



# 2010-2011 ARCHIVE

## School Plan

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### MCNAIR MIDDLE SCHOOL

### Arkansas Comprehensive School Improvement Plan

### 2010-2011

McNair Middle School is...

Motivated and  
Unified with  
Students, staff, parents and community who  
Team for  
Achievement with  
Notable  
Goal-oriented growth towards  
Success in math and literacy.

Grade Span: 6-7

Title I: Not Applicable

School Improvement: MS

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#### Priority 1: Mathematics

**Goal:** All students will strengthen their math computation, problem solving skills and relate problems to the real world. Of these students 80% of them will show measurable improvement in their math skills by achieving or exceeding their growth expectation on the MAP test. Additionally, 85% or more of our students will score above the 50th percentile on their MAPS test in Mathematics while 73.41% of our students will score Proficient/Advanced on their Benchmark exam in Mathematics.

#### Priority 2: Literacy

**Goal:** All students will strengthen their reading comprehension, spelling, vocabulary and written expression for 21st Century literacy and 80% of these students will show measurable improvement in literacy by achieving or exceeding their growth expectation on the MAP test. Additionally, 85% of our students will score above the 50th percentile on the MAPS test in Reading, while 75.7% will score Proficient or Advanced on their Benchmark Exam in the area of Literacy.

#### Priority 3: Wellness

**Goal:** Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity. McNair equips children with the knowledge and skills they need to lead more healthful lives by choosing nutritious diets and being physically active.

#### Priority 4: Title III ELL

**Goal:** All ELL students will improve in reading comprehension, written expression, and mathematic skills and respond to constructed response questions with proficiency

#### Priority 5: Prevent Disproportionate Representation (Over-identification) of African American Students

**Goal:** : Reduce the relative proportion of African American students to students of other ethnicity identified as

Mentally Retarded.

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

1. Mathematics Priority: 6th Grade

2009-# Tested & Percent of Students Scoring Proficient/Advanced:

332 Students:	92.17% of Combined Students
17 Students:	76.47% of African American Students
11 Students:	72.73% of Hispanic Students
286 Students:	93.36% of Caucasian Students
59 Students:	79.66% of Econ. Disadvantaged Students
28 Students:	53.57% of Students with Disabilities

Combined: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Measurement. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number and Operations.

IEP: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number and operations, Algebra, geometry, and data analysis and probability. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number Operations and Data analysis and probability.

LEP: In 2009, the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Measurement. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number and Operations.

Economically Disadvantaged: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Measurement. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number Operations.

Caucasian: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Geometry.

Hispanic: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Measurement. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Numbers and Operations.

African-American: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics

strands, revealed weaknesses in Numbers and Operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Measurement and Geometry.

Mathematics Priority: 6th Grade

2008-# Tested & Percent of Students Scoring Proficient/Advanced:

290 Students:	87.9% of Combined Students
12 Students:	83.3% of African American Students
12 Students:	91.7% of Hispanic Students
263 Students:	87.8% of Caucasian Students
50 Students:	76% of Econ. Disadvantaged Students
34 Students:	44.1% of Students with Disabilities

Combined: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Geometry. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Geometry.

IEP: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number and operations, Algebra, geometry, and data analysis and probability. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number Operations and Data analysis and probability.

LEP: In 2008, less than ten LEP students were tested. However, the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number and Operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number and Operations.

Economically Disadvantaged: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number Operations.

Caucasian: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Geometry. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Geometry.

Hispanic: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Geometry. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Geometry.

African-American: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Geometry. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Geometry.

Mathematics Priority: 7th Grade

2009-# Tested & Percent of Students Scoring Proficient/Advanced:

310 Students: 85.48% of Combined Students

17 Students: 70.59% of African American Students

12 Students: 83.33% of Hispanic Students

275 Students: 86.91 of Caucasian Students

62 Students: 70.97% of Econ. Disadvantaged Students

31 Students: 32.26% of Students with Disabilities

**Supporting  
Data:**

Combined: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Geometry.

IEP: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations and Algebra. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Algebra.

LEP: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Measurement.

Economically Disadvantaged: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Geometry.

African American Students: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Measurement.

Hispanic: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Measurement.

Caucasian: In 2009 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Geometry.

Mathematics Priority: 7th Grade

2008-# Tested & Percent of Students Scoring Proficient/Advanced:

288 Students:	93.1% of Combined Students
6 Students:	83.3% of African American Students
11 Students:	63.6% of Hispanic Students
250 Students:	94.4% of Caucasian Students
42 Students:	76.2% of Econ. Disadvantaged Students
16 Students:	62.5% of Students with Disabilities

Combined: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Measurement.

IEP: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and Operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Measurement.

LEP: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Numbers and operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Numbers and Operations.

Economically Disadvantaged: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number Operations.

African American Students: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number Operations.

Hispanic: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the

five mathematics strands, revealed weaknesses in Number Operations.

Caucasian: In 2008 the lowest identified area (s) (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations. The lowest identified area (s) (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number Operations.

1. 6th Grade MATH:

2009

SAT-10: Combined (Total) Population: Total Math, Grade 6: In 2009, 332 were tested and 80.6% had an NPR score of 50, or above.

SAT-10: IEP Population: Total Math, Grade 6: In 2009, 28 were tested and 40.3% had an NPR score of 50, or above.

SAT-10: LEP Population: Total Math, Grade 6: In 2009, 11 students were tested and 65.1% had an NPR score of 50, or above.

SAT-10: African American Population: Total Math Grade 6: In 2009, 17 were tested 47.06% had an NPR score of 50 or above.

SAT-10: Hispanic Population: Total Math Grade 6: In 2009, 11 were tested 54.55% had an NPR score of 50 or above.

SAT-10: Caucasian Population: Total Math Grade 6: In 2009, 286 were tested 83.22% had an NPR score of 50 or above.

2008

SAT-10: Combined (Total) Population: Total Math, Grade 6: In 2008, 299 were tested and 81.5% had an NPR score of 50, or above.

SAT-10: IEP Population: Total Math, Grade 6: In 2008, 30 were tested and 33.3% had an NPR score of 50, or above.

SAT-10: LEP Population: Total Math, Grade 6: In 2008, less than ten students were tested.

SAT-10: African American Population: Total Math Grade 6: In 2008, 14 were tested 71.4% had an NPR score of 50 or above.

SAT-10: Hispanic Population: Total Math Grade 6: In 2008, 13 were tested 53.8% had an NPR score of 50 or above.

SAT-10: Caucasian Population: Total Math Grade 6: In 2008, 267 were tested 83.1% had an NPR score of 50 or above.

7th Grade MATH:

In 2009:

SAT-10: Combined (Total) Population: Total Math, Grade 7: In 2009, 310 students were tested 83.7% had an NPR score of 50, or above.

SAT-10 :IEP Population: Total Math, Grade 7: In 2009, 31 students were tested, 34.1% had an NPR score of 50, or above.

SAT-10 (09): LEP Population: Total Math, Grade 7: In 2009, 6 students were tested 68.2% had an NPR score of 50, or above.

SAT-10 (09): African American Population: Total Math, Grade 7: In 2009 17 students were tested, 76.47% had an NPR score of 50, or above.

SAT-10 (09): Hispanic Population: Total Math, Grade 7: In 2009 12 students were tested, 75% had an NPR score of 50 or above.

SAT-10 (09): Caucasian Population: Total Math, Grade 7: In 2008 275 students were tested, 83.27% had an NPR score of 50 or above.

SAT-10 (08):

In 2008:

SAT-10: Combined (Total) Population: Total Math, Grade 7: In 2008, 301 students were tested 88.0% had an NPR score of 50, or above.

SAT-10 :IEP Population: Total Math, Grade 7: In 2008, 18 students were tested, 44.4% had an NPR score of 50, or above.

SAT-10 (08): LEP Population: Total Math, Grade 7: In 2008, 10 students were tested 60.0% had an NPR score of 50, or above.

SAT-10 (08): African American Population: Total Math, Grade 7: In 2008 14 students were tested, 71.4% had an NPR score of 50, or above.

SAT-10 (08): Hispanic Population: Total Math, Grade 7: In 2008 13 students were tested, 53.8% had an NPR score of 50 or above.

SAT-10 (08): Caucasian Population: Total Math, Grade 7: In 2008 267 students were tested, 83.1% had an NPR score of 50 or above.

1. Attendance Rate: In 2009-2010 the attendance rate was 95.5%. In 2007-2008 the attendance rate was 96.9% In 2006-2007 the attendance rate was 96.3%. In 2005-2006 the attendance rate was 97.5%.

Goal

All students will strengthen their math computation, problem solving skills and relate problems to the real world. Of these students 80% of them will show measurable improvement in their math skills by achieving or exceeding their growth expectation on the MAP test. Additionally, 85% or more of our students will score above the 50th percentile on their MAPS test in Mathematics while 73.41% of our students will score Proficient/Advanced on their Benchmark exam in Mathematics.

