staff members

**Strategy2:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy3:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

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Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson, Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	10/05/2018	\$0 - No Funding Required	School Administration School Faculty

**Strategy4:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.

Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000 - Title I Schoolwide	School administration Math teacher

**Goal 3:**

Continuous Improvement School Culture Goal

**Measurable Objective 1:**

collaborate to improve attendance rate, decrease the number of out of school suspensions, and decrease number of students failing courses by 05/24/2019 as measured by data extracted from INOW..

**Strategy1:**

Instructional Practices, Teaching Strategies and Direct Instruction - We believe that the most important factor in improving school culture as it relates to attendance and failures is to improve the quality of instruction in the classrooms through building teacher capacity. We will build capacity through professional learning opportunities, formal and informal observations, regular feedback from observations, data walk-throughs and meetings, and intentional collaboration opportunities.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Racially Improve Student Learning. ASCD.

**ACIP**

Ronald McNair Jr. High

Alexandria, VA.

Hattie, J. (2009) Visible Learning: A Synthesis of 800 Meta-Analyses Relating to Achievement. Routledge. New York, NY. Appendix B Rank Order, #23 Teaching Strategies, #26 Direct Instruction

Activity - Professional Learning on Behavioral Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration will provide guidance to teachers concerning teaching procedures to students and how to respond when students do not adhere to the procedures given by teachers.	Direct Instruction	08/02/2018	05/24/2019	\$0 - No Funding Required	School administration Behavioral Interventionist(s) Faculty members

**Strategy2:**

NOVA Counselor - We will have a NOVA Counselor to assist with school culture and behavior.

Category: Implement Guidance and Counseling Plan

Research Cited: Supported Information found at the website: <https://www.wellstone.com/services/substance-abuse/nova-center-for-youth-and-family/>

Activity - Supporting Teachers with Student Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The NOVA Counselor will provide proactive and reactive support in efforts to guide students into appropriate behavioral habits when referred by School Counselor.	Behavioral Support Program	08/02/2018	05/24/2019	\$0 - Other	School Administration School Faculty School Counselor NOVA Counselor

**Strategy3:**

Behavioral Interventionist Staff Member - The school will utilize our behavioral interventionist to provide both proactive and reactive support to teachers to decrease the instances of negative behaviors in classrooms after referred by the Problem Solving Team (PST).

Category: Develop/Implement Student and School Culture Program

Research Cited: Behavioral intervention is a key component of Positive Behavior Intervention and Support programs across the United States.

Activity - Supporting Teachers With Student Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Behavioral Interventionist will provide proactive and reactive support to teachers in efforts to guide students into appropriate behavioral habits when students are referred to the Problem Solving Team (PST).	Behavioral Support Program	08/02/2018	05/24/2019	\$50000 - Title I Schoolwide	School administration School Faculty Behavioral Interventionist PST Team

**Strategy4:**

Parent Information/Involvement - McNair will host various activities for to inform parents of the many aspects and activities associated with their children and the school. Activities are also designed for more parent involvement with their children and school in hopes of improved student achievement, student confidence, and student success-academically, socially, and emotionally.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research Cited: Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. Routledge. New York, NY. Appendix B, #39, Parental Involvement.

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Activity - Breakfast and Lunch Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Curriculum Specialist will hold breakfast and lunch talks to discuss with all stakeholders information on the ACIP and other important ventures of the school and student academics. These talks will be during each grading period.	Parent Involvement	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration Curriculum Specialist

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School invites stakeholders to dinner as an open opportunity to meet the new principal, faculty/staff, and to get pertinent information and expectations on schoolwide academic data, mission and vision. Open house is also a time for needed parent information and paper work to be distributed and completed.	Community Engagement	08/21/2018	08/21/2018	\$500 - Other	School Administration School Faculty

Activity - McNair PTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McNair Jr. will incorporate its PTA for the 2018-2019 school year. Teachers will also participate to strength the newly formed entity and another aspect of parent-teacher involvement and cooperation.	Parent Involvement	08/27/2018	05/24/2019	\$350 - Other	School Administration School Faculty

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to the school during this time for student schedule pickup, PTA interest, athletic paperwork, InfoSnap completion, and additional paperwork for parents. Paperwork distribution is backup for sending home and return.	Parent Involvement	08/02/2018	08/02/2018	\$0 - No Funding Required	School Administration School Faculty

**Goal 4:**

Engage and Empower the Learner Through Technology

**Measurable Objective 1:**

A 100% increase of Seventh and Eighth grade students will demonstrate a proficiency Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage of 41.7%. in Reading by 05/24/2019 as measured by Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage..

**Strategy1:**

District Technology Coaching - A District Technology Coach has been provided to support teachers with the implementation of technology

**ACIP**

Ronald McNair Jr. High

usage in the classroom for the purpose of increasing student engagement and academic achievement, This support is provided to McNair once per week.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - District Technology Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, She works with groups of certified teachers once per week to introduce varied technology tools used to strengthen the pedagogy while promoting student engagement and academic growth,	Academic Support Program Direct Instruction Technology	08/02/2018	05/24/2019	\$0 - Title I Part A	The District Technology Coach is responsible to all instructional staff.

**Strategy2:**

Technology Usage - Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15%.

Category: Other - Digital Curriculum

Research Cited:

Activity - Digital Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 5% from the baseline usage of 18-19 school year of 53%.	Technology	08/02/2018	05/24/2019	\$0 - General Fund	LEA of the school and HCS IT Department

**Strategy3:**

Google Coach - A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, The Google Coach will train teachers during their planning periods and after school.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Google Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement,	Direct Instruction Academic Support Program	08/02/2018	05/24/2019	\$74766 - Other	The Google Coach is responsible to all of the instructional staff.

**Goal 5:**

Prepare and support teachers and leaders to graduate college and career ready students.

**Measurable Objective 1:**

90% of All Students will demonstrate a behavior and will successfully demonstrate the ability to navigate web sites pertaining to electronic instructional curriculum and complete electronic assessments. in Reading by 05/24/2019 as measured by the number of hours students log for electronic programs such as Dreambox for Math and Classworks for Reading, Edmodo, Math XL as well as complete all electronic assessments..

**Strategy1:**

Dreambox Training - The math teachers will attend a series of training sessions to prepare how to utilize the Dreambox supplemental resources to increase student achievement. Math teachers will implement the Dreambox program to support differentiation and students' math goals.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Teacher Training on Dreambox Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize the Dreambox supplemental program to help address student needs in mathematics.	Tutoring Direct Instruction Academic Support Program	08/01/2018	05/24/2019	\$0 - District Funding	District Math Department Staff, McNair's Administration and McNair's Math department staff.

**Strategy2:**

Classworks Training - The Classworks ELA program is a supplemental ELA program to assist students with reading and language skills. ELA teachers will implement the program via extended practice to address student needs. The program's lessons will also address differentiation.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Teacher Training on Classworks Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Classworks program will address differentiation and students' reading and ELA needs,	Technology Academic Support Program Direct Instruction Tutoring	09/26/2018	05/24/2019	\$0 - District Funding	District ELA Instructional Staff, McNair Administration, and McNair Teachers.

**Goal 6:**

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

**Measurable Objective 1:**

100% of All Students will demonstrate a behavior in using laptops and interactive white boards in all content areas. in Reading by 05/24/2019 as measured by weekly, drop-in administrative observations, teacher compliance surveys, and student technology survey..



**Strategy1:**

Digital Professional Learning - Teachers will participate in professional learning opportunities for the purpose of learning how to incorporate technology into the daily pedagogy to increase student engagement and academic growth.

Category: Develop/Implement Learning Supports

Research Cited: Bernasconi, N. & Desler, G. (2013). Learning the Language of Digital Citizenship. ASCD 8:26. <http://www.ascd.org/ascd-express/vol8/826-bernasconi.aspx>

Activity - Teacher Training on Digital Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training with the Google Coach and or District Technology Coach during their planning and after school in areas specific to integrating technological pedagogy into daily lessons for the purpose of increasing student engagement and academic growth.	Academic Support Program	08/06/2018	05/24/2019	\$1000 - Title I Schoolwide	District Technology Coach, Google Coach, McNair administration, Curriculum Specialists, all of McNair's instructional staff.

**Goal 7:**

ELL Goal

**Measurable Objective 1:**

55% of English Learners students will demonstrate a proficiency progress in English Language in English Language Arts by 05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment..

**Strategy1:**

English Learner Plan - English Learner Plan- Arrange for embedded ESL instruction through pull-out and small group with the District's ELL Coordinator.

Category: Develop/Implement Learning Supports

Research Cited: SBR

Activity - ELL Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McNair lesson plan template will include a section, specifically for ELL activities. This targets the individualized instruction of ELL students with resources from the District program ELLevate implemented.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration Curriculum Specialist School Faculty

Activity - ELL Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL school representative will provide professional development for teachers on the use of ELLevate- a District program for ELL to differentiate instruction.	Professional Learning Academic Support Program	07/27/2018	05/24/2019	\$0 - No Funding Required	ELL Coordinator-District ELL School Representative

Activity - Review ELL Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the first grading period of school, classroom teachers and ELL Coordinators will meet and review ACCESS testing results of ELL students and collaborate on next steps for ELL students' individualized learning.	Academic Support Program	09/20/2018	05/24/2019	\$0 - No Funding Required	ELL Coordinator School Faculty

**Goal 8:**

To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19

**Measurable Objective 1:**

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018-19 by 05/24/2019 as measured by completing the monthly newsletters from the principal to stakeholders..