Benchmark

The Combined Population and select sub-pops MET the 2009 AYP target of 64.55% scoring Proficient/Advanced. 92.25% of our Caucasian 6th graders scored Pro/Adv, while 95.70% of our Caucasian 7th graders scored Pro/Adv. 82.46% of our FRLP 6th graders scored Pro/Adv, while 93.75% of our FRLP7th graders scored Pro/Adv. 52.63% of our IEP 6th graders scored Pro/Adv, while 65.52% of our IEP 7th graders scored Pro/Adv. It is expected that the Combined Population will meet or exceed the 2010-2011 AYP target of 73.41%. According to the Arkansas Department of Education, our school has MET State Standards via the "Safe Harbor" growth model.

Intervention: Act 83 of 2003. An act to provide teachers with quality professional development that will promote and enhance learning opportunities for students; and for other purposes.				
Scientific Based Research: "Assessing Impact: Evaluating Staff Development" Joellen Killion ,2002, www.nsd.org "Assessing Impact of Professional Development on Teaching and Students", Seth Aldrich, Ph.D, 2004, www.programevaluation.org "Rigor and Relevance Concept to Reality" Willard R Daggert, 2009, ICLE.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$

<p>review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators with no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement development (3 hours of Parental Involvement for Administrators) and for those who teach Arkansas History, 2 hours of training in that subject. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes.  Action Type: Alignment  Action Type: Collaboration  Action Type: Professional Development</p>				
<p>Teachers are provided with instructional meeting time in order to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level. This planning time will be provided during the course of the day. Time will be reserved for vertical and horizontal team meetings quarterly.  Action Type: Collaboration  Action Type: Professional Development</p>	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
<p>Teachers will be provided additional opportunities for diverse professional development opportunities specific to the student population of McNair Middle School in order to establish a balanced approach to enhanced knowledge and skills needed in the classroom with regard to the teaching of mathematics(deepen teacher knowledge of content and needs of middle school students as well as teaming needs).  Action Type: Collaboration  Action Type: Professional Development</p>	Ted Whitehead, assistant principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: "At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through: Teacher surveys and open discussion forums and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS demonstrate that this Intervention is valid in support of the</p>	Michelle Hayward;Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>teaching and learning that are part of this program: Based on daily Administrative and teacher learning walks evidence of implementation of professional development was observed.100% of full time certified staff completed classroom learning walks and provided documentation of their observations. During the 2010-2011 school year we plan to use the following protocols of surveys and open discussion forums in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program.We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program."</p> <p>Action Type: Alignment  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Technology Inclusion</p>				
<p>Teachers will form Professional Learning Teams (PLT)that focus on student learning and achievement. These collaborative teams will consist of 2 to 9 teachers and will meet for 12 hours (outside of contract time). Teams will choose the product they will create, to share the results of their Learning Team work (presentation or in-service, instructional unit plans, summary of team learning, student achievement results, etc.)A partial numbers hours will be attained through a school -wide collaborative book study on Bill Daggetts book "Rigor and Relevance from Concept to Reality"</p> <p>Action Type: Collaboration  Action Type: Professional Development</p>	Michelle Hayward;Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Through collaboration, teachers will share and produce math lessons that emphasize rigor and relevance in the math curricula.</p> <p>Action Type: Collaboration  Action Type: Professional Development</p>	Katie Oliver, 7th grade math	Start: 07/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Socioeconomic Diversity and Learning: All McNair teachers will receive training in how to best serve the needs of our growing free and reduced subpopulation, as we have seen significant recent increases in numbers. We will discuss best practices and research in building PD sessions and revisit this throughout the school year, in regards to differentiated</p>	Michelle Hayward	Start: 07/30/2010 End: 06/01/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

instruction.					
Action Type: Equity					
Total Budget:					\$0
Intervention: Parent Involvement Plan ACT 307, AR State Representative Shirley Walters, 2007.					
Scientific Based Research: National PTA Standards, 1998. "A new wave of evidence. The impact of school, family, and community connections on student achievement." Henderson, A., & Mapp, K. 2002. National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory, ( <a href="http://www.sedl.org/connections/">http://www.sedl.org/connections/</a> )					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
PARENT FACILITATOR: The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 307 of 2007. Action Type: Parental Engagement	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$	
The school will have a designated area to be used as the Parent Center. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents to borrow for review in each building. Parent Center materials, may include, but are not limited to, brochures, pamphlets, computers for use on site, or laptops to be checked out will be designated by each building. Action Type: Parental Engagement	Carol Huneycutt, parent facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$	
Teachers will receive training to enhance understanding of effective parental involvement strategies. The parent coordinator will be allowed a sub for one day at the end of the school year to permit him/her to work with teachers and parents during the school day to finalize plans for the following school year. Action Type: Parental Engagement Action Type: Professional Development	Carol Huneycutt, parent facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
Administrators will receive training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Parental Engagement Action Type: Professional Development	Carol Huneycutt, parent facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$	
INFORMATIONAL PACKETS: All parents will receive Informational Packets that include: Parental Involvement Plan, School Calendar, and information encouraging the home and school connection. Action Type: Parental Engagement	Carol Huneycutt, parent facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$	
PROCESS FOR RESOLVING PARENTAL	Carol Huneycutt,	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	ACTION BUDGET: \$	

<p>CONCERNS: All parents will be invited to an Open House Night to welcome parents and students to our school and to share expectations for the school year. The school's process for resolving parental concerns will be discussed at this meeting.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	parent facilitator	07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Administrators, teachers and parents will develop a volunteer resource book including: a parent interest survey, an option for parents to designate how frequently they would like to participate in the program, and include opportunities for parents to assist from home.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Carol Huneycutt, parent facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>VOLUNTEER RESOURCE BOOK: Administrators, teachers and parents will develop a parental involvement plan addressing the diverse needs of the students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be reviewed and updated annually.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Carol Huneycutt, parent facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>PARENT TEACHER CONFERENCES: The district will designate two Parent/Teacher Conferences each school year. At the end of the school year, the school will publish a notice in the school newsletter thanking the parents as a group for attending the conferences.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Carol Huneycutt, parent facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
<p>PARENT INVOLVEMENT MEETINGS: Parent representatives will be invited to attend the ACSIP planning with the ACSIP steering committee to review, assess and revise the ACSIP plan for the following school year by June 1, 2011.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Watch Dog Dads program will be continued to give fathers of our students an opportunity to work with students and staff.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Carol Huneycutt, parent facilitator and Ted Whitehead, assistant principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
<p>An alumni advisory committee will be formed to help evaluate academic progress, the amount of parental participation within the school, and identify barriers that exist that hinder greater participation by parents.</p> <p>Action Type: Parental Engagement</p>	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: "At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program</p>	Michelle Hayward; Principal	Start: 07/01/2010 End:	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION \$

<p>by analyzing the percentage of our families that were members of the PTO, the parent sign in sheets generated by the teams and administration during conferences and parent evenings and by the communication sent to and received from teachers and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: 96% parent participation in fall parent/teacher conferences, 97% parent participation in spring parent/teacher participation, 75% membership in PTA, 35% parent participation at team curriculum nights. During the 2010-2011 school year we plan to use the following protocol: Parental surveys, percentage of parental attendance at PTO and P/T conference meetings, in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>		06/30/2011		BUDGET:
<p>ACT 397: McNair Middle School acknowledges that parents play an integral role in assisting student learning. To help parents in assisting students, McNair will communicate with parents at least weekly via email and communication folders what students will be learning, how and when they will be assessed and how parents can help. Teams will communicate curriculum and team goals at a curriculum night at the beginning of each school year. Parents will be trained and supplied with educational materials on how to help their child. Parents will be invited to the school and classrooms to observe, participate and inform. Action Type: Parental Engagement</p>	Ted Whitehead; Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Parents will be instructed on how to obtain their student grades on the internet and student generated grade checks will be sent home weekly. Action Type: Parental Engagement</p>	Cherie Heimsoth; counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PTA/PTO: Parents and guardians are all	Virginia Brandt	Start:	<ul style="list-style-type: none"> <li>• Administrative</li> </ul>	

invited to join McNairs PTA/PTO at the beginning of each school year at the schools open house. Further information is sent home in Monday folders to encourage 100% participation. PTA meets regularly at the school and teacher representatives are chosen to participate in these meetings and communicate back to the teacher body. Action Type: Parental Engagement		07/01/2010 End: 06/30/2011	Staff ● Teachers	————— ACTION BUDGET: \$
BOOK CLUB: To promote literacy in the home parents will be invited to a monthly student/teacher/parent book club to read and discuss an early adolescent book chosen by the club. Action Type: Parental Engagement	Lori Mizanin; teacher	Start: 07/01/2010 End: 06/30/2011	● Teachers	————— ACTION BUDGET: \$
Parents and community members will be invited to the school to offer input and gain information regarding the school ACSIP plan, Benchmark test scores, attendance data, PTA information, Federal programs, and the school's vision and goals. Action Type: Collaboration Action Type: Parental Engagement	Michelle Hayward: Principal	Start: 07/01/2010 End: 06/30/2010	● Administrative Staff	————— ACTION BUDGET: \$
The school vision will be communicated to parents and community members via a public meeting. It will also be placed on our website and on McNair stationary. Action Type: Parental Engagement	Michelle Hayward: Principal	Start: 07/01/2010 End: 06/30/2010	● Administrative Staff	————— ACTION BUDGET: \$
Total Budget:				\$0