**Strategy1:**

school-to-home/home-to-school engagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19 school year will be the following:

1. The school principal will provide a monthly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).
  - a. Information will be disseminated to all stakeholders via method(s) and format(s) that are coherent and appropriate to specific stakeholder groups.
  2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.
    - a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.
    - b. Second 9 Weeks – Day Event – Principal and Curriculum Specialist will hold a lunch and/or breakfast to discuss information on the ACIP and school events with all stakeholders.
    - c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders.
    - d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events with all stakeholders.
- These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited:

**ACIP**

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Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/24/2019	\$0 - No Funding Required	Faculty and staff of Ronald McNair Junior High School,

**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

McNair has information distributed in the language translation form (print) version. For our ELL population (mostly Hispanic) we have teachers who are fluent in the language who interpret (face-to-face).

**Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))**

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	Three (3) teachers do not meet state requirements. Right-to-Know letters have been sent for faculty members who have not met state requirements and licensing criteria. Also, information for those members for full compliance has been given to them for procedural compliance status,	

**Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.**

Staffing is from district level from available pool of applicants. Then, needed areas are sent for principal interviews.

## **Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**

**What is the school's teacher turnover rate for this school year?**

Turnover rate for this year is that of replacing substitute teachers with certified teachers.

**What is the experience level of key teaching and learning personnel?**

Experience levels vary: Bachelor degrees (first year) to EdS (veterans)-1 to 23 years

**If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

There is a high district turnover rate.

## **Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**

**Describe how data is used from academic assessments to determine professional development.**

Data is used as needs assessment to determine professional development.

**Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.**

District wide programs used

-Classworks (ELA)

-Dreambox (Math)

-UNIQUE (Self-Contained)

Mentor Program (New Teachers)

ELLevate (ELL)

Classroom Management (Teachers)

State Dept. Conferences (Various)

Various areas (Teachers/ Administration/Staff)

**Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.**

New or inexperienced teachers are given support from an assigned master teacher at site and from district level.

**Describe how all professional development is "sustained and ongoing."**

Information is constantly related (various communications) about offerings of professional development, National Board Certification, college courses/programs, etc. to keep educators current and highly qualified.

## Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

### Goal 1:

Engage and Empower the Learner Through Technology

### Measurable Objective 1:

A 100% increase of Seventh and Eighth grade students will demonstrate a proficiency Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage of 41.7%. in Reading by 05/24/2019 as measured by Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15% from the baseline usage..

### Strategy1:

Google Coach - A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, The Google Coach will train teachers during their planning periods and after school.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Google Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Google Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement,	Direct Instruction Academic Support Program	08/02/2018	05/24/2019	\$74766 - Other	The Google Coach is responsible to all of the instructional staff.

### Strategy2:

Technology Usage - Implementation of digital curriculum and providing each student in GR 7-8 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 15%.

Category: Other - Digital Curriculum

Research Cited:

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Activity - Digital Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of digital curriculum and providing each student in GR 3-12 with a digital device to reduce the digital divide & support 21st century learning. Tech Usage for 18-19 will increase by 5% from the baseline usage of 18-19 school year of 53%.	Technology	08/02/2018	05/24/2019	\$0 - General Fund	LEA of the school and HCS IT Department

**Strategy3:**

District Technology Coaching - A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, This support is provided to McNair once per week.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - District Technology Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A District Technology Coach has been provided to support teachers with the implementation of technology usage in the classroom for the purpose of increasing student engagement and academic achievement, She works with groups of certified teachers once per week to introduce varied technology tools used to strengthen the pedagogy while promoting student engagement and academic growth,	Direct Instruction Academic Support Program Technology	08/02/2018	05/24/2019	\$0 - Title I Part A	The District Technology Coach is responsible to all instructional staff.

**Goal 2:**

Prepare and support teachers and leaders to graduate college and career ready students.

**Measurable Objective 1:**

90% of All Students will demonstrate a behavior and will successfully demonstrate the ability to navigate web sites pertaining to electronic instructional curriculum and complete electronic assessments. in Reading by 05/24/2019 as measured by the number of hours students log for electronic programs such as Dreambox for Math and Classworks for Reading, Edmodo, Math XL as well as complete all electronic assessments..

**Strategy1:**

Dreambox Training - The math teachers will attend a series of training sessions to prepare how to utilize the Dreambox supplemental resources to increase student achievement. Math teachers will implement the Dreambox program to support differentiation and students' math goals.

Category: Develop/Implement Learning Supports

Research Cited:



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Activity - Teacher Training on Dreambox Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize the Dreambox supplemental program to help address student needs in mathematics.	Academic Support Program Direct Instruction Tutoring	08/01/2018	05/24/2019	\$0 - District Funding	District Math Department Staff, McNair's Administration and McNair's Math department staff.

**Strategy2:**

Classworks Training - The Classworks ELA program is a supplemental ELA program to assist students with reading and language skills. ELA teachers will implement the program via extended practice to address student needs. The program's lessons will also address differentiation.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Teacher Training on Classworks Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Classworks program will address differentiation and students' reading and ELA needs,	Tutoring Direct Instruction Academic Support Program Technology	09/26/2018	05/24/2019	\$0 - District Funding	District ELA Instructional Staff, McNair Administration, and McNair Teachers.

**Goal 3:**

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

**Measurable Objective 1:**

100% of All Students will demonstrate a behavior in using laptops and interactive white boards in all content areas. in Reading by 05/24/2019 as measured by weekly, drop-in administrative observations, teacher compliance surveys, and student technology survey..

**Strategy1:**

Digital Professional Learning - Teachers will participate in professional learning opportunities for the purpose of learning how to incorporate technology into the daily pedagogy to increase student engagement and academic growth.

Category: Develop/Implement Learning Supports

Research Cited: Bernasconi, N. & Desler, G. (2013). Learning the Language of Digital Citizenship. ASCD 8:26. <http://www.ascd.org/ascd-express/vol8/826-bernasconi.aspx>

Activity - Teacher Training on Digital Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training with the Google Coach and or District Technology Coach during their planning and after school in areas specific to integrating technological pedagogy into daily lessons for the purpose of increasing student engagement and academic growth.	Academic Support Program	08/06/2018	05/24/2019	\$1000 - Title I Schoolwide	District Technology Coach, Google Coach, McNair administration, Curriculum Specialists, all of McNair's instructional staff.

**Goal 4:**

Continuous Improvement Reading Goal

**Measurable Objective 1:**

A total of 425 All Students will demonstrate a proficiency increase from 8% to 13% in Reading on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test..

**Strategy1:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy2:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Strategy3:**

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550 - Title I Schoolwide	School Administration Reading Interventionist

Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Academic Support Program Direct Instruction	07/31/2018	05/24/2019	\$58000 - Title I Schoolwide	School administration ELA teacher

**Strategy4:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0 - No Funding Required	School administration Faculty Staff

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000 - Other	School administration Faculty members Staff members Google Coach

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Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0 - District Funding	School Administration English Teachers

**Measurable Objective 2:**

A total of 425 All Students will increase student growth to 54% from 44% on the SCANTRON assessment given in the Spring of the 2017 - 2018 school year in Reading by 05/03/2019 as measured by the SCANTRON reading test.

**Strategy1:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS).

Category: Develop/Implement Learning Supports

Research Cited: Information on this program found at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy2:**

Adding ELA Teacher for Read 180 - Our school will utilize our Title I funds for an additional ELA teacher to provide support by utilizing and facilitating the usage of the Read 180 intervention program. This program targets students who fall at the low end of the reading spectrum, receiving intense remediation; increasing knowledge proficiency in this area, measured by SCANTRON data.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that decreasing class size leads to increased student skill retention. Moreover, focused and continuous reading program interventions improve reading proficiency, specifically, for struggling readers.

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the existing Read 180 program (with license renewal) facilitated by the Reading Interventionist to increase school wide student proficiency in Reading.	Direct Instruction	08/02/2018	05/24/2019	\$17550 - Title I Schoolwide	School Administration Reading Interventionist

Activity - Addition of ELA Staff Member for Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will utilize the addition of an ELA teacher to facilitate the Read 180 program of instruction for our students to increase proficiency in Reading.	Direct Instruction Academic Support Program	07/31/2018	05/24/2019	\$58000 - Title I Schoolwide	School administration ELA teacher

**Strategy3:**

Classworks Framework - Teachers will utilize the Classworks Framework. This is the system wide program that focuses on increased learner engagement and application of knowledge with teacher facilitation. This shows student ownership, understanding, and increased proficiency through an individualized and differentiated and prescriptive instructional digital program.

Category: Develop/Implement Learning Supports

Research Cited: Research for Classworks found at [www.curriculumadvantage.com](http://www.curriculumadvantage.com)

Activity - Classworks Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on facilitating the Classworks instructional process.	Direct Instruction	09/26/2018	05/24/2019	\$0 - District Funding	School Administration English Teachers

Activity - Using Technology to Support Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development concerning the incorporation of technology (with assigned school Google coach) into instruction.	Professional Learning	07/31/2018	05/24/2019	\$50000 - Other	School administration Faculty members Staff members Google Coach

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members will facilitate a Saturday school tutoring program (voluntarily) to assist students with reading comprehension.	Academic Support Program	09/22/2018	05/03/2019	\$0 - No Funding Required	School administration Faculty Staff

**Strategy4:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route student activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**ACIP**

Ronald McNair Jr. High

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Goal 5:**

Continuous Improvement Math Goal

**Measurable Objective 1:**

A total of 425 All Students will increase student growth to 40% from 30% on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by Student scores on the SCANTRON math assessment..

**Strategy1:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Strategy2:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.

Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000 - Title I Schoolwide	School administration Math teacher

**Strategy3:**

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

**ACIP**

Ronald McNair Jr. High

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use

Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0 - No Funding Required	School administration Faculty members Staff members

Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Professional Learning Academic Support Program	08/24/2018	05/24/2019	\$1200 - Title I Schoolwide	School administration Curriculum Specialist Math Teachers

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0 - No Funding Required	School administration School faculty

Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000 - Title I Schoolwide	School administration Counselor

**Strategy4:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson, Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**ACIP**

Ronald McNair Jr. High

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	10/05/2018	\$0 - No Funding Required	School Administration School Faculty

**Measurable Objective 2:**

A total of 425 All Students will demonstrate a proficiency increase from 4% to 9% in Mathematics on the SCANTRON assessment given in the Spring of the 2017-2018 school year in Mathematics by 05/03/2019 as measured by the SCANTRON mathematics test..