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
McNair teachers will communicate with parents about their child's AIP's for any student that scores below proficient on state-mandated criterion-referenced exams. These students will receive additional remediation according to the AIP. Action Type: AIP/IRI Action Type: Parental Engagement	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	● Administrative Staff ● Teachers	————— ACTION BUDGET: \$
The school will conduct an annual summative evaluation of student performance on local, state and national math assessments. This data analysis will be used to identify needed adjustments in math curriculum and instruction. Action Type: Alignment	Scott Rainer, Academic Interventionist	Start: 07/01/2010 End: 06/30/2011	● Administrative Staff ● Performance Assessments ● Teachers	————— ACTION BUDGET: \$
Teachers will use curriculum mapping, including horizontal and vertical alignment, to evaluate effectiveness of current adopted math programs. Action Type: Alignment Action Type: Collaboration	Sandy Weishaar, 7th grade math teacher - Lester Long, district assessment coordinator	Start: 07/01/2010 End: 06/30/2011	● District Staff ● Outside Consultants ● Teachers	————— ACTION BUDGET: \$
In collaboration with the district, McNair will develop, implement and continually	Courtney Burkett, 6th grade math	Start: 07/01/2010	● District Staff ● Outside	—————

<p>evaluate and revise the math curriculum in order to meet the needs of all students. Action Type: Equity</p>	<p>teacher and Katie Oliver 7th grade math teacher</p>	<p>End: 06/30/2011</p>	<p>Consultants ● Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>Math and science teachers will collaborate to integrate their curricula for specific instructional units. Materials, supplies and equipment will be purchased to strengthen the curricular content of both disciplines to promote a hands-on, inquiry-based approach to learning. Emphasis will be placed on activities that require higher-level thinking skills, problem solving, graphing, computation and writing. Action Type: Alignment Action Type: Collaboration</p>	<p>Gail Nebben, 6th grade science teacher, Virginia Brandt 7th grade science teacher</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<p>● Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>All teachers will align math instruction with the state frameworks. Action Type: Alignment</p>	<p>Sandy Weishaar, 7th grade math teacher</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<p>● District Staff ● Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>McNair core teachers will continue to develop open-response questions and develop appropriate rubrics for student assessment. Action Type: Alignment Action Type: Collaboration</p>	<p>Michelle Hayward, principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<p>● District Staff ● Performance Assessments ● Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through: development of open response questions and common rubrics and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: 92.83% of our combined population scored proficient or advanced in math for 6th grade and 94.30% for 7th grade. Math curriculums and pacing guides have been aligned across district and teachers are sharing their formative assessments and student progress through vertical and horizontal teaming. During the 2010-2011 school year we plan to use the same protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objective of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p>	<p>Michelle Hayward:Principel</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<p>● Administrative Staff ● Teachers</p>	<p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
Math teachers will use and generate a "common language" to be utilized by all math teachers at the school. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Katie Oliver; 7th grade math teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Math: Math performance assessments and Benchmark practice will be implemented.				
Scientific Based Research: "Making Standards Work: How to Implement Standards-Based Assessment in the Classroom, School, and District". Douglas B. Reeves. Center for Performance Assessment, 2002 and "Problem Solver" by McGraw Hill Creative Publications, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Individual math teachers will regularly assess student progress in math in a format similar to that found in the benchmark exam.	Courtney Burkett, 6th grade math teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Math teachers will develop and administer formative open (constructed) response assessments in each grade level. Results will be analyzed and shared with students, other teachers and parents. Action Type: Collaboration Action Type: Parental Engagement	Katie Oliver, 7th grade math teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Counselors will provide students and teachers with appropriate materials and supplies for test taking (calculators, pencils, etc.). Counselors will also provide a curriculum in goal setting, high standards, academic excellence, successful test-taking strategies, etc. Action Type: Collaboration	Stacy Stanfield, counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Students below proficient on summative CRT and NRT will be identified. An AIP committee will be formed to address the specific needs of each student. Teachers will provide remediation during math class, Learning Tools class, and through the math interventionist. Action Type: AIP/IRI Action Type: Collaboration	Cherie Heimsoth, counselor - Sandy Weishaar, 7th grade math teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
McNair teachers will collaborate to provide appropriate remedial instruction for students who score below proficient on Benchmark Math Exam. These efforts will supplement the remediation provided to the student's Academic Improvement Plans. Action Type: AIP/IRI Action Type: Collaboration	Scott Rainer, Academic Interventionist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
McNair math teachers will administer formative math assessments in both 6th and 7th grade. These assessments will include MAPS assessments and ongoing Wireless Generation assessments. The results of these assessments will be used to determine: 1) areas where curriculum and instruction need to be	Scott Rainer; Academic Interventionist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

improved and 2) students who need reteaching and remedial assistance. Action Type: AIP/IRI Action Type: Alignment Action Type: Title I Schoolwide				
PROGRAM EVALUATION: "At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program by analyzing student performance on teacher and district mandated tests as compared to results on the benchmark exam and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: 92.83% of our combined population scored proficient or advanced in math for 6th grade and 94.30% for 7th grade. After desegregating the data, students are also performing well on the open response portion of the test. During the 2010-2011 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use district mandated tests, MAPS assessments, Wireless Generation assessments, semester assessments and teacher tests. We will use this data/information to determine whether the objective of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Program Evaluation	Michelle Hayward; Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$
McNair math teachers will differentiate content to meet the needs of all students. Teachers will incorporate manipulatives and hands-on activities into instruction whenever appropriate. Action Type: Collaboration Action Type: Professional Development	Katie Oliver; 7th grade math teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$
Advisory System: Teachers will meet with a small group of students to interact on a scheduled basis in order to provide mathematic support, academic guidance, recognition, and to promote good citizenship. Action Type: Special Education	Deanna Metlock	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Improved academic and developmental outcomes for all math students in the middle grades.				
Scientific Based Research: Based upon the research conducted by Dr. Rick Wormeli, Differentiation: From				

Planning to Practices, Grade 6 to 12, 2007. Rigor and Relevance from Concept to Reality, Williard R Daggert, ICLE 2009 .In addition to the research presented by the National Forum to Accelerate Middle Grades Reform.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION: During the 2010-2011 school year we will evaluate the professional development gained through attending the various professional development sessions by: teacher observation, lesson plans, and learning walks to determine its effectiveness in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: McNair Middle School met AYP in math for 2009-2010 and 92.83% of our combined population scored proficient or advanced in math for 6th grade and 94.30% for 7th grade. 100% of certified staff participated in classroom learning walks and implementation of new strategies shared during staff development was observed during administrative learning walks. During the 2010-2011 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use benchmark data, MAPS data and Wireless generation data to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Professional Development</p>	<p>Michelle Hayward: Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Teachers will meet regularly as a team, grade level, discipline and as a whole school to discuss and share how to best implement new conference strategies and ideas. Teachers and Administrators will also conduct formal and informal walk throughs to observe best practices, strategies and techniques gleaned from these conferences. Action Type: Collaboration Action Type: Professional Development</p>	<p>Ted Whitehead; Assistant Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Response to Intervention: Teachers will be trained in complete implementation of the Response to Intervention Plan to close the achievement gap. Professional development will be given to teach teachers the process of Response to Intervention. Formative and summative data regarding student achievement</p>	<p>Deanna Metlock: Special Ed Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>

<p>(Augmented exam, pre/post tests, MAPS assessments and Wireless Generation assessments) will be disaggregated to determine which students are at risk of academic failure. Students identified as at-risk will receive small group instruction before and after school in addition to lunch tutoring to move those students into proficiency. Action Type: Equity Action Type: Special Education</p>				
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2009 administration of the 6th and 7th grade Augmented Benchmark. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that Special Education reflects our greatest need and is therefore our priority. We will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we meet in our teams (teams are four teacher teams) daily and departmental teams weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall. Action Type: Special Education</p>	Michelle Hayward;Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>According to the Arkansas Department of Education, our school has met standards through safe harbor. Action Type: Collaboration</p>	Michelle Hayward	Start: 07/30/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Teachers will display a daily learning objective in their classrooms to focus student learning Action Type: Professional Development</p>	Ted Whitehead, assistant principal	Start: 07/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>

Action Type: Special Education				
Math teachers will administer the MAPS tests to monitor and assess student progress and project student success in meeting state and national standards	Ted Whitehead, assistant principal	Start: 07/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve literacy skills.