**Strategy1:**

Modified Block Scheduling - The modified block schedule has been implemented to increase class time for academics as a strategy to improve student academic proficiency.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - A/B Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are on the A/B Block Schedule format. Student class load is lessened to increase time for understanding, reinforcement, and enhancement of the various academic curricula. Also, this format gives more face time with individual teachers to facilitate learning and understanding.	Academic Support Program	08/02/2018	10/05/2018	\$0 - No Funding Required	School Administration School Faculty

Activity - Core Subject Reinforcement Weeks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, a core subject is responsible for school wide reinforcement activities to distribute as a homeroom lesson. Homeroom teachers route students activities back to specific teachers to review as a formative assessment.	Academic Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	School Administration School Faculty

**Strategy2:**

Math Direct Instruction - Teachers will use direct instruction of foundational math skills. Also, students will participate in rigorous math instruction, constant reinforcement, and enrichment activities for retention, understanding, and confident increased knowledge.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Description of Dreambox at [www.dreambox.com](http://www.dreambox.com) as stated research for implementation of use

Activity - Utilization of Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives in their classrooms after participating in a workshop on implementation.	Professional Learning	08/24/2018	05/24/2019	\$6000 - Title I Schoolwide	School administration Counselor



Activity - Scholastic Math magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with Scholastic Math magazine. This resource gives real world relevance and cross curricula readings infused with math applications for students. Course of study correlation for math is given for teacher planning, Lessons may also be used for school wide math reinforcement or Advisory activities.	Academic Support Program Professional Learning	08/24/2018	05/24/2019	\$1200 - Title I Schoolwide	School administration Curriculum Specialist Math Teachers

Activity - Using Technology to Support Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and faculty members will receive professional development connected to incorporating technology resources into their curriculum.	Professional Learning	07/31/2018	05/24/2019	\$0 - No Funding Required	School administration Faculty members Staff members

Activity - Saturday School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate Saturday School tutoring program, designed to enhance understanding with additional instruction for students in all core classes.	Academic Support Program	09/22/2018	05/04/2019	\$0 - No Funding Required	School administration School faculty

**Strategy3:**

Adding Math Teacher - Our school will utilize our Title I funds for an additional math teaching unit.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research suggests that decreasing class size leads to increased student learning and achievement.

Activity - Additional Math Teaching Staff Member	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will incorporate the additional math teacher into our master schedule, so that this person will facilitate math instruction to our students.	Class Size Reduction	07/31/2018	05/24/2019	\$57000 - Title I Schoolwide	School administration Math teacher

**Strategy4:**

UNIQUE Framework - The UNIQUE framework is specifically designed for students whose Least Restrictive Environment (LRE) is the self-contained setting. The program provides lessons, pre-assessments, and individualized and differentiated instruction for students in this setting, helping with growth and proficiency in all areas. It coincides with College and Career Readiness Standards (CCRS), and growth and proficiency will be measured by results on the Alabama Alternative Assessment (AAA).

Category: Develop/Implement Learning Supports

Research Cited: Information on the program is at <https://www.n2y.com/unique-learning-system/>

**ACIP**

Ronald McNair Jr. High

Activity - UNIQUE Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Self-Contained teachers will receive professional development on facilitating the UNIQUE instructional program	Academic Support Program	08/28/2018	09/24/2018	\$0 - District Funding	Self-Contained Teachers

**Goal 6:**

Continuous Improvement School Culture Goal

**Measurable Objective 1:**

collaborate to improve attendance rate, decrease the number of out of school suspensions, and decrease number of students failing courses by 05/24/2019 as measured by data extracted from INOW..

**Strategy1:**

Parent Information/Involvement - McNair will host various activities for to inform parents of the many aspects and activities associated with their children and the school. Activities are also designed for more parent involvement with their children and school in hopes of improved student achievement, student confidence, and student success-academically, socially, and emotionally.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research Cited: Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement.

Routledge. New York, NY. Appendix B, #39, Parental Involvement.

Activity - Breakfast and Lunch Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Curriculum Specialist will hold breakfast and lunch talks to discuss with all stakeholders information on the ACIP and other important ventures of the school and student academics. These talks with being during each grading period.	Parent Involvement	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration Curriculum Specialist

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School invites stakeholders to dinner as an open opportunity to meet the new principal, faculty/staff, and to get pertinent information and expectations on schoolwide academic data, mission and vision . Open house is also a time for needed parent information and paper work to be distributed and completed.	Community Engagement	08/21/2018	08/21/2018	\$500 - Other	School Administration School Faculty

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to the school during this time for student schedule pickup, PTA interest, athletic paperwork, InfoSnap completion, and additional paperwork for parents. Paperwork distribution is backup for sending home and return.	Parent Involvement	08/02/2018	08/02/2018	\$0 - No Funding Required	School Administration School Faculty

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Activity - McNair PTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McNair Jr. will incorporate its PTA for the 2018-2019 school year. Teachers will also participate to strength the newly formed entity and another aspect of parent-teacher involvement and cooperation.	Parent Involvement	08/27/2018	05/24/2019	\$350 - Other	School Administration School Faculty

**Strategy2:**

NOVA Counselor - We will have a NOVA Counselor to assist with school culture and behavior.

Category: Implement Guidance and Counseling Plan

Research Cited: Supported Information found at the website: <https://www.wellstone.com/services/substance-abuse/nova-center-for-youth-and-family/>

Activity - Supporting Teachers with Student Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The NOVA Counselor will provide proactive and reactive support in efforts to guide students into appropriate behavioral habits when referred by School Counselor.	Behavioral Support Program	08/02/2018	05/24/2019	\$0 - Other	School Administration School Faculty School Counselor NOVA Counselor

**Strategy3:**

Instructional Practices, Teaching Strategies and Direct Instruction - We believe that the most important factor in improving school culture as it relates to attendance and failures is to improve the quality of instruction in the classrooms through building teacher capacity. We will build capacity through professional learning opportunities, formal and informal observations, regular feedback from observations, data walk-throughs and meetings, and intentional collaboration opportunities.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Racially Improve Student Learning. ASCD. Alexandria, VA.

Hattie, J. (2009) Visible Learning: A Synthesis of 800 Meta-Analyses Relating to Achievement. Routledge. New York, NY. Appendix B Rank Order, #23 Teaching Strategies, #26 Direct Instruction

Activity - Professional Learning on Behavioral Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration will provide guidance to teachers concerning teaching procedures to students and how to respond when students do not adhere to the procedures given by teachers.	Direct Instruction	08/02/2018	05/24/2019	\$0 - No Funding Required	School administration Behavioral Interventionist(s) Faculty members

**Strategy4:**

Behavioral Interventionist Staff Member - The school will utilize our behavioral interventionist to provide both proactive and reactive support to teachers to decrease the instances of negative behaviors in classrooms after referred by the Problem Solving Team (PST).

Category: Develop/Implement Student and School Culture Program

Research Cited: Behavioral intervention is a key component of Positive Behavior Intervention and Support programs across the United

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States.

Activity - Supporting Teachers With Student Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Behavioral Interventionist will provide proactive and reactive support to teachers in efforts to guide students into appropriate behavioral habits when students are referred to the Problem Solving Team (PST).	Behavioral Support Program	08/02/2018	05/24/2019	\$50000 - Title I Schoolwide	School administration School Faculty Behavioral Interventionist PST Team

**Goal 7:**

ELL Goal

**Measurable Objective 1:**

55% of English Learners students will demonstrate a proficiency progress in English Language in English Language Arts by 05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment..

**Strategy1:**

English Learner Plan - English Learner Plan- Arrange for embedded ESL instruction through pull-out and small group with the District's ELL Coordinator.

Category: Develop/Implement Learning Supports

Research Cited: SBR

Activity - ELL Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McNair lesson plan template will include a section, specifically for ELL activities. This targets the individualized instruction of ELL students with resources from the District program ELLevate implemented.	Academic Support Program	08/02/2018	05/24/2019	\$0 - No Funding Required	School Administration Curriculum Specialist School Faculty

Activity - Review ELL Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the first grading period of school, classroom teachers and ELL Coordinators will meet and review ACCESS testing results of ELL students and collaborate on next steps for ELL students' individualized learning.	Academic Support Program	09/20/2018	05/24/2019	\$0 - No Funding Required	ELL Coordinator School Faculty

Activity - ELL Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL school representative will provide professional development for teachers on the use of ELLevate- a District program for ELL to differentiate instruction.	Professional Learning Academic Support Program	07/27/2018	05/24/2019	\$0 - No Funding Required	ELL Coordinator-District ELL School Representative

**Goal 8:**

To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19

**Measurable Objective 1:**

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018-19 by 05/24/2019 as measured by completing the monthly newsletters from the principal to stakeholders..

**Strategy1:**

school-to-home/home-to-school engagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018-19 school year will be the following:

1. The school principal will provide a monthly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).

a. Information will be disseminated to all stakeholders via method(s) and format(s) that are coherent and appropriate to specific stakeholder groups.

2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.

a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.

b. Second 9 Weeks – Day Event – Principal and Curriculum Specialist will hold a lunch and/or breakfast to discuss information on the ACIP and school events with all stakeholders.

c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders.

d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events with all stakeholders.