1. pre>6th grade Literacy Priority 2009-# Tested & Percent of Students Scoring Proficient/Advanced:
  - 332 Students: 87.05% of Combined Students
  - 17 Students: 64.71% of African American Students
  - 11 Students: 63.64% of Hispanic Students
  - 286 Students: 88.46% of Caucasian Students
  - 59 Students: 69.49% of Econ. Disadvantaged Students
  - 28 Students: 32.14% of Students with Disabilities

Combined: In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is Content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is Content. IEP: In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is Content. LEP: In 2009, less than ten students were tested. However, The trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are content and style. SES: In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content. African American: In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content. Hispanic: In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content and style. Caucasian: In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.

6th grade Literacy Priority

2008-# Tested & Percent of Students Scoring Proficient/Advanced:

290 Students:	85.5% of Combined Students
12 Students:	91.7% of African American Students
12 Students:	83.3% of Hispanic Students
263 Students:	85.6% of Caucasian Students
50 Students:	70% of Econ. Disadvantaged Students
34 Students:	35.3% of Students with Disabilities

Combined: In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is Content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is Content.

IEP: In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is style.

LEP: In 2008, less than ten students were tested. However, The trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are content and style.

SES: In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.

African American: In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.

Hispanic: In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content and style.

Caucasian: In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.

#### 7th grade Literacy Priority

2009# Tested & Percent of Students Scoring Proficient/Advanced:

310 Students:	84.19% of Combined Students
12 Students:	83.33% of Hispanic Students
275 Students:	85.45% of Caucasian Students
62 Students:	67.74% of Econ. Disadvantaged Students
6 Students:	22.58% of Students with Disabilities

Combined: In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages,

revealed that the lowest identified area is practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.

IEP: In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is style.

LEP: In 2009, there were fewer than ten students in this sub-pop tested. However, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is style.

SES: In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is Practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is Content.

Caucasian: In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is Content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.

Hispanic: In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is practical.

**Supporting  
Data:**

African American: In 2009 the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is practical.

7th grade Literacy Priority

2008-# Tested & Percent of Students Scoring Proficient/Advanced:

288 Students: 89.2% of Combined Students

11 Students: 81.8% of Hispanic Students

250 Students: 90% of Caucasian Students

42 Students: 69% of Econ. Disadvantaged Students

16 Students: 50% of Students with Disabilities

Combined: In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.

IEP: In 2008, the trend analysis of the open response and multiple-choice

questions, in the three types of reading passages, revealed that the lowest identified area is practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.

LEP: In 2008, less than ten LEP students were tested. However, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.

SES: In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is Practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is Practical.

Caucasian: In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is practical.

Hispanic: In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is practical. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is practical.

African American: In 2008, less than ten African American students were tested. However, in 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest

1.

2009 LITERACY:

SAT-10 (09): Combined (Total) Population: Reading Comprehension, Grade 6: In 2009, 332 students were tested 71.3% had an NPR score of 50, or above.

SAT-10 (09): IEP Population: Reading Comprehension, Grade 6: In 2009, 28 students were tested 37.2% had an NPR score of 50, or above.

SAT-10 (09): LEP Population: Reading Comprehension, Grade 6: In 2009, 11 students were tested. 27.9% had an NPR score of 50 or above.

SAT-10 (09): African American Population: Reading Comprehension, Grade 6: In 2009, 17 students were tested 52.94% had an NPR score of 50 or above.

SAT-10 (09): Caucasian Population: Reading Comprehension, Grade 6: In 2009, 286 students were tested, 72.73% had an NPR score of 50 or above.

SAT-10 (09): Hispanic Population: Reading Comprehension, Grade 6: In 2009, 11 students were tested, 45.45% had an NPR score of 50 or above.

2008 LITERACY:

SAT-10 (08): Combined (Total) Population: Reading Comprehension, Grade 6: In 2008, 299 students were tested 73.2% had an NPR score of 50, or above.

SAT-10 (08): IEP Population: Reading Comprehension, Grade 6: In 2008, 30 students were tested 20% had an NPR score of 50, or above.

SAT-10 (08): LEP Population: Reading Comprehension, Grade 6: In 2008, less than ten students were tested.

SAT-10 (08): African American Population: Reading Comprehension, Grade 6: In 2008, 14 students were tested 50% had an NPR score of 50 or above.

SAT-10 (08): Caucasian Population: Reading Comprehension, Grade 6: In 2008, 267 students were tested, 75.3% had an NPR score of 50 or above.

SAT-10 (08): Hispanic Population: Reading Comprehension, Grade 6: In 2008, 13 students were tested, 61.5% had an NPR score of 50 or above.

LITERACY GRADE 7 2008:

SAT-10 (08): Combined (Total) Population: Reading Comprehension, Grade 7: In 2008, 301 students were tested, 80.7% had an NPR score of 50, or above.

SAT-10 (08): IEP Population: Reading Comprehension, Grade 7: In 2008, 18 students were tested, 33.3% had an NPR score of 50, or above.

SAT-10 (08): LEP Population: Reading Comprehension, Grade 7: In 2008, 10 students were tested, 33.3% had an NPR score of 50, or above.

SAT-10 (08): African American Population: Reading comprehension, Grade 7: In 2008, less than 10 students were tested.

SAT-10 (08): Hispanic Population: Reading Comprehension, Grade 7: In 2008, 13 students were tested, 61.5% had an NPR score of 50 or above.

SAT-10 (08): Caucasian Population: Reading Comprehension, Grade 7: In 2008, 260 students were tested, 80.4% had an NPR score of 50 or above.

1. Attendance Rate: In 2009-2010 the attendance rate was 95.5%.

Goal All students will strengthen their reading comprehension, spelling, vocabulary and written expression for 21st Century literacy and 80% of these students will show measurable improvement in literacy by achieving or exceeding their growth expectation on the MAP test. Additionally, 85% of our students will score above the 50th percentile on the MAPS test in Reading, while 75.7% will score Proficient or Advanced on their Benchmark Exam in the area of Literacy.

Benchmark The Combined Population and select sub-pops MET the 2009 AYP target of 67.6% scoring Proficient/Advanced. 92.25% of our Caucasian 6th graders scored Pro/Adv, while 86.74% of our Caucasian 7th graders scored Pro/Adv. 77.19% of our FRLP 6th graders scored Pro/Adv, while 79.17% of our 7th grade FRLP scored Pro/Adv. 47.37% of our 6th grade IEP students scored Pro/Adv, while 41.38% of our 7th grade IEP students scored Pro/Adv. It is expected that each of these populations will meet, or exceed, the 2010 AYP Target of 75.7% scoring Proficient/Advanced, or make AYP through either the "Safe Harbor" or "Growth" models. According to the Arkansas Department of Education, our school has MET STANDARDS through "Safe Harbor".

Intervention: Literacy: Train teachers school wide to implement and assess research based literacy programs and effective instructional strategies.

Scientific Based Research: 1. Smart Step Literacy Lab Project, 2005-2007; 2. Jamestown Reading Series, pub. McGraw Hill, 2005; 3. Teaching Reading in the Middle. Laura Robb, Scholastic, 2000; 4. Teaching Reading in the Content Areas - Mapping the Big Picture: Integrating Curriculum and Assessment, K12. Heidi Hayes Jacobs. 5. Rigor and Relevance from Concept to Reality, Willard R. Daggett, 2009; ICLE. 6. In the Middle: New Understandings about Writing, Reading, and Learning, 1998. 7. How Writers Work: Finding a Process that Works for You, Ralph Fletcher, 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will maintain a School Publishing Center for publication of students' original writing from across the curriculum. Funds will be used to purchase paper, binding materials, and to cover copy costs with parent volunteers to staff it. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Sarah Thompson, media specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	————— ACTION BUDGET: \$
Teachers will receive training in using rubrics, performance tasks, and writing prompts. Action Type: Professional Development	Vanessa Seward, GT teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
McNair teachers will integrate reading and writing instruction into every content area. Action Type: Alignment	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	————— ACTION BUDGET: \$
McNair teachers will teach language arts to all students, including ESL and Special Education students, at their appropriate instructional levels. Action Type: Equity Action Type: Special Education	Deanna Metlock, special education designee - Judith Sapsford, ESL teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
Language Arts teachers will administer the MAP tests to monitor and assess student progress and project student success in meeting state and national standards. Action Type: AIP/IRI Action Type: Program Evaluation	Katy Seifritz, 6th grade language arts teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
Teachers will use a variety of performance tasks, technology applications, and writing prompts (all with rubrics) to enable students to assess and revise their own work and demonstrate proficiency in writing. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Wanda Altman, 7th grade language arts teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
McNair will promote school-wide and community-wide literacy by holding reading/writing celebrations. Students will be able to demonstrate and receive recognition for their writing and reading proficiency via performance events, hallway displays, and online publications. Books will be purchased to give to students and parents to promote literacy in the home. The library will sponsor the Scholastic Book Fair and book talks. Action Type: Parental Engagement	Sarah Thompson, media specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• School Library</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$