• These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited:

**ACIP**

Ronald McNair Jr. High

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.</p> <p>b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders.</p> <p>c. Third 9 Weeks – Afternoon/Evening Event – Open House for Parents and Community Stakeholders.</p> <p>d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events with all stakeholders.</p> <p>• These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.</p>	Community Engagement	08/06/2018	05/24/2019	\$0 - No Funding Required	Faculty and staff of Ronald McNair Junior High School,

## **Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**

**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Teachers have weekly department meetings that include data review. Their input is through developing strategies and plans from results of academic assessment data to improve student proficiency and growth. These plans are submitted by leadership team to school administration for review, Also, formative assessments are created for support of plans to improve student proficiency and growth.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))**

**What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Process of student identification includes data meetings, student portfolio reviews, Rtl with PST planning and monitoring.

**How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Tutoring is offered by faculty in subject area and also for the Saturday tutoring program. Also, digital prescriptive programs, Classworks (ELA), Dreambox (Math),and UNIQUE (Self-Contained) are done for more timely and effective remediation.

**Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

Our academically challenged students receive support and reinforcement beyond the school day through individual teacher tutoring after school and Saturday Tutoring at the school.

**Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

McKinney-Vento procedures are followed  
Collaboration with the ELL Site Representative  
Special Education Teachers' Recommendations  
Counseling Services  
NOVA mental health counseling services  
School Social Worker

All of these professionals are in place to assist with any students with challenging situations.

**Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.**



**ACIP**

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McKinney-Vento procedures are followed

Collaboration with the ELL Coordinator

Special Education Teachers' Recommendations

Counseling Services

NOVA mental health counseling services

School Social Worker

All of these professionals are in place to assist with any students with challenging situations.

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))**

**List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

Targeted areas of Math and Reading have district prescriptive programs (Dreambox, Classworks, UNIQUE for Self-Contained) incorporated into the academic programs to increase student proficiency. Teachers are given constant professional development opportunities and other trainings for assistance in various areas-from classroom management, diversity, to academics. The curriculum specialist and administrators meet regularly with core teachers to discuss and observe various strategies for classroom instruction. Also, site and district walk throughs are done for feedback on teaching strategies for student academic improvement.

State programs include conferences that give professional development (ex. Summer Conference and monthly webinars) opportunities on various issues. Also, course of study for subject areas is incorporated into the school wide program for compliance of standards that guide the teaching,

Federal programs are incorporated into the school program through compliance with Title I, FERPA, CIPA, COPA, and ADA

**How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

Nutrition Program(s): Breakfast in the Classroom and School Dinner -Federal Funding (Title I)

Housing Program: McKinney-Vento compliance with identified students-Federal Funding

Career and Technical Education Program:Various funding sources-Federal, State and local

Federal Title I funds also provide the following: professional development, instructional resources and programs, personnel, and stipends

## **Component 10: Evaluation (Sec.1114(b)(3)):**

### **How does the school evaluate the implementation of the schoolwide program?**

The school is constantly evaluated through data meetings, leadership meetings, faculty meetings and principal's meetings reports. Also, student portfolios with prescriptive data and summative school test results are another evaluative method.

### **How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?**

The school evaluates through data meetings, leadership meetings, faculty meetings and principal's meetings reports.

### **How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

The school reviews and data to see if growth goals have been reached. Also, student portfolios track and show if growth has been individually obtained through evidence, formative and summative assessments.

### **What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Through the review of the school wide plan from various data sources, the plan is revised as necessary through SMART goals, and self monitoring information to ensure continuous improvement of academics and culture.

# Coordination of Resources - Comprehensive Budget

## **Introduction**

List all federal, state, and local monies that the school uses to run its program.

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**FTE Teacher Units**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of Teachers assigned units.	20.9

**Provide the number of classroom teachers.**

20.9

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all salaries for the FTE Teacher Units.	1191777.0

Total

1,191,777.00

### Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.5

Provide the number of administrators.

3.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	150000.0

Total

150,000.00

**Assistant Principal**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of Assistant Principal assigned units.	0.5

**Provide the number of Assistant Principals.**

2.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all salaries for the Assistant Principal.	150000.0

Total

150,000.00



### Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	65000.0

Total

65,000.00

### Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	60000.0

Total

60,000.00

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## Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

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## Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

**Provide the number of Career and Technical Education Counselors.**

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

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**Technology**

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7320.0

Total

7,320.00

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**Professional Development**

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2196.0

Total

2,196.00

### EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

---

### Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13080.0

Total

13,080.00



### Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2346.0

Total

2,346.00

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**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	345517.29