<p>McNair teachers will participate in local and state, professional development opportunities in literacy to address the needs of young adolescent readers and writers.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Technology Inclusion</p>	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>In collaboration with the district's ELA Committee, McNair will develop, implement, and continually evaluate and revise a standards-based formative language art curriculum in order to meet the needs of all students.  Action Type: Alignment  Action Type: Collaboration  Action Type: Program Evaluation</p>	Lori Mizanin, 7th grade language arts teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>McNair teachers will partner with content teachers and literacy specialists to promote the reading and writing curriculum across content areas.  Action Type: Alignment  Action Type: Collaboration</p>	Lori Mizanin, 7th grade language arts teacher - Wanda Altman, 7th grade language arts teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Language Arts teachers will produce and implement an action plan based on MAPS Test data, summative data, CRT, and NRT for improved Benchmark scores in literacy to target "bubble kids".  Action Type: Collaboration</p>	Lori Mizanin	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through: MAPS Testing, standardized state test scores, parent/student surveys, and CWT data, and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: WE believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We will use this data/information to determine whether the objective of this Intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.  Action Type: Alignment  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Program Evaluation</p>	Michelle Hayward	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>According to the Arkansas Department of Education, we have met state standards through Safe Harbor. Therefore, we will continue to monitor student progress using our District MAPS data results as well as state Benchmark data and will continue to apply previous interventions and actions to support our students.</p>	Michelle Hayward	Start: 07/30/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Model Classrooms: McNair teachers will set up Model Classrooms to serve as examples of best practices/instructional strategies in regards to literacy. These Model Classrooms will utilize district ELA staff and Literacy Coaches to help all teachers increase Rigor, Relevancy, and Relationships for improved student literacy. Action Type: Collaboration	Paige Kroening	Start: 07/30/2010 End: 06/01/2011	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Literacy: Establish an intervention program for students who need remediation in the language arts.				
Scientific Based Research: Strategies That Work, Harvey, S. & Goudvis, A., February 2000				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In compliance with ACT 35 AIP Remediation, we will effectively identify AIP students using Normes and will maintain a body of evidence of student progress on the AIP/IRI Interactive Website. Classroom teachers, literacy specialists and counselors will analyze data to determine students needing placement in remedial instruction. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Stacy Workman, counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of McNair's literacy strategies will be continually evaluated by reviewing summative test data from the Benchmark and MAPS testing, classroom prompt results, and student grades. The literacy team will meet quarterly with the administrative team to review the program's effectiveness. Action Type: Collaboration Action Type: Program Evaluation	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The school will purchase equipment and programs to enhance literacy instruction. This will include: Read 180 materials, iTouch devices, and Net Books, book shelves, listening centers and projectors to promote a literacy-rich and reader-friendly environment in the classroom. Action Type: Collaboration Action Type: Title I Schoolwide	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers are provided with instructional meeting time in order to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level. This planning time will be provided during the course of the day. One faculty meeting date a month will be reserved for vertical and horizontal team meetings. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Michelle Hayward	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through: Benchmark scores and formative classroom assessments and determined that it was effective in support	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We will use this data/information to determine whether the objective of this Intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP.</p> <p>Evaluation Results: The following evaluation results demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: Language Arts curriculums and pacing guides are being aligned across the district and teachers are sharing their formative assessments and student progress through vertical and horizontal teaming. District ELA coordinators will be working with McNair Literacy teachers to implement best practices for remediation. During the 2010-2011 school year we plan to use the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program.</p> <p>Action Type: Program Evaluation</p>				
<p>COMPREHENSIVE NEEDS ASSESSMENT: According to the State Department of Education, we have met state standards through Safe Harbor. We recognize the area of greatest need is within our Special Education sub population. We will continue to analyze and disaggregate data in our ACSIP and Data Leadership Teams to best meet the needs of our students.</p>	Michelle Hayward	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
<p>Students will benefit from Scholastic's Read 180 program and System 44 program designed to meet the language needs of students who are currently below proficiency in reading. This consists of intensive reading curriculum designed to increase students' reading comprehension and writing skills. Assessments include diagnostic tests, learning logs, writing assessments, and computer-based reading tests to measure regular progress. Students are expected to come prepared each day with: a folder or slim binder (portfolio), a notebook (3 hole punched), lined paper, pencils and highlighter. Read 180 is a 90 minute - 2 period class where students perform a variety of reading experiences. The class begins together to introduce the content, and after 20 minutes, teams of students rotate through 3 different classroom areas, each 20 minutes. They work at computers independently, on reading, vocabulary, spelling, reading fluency and comprehension. In the reading area, students are given a choice of books at their reading level or audiobooks at their grade level for sustained silent reading. In small groups, students work with a teacher to increase their reading comprehension using targeted reading skills and practice.</p>	Shannon Finley	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Special Education				
Total Budget:				\$0
Intervention: Literacy: Students and teachers will have access to a rich, diverse library media collection and technology that will be integrated into the curriculum through direct and indirect instruction by the library media specialist.				
Scientific Based Research: Information Power: Building Partnerships for Learning; American Association of School Librarians, pub. American Library Association, 1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The media specialist will encourage and provide opportunities for independent and group library research projects that are integrated with classroom instruction and that result in formative written pieces that demonstrate the students' ability to communicate knowledge of content. Action Type: Collaboration Action Type: Program Evaluation	Sarah Thompson, media specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Central Office</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Using the district selection policy, the McNair media center will provide students and staff with access to a rich collection of diverse and up to date resources such as books, research materials, videos, and learning games. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Sarah Thompson, media specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students and staff will use technology to access information for content learning, to motivate and to develop reading and writing skills, and to publish student work. Action Type: Technology Inclusion	Allison Bradley, technology specialist	Start: 08/19/2009 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The media specialist will purchase and maintain audio visual equipment to support literacy instruction following district purchase procedures. Action Type: Technology Inclusion	Sarah Thompson, media specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through compiling circulation data and CWT data, and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: 433 total class visits (240 6th grade visits, 193 7th grade visits), 11,184 student/teacher check-out transactions, 100% classroom participation in Library events including our Poetry Cafe, Author Visits, and Book fairs. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. We also use benchmark data bi-	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

weekly in team meetings. During classroom walk-throughs teachers share information to enhance student success in all areas. Action Type: Special Education				
Fayetteville Public Library will be invited to the school to promote Summer Reading Clubs for Teens	Sarah Thompson	Start: 07/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> <li>Public Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
To move toward a literacy lab approach in language arts, the school will purchase a large and varied selection of reading materials and supplies to meet the different instructional levels and needs of McNair students. Books, magazines, videos and cross curricular instructional materials will be purchased to establish a high quality literacy environment	Sarah Thompson	Start: 07/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Public Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Literacy: Professional development opportunities will be made available to all teachers and staff.

Scientific Based Research: National Staff Development Council Standards, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive training in technology applications so that they can make technology a seamless part of their instruction. Action Type: Technology Inclusion	Jay Mirus, technology specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
McNair will evaluate the effectiveness of the professional development opportunities at McNair by analyzing student achievement. Action Type: Collaboration Action Type: Program Evaluation	Ted Whitehead, assistant principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The professional development committee will coordinate building-level professional development with the district administration. Action Type: Collaboration	Ted Whitehead, assistant principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers in non-core subjects will have professional development opportunities in their content areas as reflected in our ACSIP goals. Action Type: Professional Development	Jay Mirus, technology teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The McNair staff will use student Academic Improvement Plans and identified special needs of students to determine professional development needs of teachers. There will be selected days to address the identified needs. Action Type: AIP/IRI Action Type: Special Education	Deanna Metlock, Special Ed. Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All teachers will have the	Michelle Hayward,	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

<p>opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators with no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement development (3 hours of Parental Involvement for Administrators) and for those who teach Arkansas History, 2 hours of training in that subject. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	principal	07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: "At the conclusion of the 2009-2010 school year we evaluated this Intervention through: CWT data and evidence of implementation of new training in lesson plans and Professional Development Surveys/History and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. WE believe the evidence shows that it is valuable in terms of supporting	Ted Whitehead, assistant principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>our efforts to increase student achievement. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. EVALUATION RESULTS: This Intervention is valid in support of the teaching and learning that are part of this program: Our combined population benchmark scores reflect adequate yearly progress in literacy. During the 2010-2011 school year, we plan to use the following protocol evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention program. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Through teacher learning walks, and classroom walk-throughs, we will use the data collected to determine whether the objective of this intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Program Evaluation</p>				
<p>Professional opportunities will be sought via ICLE (Jim Miles) to give in house training to McNair staff on implementing literacy strategies and differentiation to yield student success</p> <p>Action Type: Professional Development</p>	Michelle Hayward;Principal	<p>Start: 07/01/2010 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>Title II-A - Purchased Services: \$7280.00</p> <hr/> <p>ACTION BUDGET: \$7280</p>
<p>Schools to Watch Annual Conference 2011: As a School to Watch Recipient, McNair MS will send a team of teacher leaders and administrators to Washington D.C. to learn about best practices, educational trends and implementation. The sent team will conduct professional development sessions during the 2011-2012 school year, as the school works to improve building-wide</p>	Michelle Hayward	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>Title II-A - Other Objects: \$4900.00</p> <hr/> <p>ACTION BUDGET: \$4900</p>

literacy.				
Model Schools Conference 2011: Model Schools Conference will center on learning best practices for all subject areas with a focus on literacy. A team of teacher leaders and building administrator will attend the conference and provide professional development for the remaining staff during the 2011-2012 school year	Michelle Hayward	Start: 06/30/2010 End: 07/01/2011		ACTION BUDGET: \$
Total Budget:				\$12180