**Provide a brief explanation and breakdown of expenses.**

- \$92,536.00 to fund a Curriculum Specialist to support the curriculum and instruction of the school with strategies to enrich, enhance, reinforce, and remediate instruction and learner engagement; also, to increase student knowledge proficiency, understanding, and confidence in all subjects; specifically supporting the targets of math, reading, and science (7th grade), measured on summative SCANTRON testing
- 3.0 teaching units (Math, Science, ELA) and the Behavioral Specialist at a cost of \$214,095.00 to decrease classroom capacity, provide more one-one- one instructional support, and to provided proactive and reactive support to teachers in efforts to guide students into appropriate behavioral habits, thus having a more individualized and differential learning plan for each student.
- \$9043.30 allotted for printing for classroom instruction
- \$15,555.70 for Read 180 licenses for the Read 180 intervention program to increase student reading proficiency through technology intervention and support for students identified on the lowest spectrum of summative assessments in Reading
- \$3,987.29 for services and supplies for parents to aid and reinforce support for student success and for more parent involvement
- \$10, 000.00 for Parental involvement Person to support parental involvement through facilitating various activities coordinated by the school, Parent Parties and Title I.
- - \$300.00 for postal services and supplies to support information being communicated by mailings from the school

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title III**

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title V**

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

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### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A



**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Local Funds

Label	Question	Value
1.	Provide the total	10.51

**Provide a brief explanation and breakdown of expenses.**

Local Funds are the source funds from the district that deals with personnel provided. The following units are the breakdown for this section:

There are 5.91 units for the following teachers:

There are 1.50 units for Administrators: 1 unit for an Assistant Principal; .50 units for an Assistant Principal

There is .10 unit for Certified Support Personnel: Parent Coordinator

There are 3.00 units for Non Certified Support Personnel: 1 unit for a Registrar; 1 unit for an Office Manager/Bookkeeper; 1 unit for a Secretary/Receptionist

# Parent and Family Engagement

## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

## Parent and Family Engagement

**Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))**

The school will hold an annual Title I meeting. Topics that will be covered in the meeting include

- a) School goals and progress
- b) Title I program
- c) Title I funds
  - Program funds
  - Parent Involvement and 1% set aside funds

In addition, the following will be discussed:

We will also discuss the HCS parent involvement policies.

Title I parent involvement and engagement

Title I school compacts

Curriculum information

How school staff can be contacted

Classroom assignments

Yearly assessments

Opportunities to volunteer

Parents Rights to know the qualifications of teachers

How to submit a comment on the school-wide program when the school makes the plan available to the school district

**Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))**

1)Parent meetings will be offered monthly. On the day that the meetings are held, two to three different times will be offered as well to make sure that as many parents as possible will have the opportunity to attend the meetings.

2)Parents will be invited to all Title I meetings throughout the school year

3)Parent involvement funds are allocated for the Parent Involvement Coordinator. The Parent Coordinator is in charge of planning meetings for parents and coordinating activities for parents.

**Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in**

## **ACIP**

Ronald McNair Jr. High

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**use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))**

All documents are sent home in the preferred language of the family. Documents that are included are: Home language survey, employment survey, Annual Title I meeting information, progress reports, assessment reports, report cards, and any other documents that are deemed necessary for translation.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))**

The compact was developed with parents and teachers collaboratively identifying important aspects for improving student success.

The parent compact is posted on the website and a copy is sent home with students at the beginning of the school year. Students are to return the form signed by their parent or guardian. We also plan to send home the compacts with report cards.

**Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))**

The parents are involved in the design of the schoolwide plan by being invited to participate in the CIP reviews throughout the school year. Parents are extended an invitation to attend an informational meeting, which focuses on familiarizing parents with the McNair Junior High Title I programs, procedures, and activities.

Parents are encouraged to make suggestions and inquiries regarding Title I programs. Parents are encouraged to contact the school whenever they have concerns or questions regarding the continuous improvement plan. Parents should submit their concerns in writing to the school administration or the advisory committee. The committee must respond to the parent within five days of receipt. If the parent is not satisfied, the concern may be presented to the district level representative, and if necessary the state department of education.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

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Parents will be involved in the implementation of the schoolwide plan throughout the school year. Ms. Joyce Andersen, as parent coordinator,

will assist the school with the implementation of strategies to increase parent involvement. Parents will help us communicate important information to other parents and other community stake-holders.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

Faculty and staff members are encouraged facilitate parental involvement. During one-to-one meetings, members of the faculty and staff will discuss approaches that parents can use as they support their children's education. These conversations will be followed-up with meetings with parents to discuss the observed progress of their children.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)**

A parent compact, signifying the parents' commitment to working as partners with the school and their child is signed each year. The principal, teacher, parent and student each have expectations listed and agree to uphold these expectations by placing their signatures on the compact. The compacts are maintained in the teachers' classroom for easy accessibility. The compacts are discussed with teachers, and they can use them during parent-teacher conferences. Revisions may be made to the compact during parent conference. Parents may make comments and/or suggestions to the principal for curriculum specialist regarding the compacts.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of**

**participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

Information about and related to school including but not limited to: parent programs, meetings, and all other activities will be presented to parents in a language that the parent understands.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

We execute the required activities through monthly Title I parent meetings which are scheduled dates each month and at varying times to encourage attendance. We maintain parent communication through School Cast calls, marquee messages, written information, and website messages.

**Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))**

Reports and information sent home from school will be translated into a language that parents can understand. If needed, a translator will be provided.