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

Scientific Based Research: The National Forum to Accelerate Middle-Grades Reform (2007) and Middle School: living in the fast lane: If these are the kids, who should the adults be? and how do we teach them? by Sharon Faber (2001) In The Middle: New Understandings About Writing, Reading, and Learning, Nancy Atwel (1998).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Response to Intervention: Teachers will be trained in complete implementation of the Response to Intervention Plan, which integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. [ Action Type: Professional Development	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Advisory System: Teachers will meet with a small group of students to interact on a scheduled basis in order to provide literacy support, academic guidance, recognition, and to promote good citizenship.	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2010-2011 school year we will evaluate the professional development gained through: teacher observation, lesson plans, and learning walks to determine its effectiveness in support of our Curriculum, Instruction, Assessment and Professional Development. During the 2010-2011 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objective of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: Eighty-percent positive feedback based on	Michelle Hayward	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Administrative and teaching learning walks, adequate yearly progress for combined population evident, with 100% participation in Advisor/Advisee Program. We will use this data to determine whether the objectives of this intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.				
Teachers will receive professional development on rigor and relevance in literacy and alignment of curriculum. Teachers will receive training via sessions with ICLE advisor, Lynn Kutzmitch and the middle Literacy Specialist Penny Ezell. Implementation: Teachers will utilize teaming/ personal planning sessions to create project-based literacy experiences for students. Such learning experiences will include student-created videos, podcasts, and PowerPoints. Action Type: Professional Development	Michelle Hayward:Principel	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
Project-Based Learning/ "Volunteerism": The Literacy Program will focus on increasing rigor, relevance, and relationships through project-based learning. This will be achieved through adding a school-wide water project which involves student research and collaboration with other communities/schools.	Michelle Hayward	Start: 07/01/2010 End: 06/30/2011		————— ACTION BUDGET: \$
Arts and Technology: Rigor, Relevance, and Relationships will be improved in the literacy program by incorporating the arts in language curriculum, and furthering the use of new technology to enhance student learning and engagement. This will be achieved through implementing an arts-in-the-classroom approach to engaging students in writing and critical thinking, and promoting the use of technological devices such as the iTouch and Netbook for use in teacher lessons.	Michelle Hayward	Start: 07/01/2010 End: 06/30/2011		————— ACTION BUDGET: \$
Staff Interventions: Certified staff members with extra planning time will be working with classroom teachers and individual students to provide literacy support and interventions.	Michelle Hayward	Start: 07/30/2010 End: 06/01/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Response to Intervention: Teachers will be trained in complete implementation of the Response to Intervention Plan to close the achievement gap.				
Scientific Based Research: Wright, J. (2007). RTI Toolkit: A practical guide for schools. Port Chester, New York: Dude Publishing. National Center on Response to Intervention <a href="http://www.rti4success.org/">http://www.rti4success.org/</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional development will be given to teach	Deanna	Start:	<ul style="list-style-type: none"> <li>• Administrative</li> </ul>	

teachers the process of Response to Intervention and how to implement effective strategies as prescribed by the ELA team and Penny Ezell (Middle School Literacy Specialist) Action Type: Professional Development	Metlock, Special Ed. Coordinator	07/01/2010 End: 06/30/2011	Staff ● District Staff ● Teachers	————— ACTION BUDGET: \$
Formative and summative test data regarding student achievement (Augmented exam, pre/post tests, and MAPS test) will be disaggregated to determine which students are at risk of academic failure. Action Type: Special Education	Michelle Hayward	Start: 07/01/2010 End: 06/30/2011	● Administrative Staff ● Teachers	————— ACTION BUDGET: \$
Students identified as at-risk will receive small group instruction before and after school in addition to lunch tutoring to move those students into proficiency. Action Type: Special Education	Ted Whitehead, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	● Administrative Staff ● Teachers	————— ACTION BUDGET: \$
PROGRAM EVALUATION: "At the conclusion of the 2009-2010 school year we evaluated this Intervention through: Classroom Walk-thru evidence and documentation from teacher surveys and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: 100% McNair Staff feel comfortable in their knowledge regarding the RTI Process, as indicated by classroom walk-thru evidence and teacher survey. During the 2010-2011 school year, we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Teacher Surveys and Classroom Walk-thrus, and documentation from RTI meetings. We will use this data/information to determine whether the objective of this Intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Special Education	Michelle Hayward	Start: 07/01/2010 End: 06/30/2011	● Administrative Staff ● Teachers	————— ACTION BUDGET: \$
Summative Evaluation: AIPs will be written for those students who have not achieved proficiency in Literacy as measured by scores on the Benchmark test. These plans will include appropriate remediation activities for writing skills. Action Type: Plan Evaluation	Shannon Finley	Start: 07/01/2010 End: 06/30/2011		————— ACTION BUDGET: \$
Total Budget:				\$0

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

1. Body Mass Index Data 2009-2010: Of the 269 students assessed in grade 6, BMI was assessed for 134 males in the 6th grade and 135 females. Of these, 22.4% of the males were overweight, while 11.2% of them were considered obese. Of the females tested, 16.3% were considered overweight, while 8.9% were obese. Overall, BMI classification results for McNair Middles School show approximately 19.3% of all children measured were in the overweight category. 10% of all children measurd

were identified as obese.

Body Mass Index Data 2008-2009: Of the 290 students assessed in grade 6, BMI was assessed for 146 male students in the 6th grade and 144 females. Of the students assessed, the following represents the percent of students at risk of being overweight and overweight.

Grade 6 Combined totals 48.9% at risk  
 Grade 6: 146 Males 15.8% at risk/ 11.6% obese  
 Grade 6: 144 Females 13.2% at risk/ 8.3% obese

1. Free/Reduced Rate:

There are currently 670 students enrolled at McNair. Of these students, 27% (178 students) are classified as FRLS.

Supporting Data:

The 2009-2010 school year ended with 78 students obtaining free lunches, and 30 students obtaining reduced lunch fees. This accounted for 18% of our students.

The percentage of free and reduced lunch was  
 2008-2009: 18%  
 2007-2008: 19%  
 2006-2007: 16.1%  
 2005-2006: 33%

Goal Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity. McNair equips children with the knowledge and skills they need to lead more healthful lives by choosing nutritious diets and being physically active.

Benchmark The number of students being considered overweight or at risk of overweight, according to their BMI, will decrease by 1/2% during the 2010-2011 school year when compared with the 2009-2010 school year.

Intervention: McNair Middle School will encourage strategies and activities that promote a non-sedentary life style involving families and community.				
Scientific Based Research: State of Arkansas ACT 1220, 2003 Let's Get Physical - Promotion and Education Strategies by Hal Wechsler, Ed. D, MPH - NEA Today, 1997 School Health Index Survey 2006				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement and encourage participation in extra curricular programs that support physical activity, ie. intramurals programs, activity clubs such as running and walking and biking . There is a relationship with the "Fun, Fitness, Factory" as an after school program. These programs will: · meet the needs, interests and abilities of all students; · include boys, girls, students with disabilities, and students with special health-care needs Action Type: Wellness	David Hunt	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Community Leaders</li> <li>● Outside Consultants</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	ACTION BUDGET: \$

All students will participate in the Fuel up to Play Program as a part of the school's PE curriculum. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	David Hunt	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
Students BMI will be administered annually to determine the percentage of students decreasing in the categories of at risk of overweight or overweight. Interventions will be initiated based on this data. Action Type: Program Evaluation Action Type: Wellness	Alison Knox, school nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	_____ ACTION BUDGET: \$
A physical education program taught by a highly qualified teacher that supports physical activity will be implemented and 100% of the student body will participate, Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games by sending home informational packages that include tips for parents/caregivers and parent training. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Carol Huneycutt, parent facilitator	Start: 07/01/2010 End: 06/30/2011		_____ ACTION BUDGET: \$
Encourage participation in family oriented, community-based physical activity programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Michelle Hayward;Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
To assess McNair Middle School's physical education program, parents, students, and faculty members will be encouraged to participate in the district FPS fitness center (where applicable) or other community based fitness facility. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Michelle Hayward	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
McNair will gather information from the community regarding health related activities and offer participation in programs such as family walk/runs, AAO, JDRF, United Way through forms given to all students. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Michelle Hayward, principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
Use of Facilities Outside of School Hours: McNair School spaces and facilities (track, outdoor courts, field space for	Ted Whitehead, assistant principal	Start: 07/01/2010 End:	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	_____ ACTION \$

<p>soccer / football) will be available to families, as well as community agencies and organizations offering physical activity programs.  Action Type: Equity  Action Type: Parental Engagement  Action Type: Wellness</p>		06/30/2011		BUDGET:
<p>Program Evaluation: During the 2010-2011 school year we will evaluate the strategies and activities that promote a non-sedentary lifestyle through: student surveys, club attendance, and 2009/10 BMI data to determine its effectiveness in support of our Curriculum, Instruction, Assessment and Professional Development. During the 2010-2011 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Program Evaluation</p>	Michelle Hayward: Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>McNair will begin implementing the recommended PE4Life curriculum and will include the "Fitness Gram" program, which is a comprehensive approach to student wellness. This is recommended by the Arkansas Association of Health, Physical Ed., Recreation, and Dance.</p>	Susan Akins	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
Total Budget:				\$0
<p>Intervention: Meals served through the McNair School Lunch and Breakfast Programs will: · be appealing and attractive to children; · be served in clean and pleasant settings; · meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.</p>				
<p>Scientific Based Research: National School Lunch Program, <a href="http://www.fns.usda.gov">http://www.fns.usda.gov</a> "The Effects of the National School Lunch and Breakfast Program on Education and Health", Peter Hinrich, 2006</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>McNair will engage students and parents, through surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices.  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Wellness</p>	Bonnie Ritch, Food Services	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Program Evaluation: During the 2010-2011 school year we will evaluate the meals served through the McNair School</p>	Michelle Hayward;Principal	Start: 07/01/2010 End:	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION \$

<p>Lunch and Breakfast Programs through: student surveys and the ratio of students eating in the cafeteria compared to those that bring their lunch from home. This will enable us to determine its effectiveness in support of our Curriculum, Instruction, Assessment and Professional Development. During the 2010-2011 school year we plan to use the same protocol to evaluate, and adjust, these programs, and activities that make up the action descriptions within this intervention. We will use this data/information to determine whether the objective of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>		06/30/2011		BUDGET:
Total Budget:				\$0

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION: During the 2010-2011 school year we will evaluate the Child Nutrition and Fitness Initiative through: student surveys, club attendance, and 2010/11 BMI data to determine its effectiveness in support of our Curriculum, Instruction, Assessment and Professional Development. During the 2010-2011 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objective of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Collaboration</p>	Michelle Hayward;Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Wellness				
McNair has a total of three FIT (Families In Transition) children who all are in the 6th grade. Once we qualify these children as FIT, many opportunities are provided to them. Food is sent home on almost a weekly basis. Transportation in excess of regular school busing is provided as needed. Scholarships are given for special events, such as field trips. Needed clothing and all school supplies are also given to all FIT students. Many other opportunities are afforded these students as the need arises. All of these benefits are provided by district budgeting and funding. The entire staff is briefed and educated about their responsibilities in helping to provide Action Type: Equity Action Type: Wellness	Stacy Stanfield	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
Total Budget:				\$0

- Priority 4: In order to better serve our school's ELL students, we will take measures to ensure increased student achievement within this sub-pop in math and literacy.
- Supporting Data: 1. In 2008-2009, 11 LEP students were tested and 81% scored Proficient/Advanced on the Benchmark, meeting AYP of 59.50%% scoring Proficient/Advanced. It is expected that this sub-pop will meet or exceed the AYP target of 67.60% scoring Proficient/Advanced for 2010 or through "Safe Harbor" or "Growth Models".
- Goal: All ELL students will improve in reading comprehension, written expression, and mathematic skills and respond to constructed response questions with proficiency
- Benchmark: In 2009-2010, 9 LEP students were tested and 66.67% scored Proficient/Advanced on the Benchmark in Literacy (both 6th and 7th). 100% of our 6th grade LEP students scored Pro/Adv in Math, while 83.33% of our 7th grade LEP students scored Pro/Adv. It is expected that this sub-pop will meet or exceed the AYP target of 67.60% scoring Proficient/Advanced for 2010 or through "Safe Harbor" or "Growth Models".

Intervention: Facilitating Second Language Acquisition and seeing measurable gains within the content areas.				
Scientific Based Research: Carol Rothenberg and Douglas Fisher, (2007) Teaching English Language Learners A Differentiated Approach, Pearson/Merrill Prentice Hall; Douglas Fisher and Nancy, (2008) Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, ASCD, Alexandria, VA USA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION(Act 807 0 2007) 1. Identify protocol for evaluating and adjusting program/process: (For example: Specific collection/times for CWTs/Formative Assessments. Administrators will conduct classroom walkthroughs to collect information regarding the level of implementation of the Gradual Release of Responsibility model at the classroom level. Action Type: Program Evaluation	Michelle Hayward	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	————— ACTION BUDGET: \$
Classroom teachers will coordinate with district ESL support staff to better serve our ELL population. Action Type: Collaboration	Lori Mizanin	Start: 07/01/2010 End: 06/30/2011		————— ACTION BUDGET: \$
We will employ a highly qualified ELL teacher (.50 FTE) to provide instruction and intervention for those students identified by	Michelle Hayward	Start: 07/01/2010 End:		————— ACTION \$

ELDA for service. As McNair receives no Title III direct building discretionary funds, this hire will be paid with district ESL or Title III funds.		06/30/2009		BUDGET:
District ESL teacher will coordinate with classroom content teachers on a regular basis to monitor student progress and success.	Judith Sapsford	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Classroom teacher and ELL personnel will meet with the families of identified ELL students for annual reviews and to discuss individual student interventions, areas of need, and progress.	Judith Sapsford	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
District ESL personnel is providing standardized test preparation for indirect students who have not reached the 40th percentile on the reading comprehension section of the SAT10.	Judith Sapsford	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Teachers will differentiate instruction to meet the needs of their ELL learners Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education	Judith Sapford; ELL Specialist	Start: 07/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Interpretors will be available during teacher/parent conferences to facilitate and foster relationships Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Michelle Hayward: Principal	Start: 07/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Translated copies of district correspondance will be made available when needed. Action Type: Collaboration Action Type: Parental Engagement	Michelle Hayward: Principal	Start: 07/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
All students will be exposed to multicultural contributions through the curriculum to enhance student learning and to foster an appreciation for diversity and to promote multi-cultural relationships. Action Type: Collaboration Action Type: Parental Engagement	Michelle Hayward: Principal	Start: 07/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The Language Proficiency Assessment Committee (LPAC), which includes the principal, the counselor, the ESL teacher, a pod representative, and parent(s) will discuss the student's test data, classroom scaffolding, and testing accomodations to decide if current services need to be continued or changed. These annual review meetings will determine whether the student needs direct or indirect services or if they are ready to exit the program.	Judith Sapsford	Start: 07/30/2010 End: 06/01/2011		ACTION BUDGET: \$
The ESL teacher will utilize Learning Tools time and Advisory periods to assist classroom teachers in better serving their ESL students and to meet with ESL students to provide needed interventions and help monitor student progress. If a student's grade drops below a "C" or if they have missing	Judith Sapsford	Start: 07/30/2010 End: 06/01/2011		ACTION BUDGET: \$

assignments, he or she may be pulled out of the classroom to receive intervention from the ESL teacher during these periods.				
The ESL teacher will begin introducing SIOP strategies to the teams to support them in helping ELL students. Information from the SIOP Virtual Institute and the English Language Learner Advanced Institute will be communicated to classroom teacher via the ESL teacher as well.	Judith Sapsford	Start: 07/01/2010 End: 06/01/2011		ACTION BUDGET: \$
The school library will provide useful resources to assist classroom teachers with implementing best practices for their ESL students. Among these resources are the SIOP books purchased from the building's ESL teacher to help teachers support ESL students.	Judith Sapsford	Start: 07/01/2010 End: 06/01/2011		ACTION BUDGET: \$
ESL students will be guided by classroom teachers using the Rigor, Relevance, and Relationships model prescribed by author Bill Daggett. This model will help to engage students via relevance and personal relationships. Knowledge regarding ESL students' backgrounds and culture will be considered instrumental in building relationships in order to see measurable academic gains and gains in language acquisition.	Michelle Hayward	Start: 07/30/2010 End: 06/01/2011		ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Prevent Disproportionate Representation (Over-identification) of African American Students

1. An analysis of the 2009-2010 data for Fayetteville suggests that there is a possible disproportionate representation of Black students (overrepresented) and White students (underrepresented) within the category of mental retardation. A district identified for disproportionality must under Federal regulations ensure that its current policies, procedures and practices used to identify students for SPED are sound and free of bias with regard to a student's race, ethnicity or linguistic diversity.
2. The comparison between risk rates of African American SPED students to Caucasian students who are labeled Mentally Retarded: African American: 2007-2008 5.21% 2008-2009 5.33% 2009-2010 5.21%  
Caucasian: 2007-2008 .34% 2008-2009 .27% 2009-2010 .21%
3. African American Students Labeled MR: 20/50 or 40%. All other ethnicity: 30/50 or 60%.
4. Referrals 2009-2010: 15% of students referred are African American. 66% of students referred are Caucasian. Placements 2009-2010: 16% of placed students are African American. 66% of placed students are Caucasian.

Supporting Data:

Goal : Reduce the relative proportion of African American students to students of other ethnicity identified as Mentally Retarded.

Benchmark : Fayetteville Public Schools will reduce the risk ratio of African American students labeled as Mentally Retarded to below the state target for the 2010-2011 school year.

Intervention: Fayetteville Public Schools will monitor and maintain the number of African American students referred for special education services and identified as mentally retarded by using EARLY INTERVENTION STRATEGIES, SCHOOL-BASED INTERVENTION TEAMS and EARLY LITERACY STRATEGIES. These strategies include LEAP AHEAD, summer instruction, early intervention literacy strategy training for core teachers, Middle School/Early Intervention Literacy Coaches, intervention materials (Read 180/System44), ICLE Lin Kuzmich training for core teachers.

Scientific Based Research: RESEARCH For MAPS testing: Kingsbury Center at NWEA, State Standards and Student Growth: Why State Standards Don't Matter as Much as We Thought, Cronin, Dahlin, Durant and Xiang, Feb. 1, 2010. Linking MAP to State Tests: Proficiency Cut Score Estimation Procedures, NWEA For Early Intervening: Early Intervening An Administrators Guide, National Alliance of Black School Educators, IDEA partnerships, IDEAS that Work, US Office of Special Education Programs, Council for Exceptional Children,

ADE, Sped., Coordinated Early Intervening Services Workshop, Hardin, Watkins, Fields, and Smart. October 13, 2008. RTI Guide: Development of Response to Intervention Model in Your School, John McCook, 2006. Coordinated Early Intervention Policy, National Association of State Directors of Special Education, P. Burdette, 2008. For Lit Coaches: The Literacy Coach, A Key to Improving Teaching and Learning in Secondary Schools, E. Sturtevant, Alliance for Excellent Education Literacy Coaching Clearinghouse Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all students K-7 .... Individual Progress Monitoring by RTI teams and Literacy Coaches and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Lit Coaches will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>IDEA Title VI-B, CEIS (Coordinated Early Intervening Services) funding will be used to partially pay for the LEAP AHEAD program at Owl Creek School. This 3-week summer program will target students who are at least one year behind grade-level in Reading. Students will receive targeted, intensive interventions in small groups. These students will be tracked to monitor progress. This is an early-intervention program meant to prevent students from being inappropriately placed in SPED programs and inappropriately labeled.            Action Type: Collaboration            Action Type: Parental Engagement            Action Type: Professional Development            Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Fayetteville Schools will conduct a book study exploring the issues related to cultural diversity and race in the educational realm. The book study will focus on targeted staff, and include "The Courageous Conversation about Race". These efforts will keep all CIAA staff aware of issues related to diverse cultural and ethnic and linguistic backgrounds.            Action Type: Collaboration            Action Type: Professional Development            Action Type: SIF 1003(a) ARRA            Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>The AYP targets for the 2010-2011 year in Literacy in Mathematics will be met by all Special Education Student Sub Populations in the Fayetteville Schools. The AMO targets are as follows: K-5: Literacy: 78.40% Math: 77.50% 6-8: Literacy: 75.70% Math: 73.41% 9-12: Literacy: 75.81% Math: 73.45%            Action Type: Program Evaluation            Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>The district will implement K-2 MAP assessments in order to provide more targeted and explicit instruction in Literacy and all content areas. (Software and Hardware) These materials will be purchased using IDEA title VI-B CEIS funds            Action Type: Collaboration            Action Type: Professional Development            Action Type: Program Evaluation            Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Elementary, Middle School and Secondary teachers will receive training in core instruction to improve early-intervening Literacy strategies across the district. Elementary Literacy coaches will be involved with the training and coaching and this will be coordinated with</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$

<p>SPED cultural diversity and learning environment awareness. Interventionists and Aides will also be involved. Kelly Brown, our specialist involved with coordinated early intervening services, will enhance and expand the problem solving teams work.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>			
<p>The percent of children with parental consent to evaluate who are evaluated for Special Education within the state established time line of 60 days (CHILD FIND) will be 100% for the overall district, the early childhood ages 3-5 and school age 5-21. In the 2009-2010 school year, the school age percentage was 100% which meets the goal from 2009.</p> <p>Action Type: Program Evaluation Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
<p>Fayetteville Schools will employ a Middle School Literacy Coach, Penny Ezell, working with Owl Creek, Holt and McNair.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
<p>Fayetteville Schools will purchase early intervention materials, including Read 180 and System 44 kits, that will be proactive in meeting the needs of all learners in hopes of preventing inappropriate SPED referrals.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
<p>Personnel will receive training on literacy strategies across the curriculum/content areas and differentiation for general education teachers and leadership team with Lin Kuzmich. This will improve core instruction for all students.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
<p>Fayetteville schools will employ a national consultant to provide training in improvement of our co-teaching model. These sessions will be aimed at both SPED and general education teachers.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
<p>Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all students K-7 .... Individual Progress Monitoring by RTI teams and Literacy Coaches and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Lit Coaches will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data.</p> <p>Action Type: Program Evaluation Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$

CEIS expenditures for McNair Middle School will include the following: Word/Vocabulary Skills MAP testing equipment The total amount allocated specifically to McNair Middle School will be \$1092.00 Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
Total Budget:			\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alexis Trolinger	Special Education	Literacy
Classroom Teacher	Alison Bradley	Technology	Literacy
Classroom Teacher	Amber Ebbrecht	art	literacy
Classroom Teacher	Andrea Woody	Art	Math
Classroom Teacher	Ann Covington	Science	Math
Classroom Teacher	Ann Wilson	Language Arts	Literacy
Classroom Teacher	Brenda Kincaid	Science	Literacy
Classroom Teacher	Carol Huneycutt	Social Studies	Literacy
Classroom Teacher	Charity McCartney	Art	Literacy
Classroom Teacher	Chris McGill	Reading	Literacy
Classroom Teacher	Chris Michaels	choir teacher	math
Classroom Teacher	Claire Martin	Special Education	Literacy
Classroom Teacher	Coty Nichols	Social Studies	Literacy
Classroom Teacher	Courtney Burkett	Math	Math
Classroom Teacher	David Hunt	Physical Education	Math
Classroom Teacher	Deanna Metlock	Special Education	Literacy
Classroom Teacher	Ellen Otis	Language Arts	Literacy
Classroom Teacher	Gail Nebben	Science	Math
Classroom Teacher	Gail Vervack	Special Education	Literacy
Classroom Teacher	Jan Clark	Social Studies	Literacy
Classroom Teacher	Jeff Israel	Special Education	Math
Classroom Teacher	Jennie Alves	Music	Math
Classroom Teacher	Joanna Young	Math	Math
Classroom Teacher	Judith Sapsford	ESL	Literacy
Classroom Teacher	Karen Allain	Science	Math
Classroom Teacher	Katie Oliver	Math	Math
Classroom Teacher	Katy Gibbons	Language Arts	Literacy
Classroom Teacher	Katy Seifritz	Language Arts	Literacy
Classroom Teacher	Lauri Cavell	Speech	Literacy
Classroom Teacher	Lori Mizanin	Language Arts	Literacy
Classroom Teacher	LouAnn Hays	Science	Math
Classroom Teacher	Marianne Melson	Math teacher	Math
Classroom Teacher	Paige Kroening	Language Arts	Literacy
Classroom Teacher	Richard Wiseman	Band	Math
Classroom Teacher	Samanth Woodcock	Social Studies Teacher	Literacy
Classroom Teacher	Sandy Weishaar	Math	Math
Classroom Teacher	Sarah Thompson	Library Media Specialist	Literacy
Classroom Teacher	Scott Rainer	Math	Math
Classroom Teacher	Scott Villines	Band	Math
Classroom Teacher	Shannon Finley	Reading Teacher	Literacy
Classroom Teacher	Sue Gillman	Math	Math
Classroom Teacher	Susan Akins	Physical Education	Literacy

Classroom Teacher	Terry Still	Social Studies	Literacy
Classroom Teacher	Tracy Medlock	Keyboarding Teacher	Literacy
Classroom Teacher	Tracy Slattery	Gifted and Talented	Math
Classroom Teacher	Virginia Brandt	Science	Math
Classroom Teacher	Wanda Altman	Language Arts	Literacy
District-Level Professional	Lester Long	Assessment	Math
Non-Classroom Professional Staff	Alison Knox	School Nurse	Wellness
Non-Classroom Professional Staff	Cherie Heimsoth	Counselor	Literacy
Non-Classroom Professional Staff	Jay Mirus	Technology	Literacy
Non-Classroom Professional Staff	Joanna Hausaum	Administrative Assistant	Parent Involvement
Non-Classroom Professional Staff	Leslee Brown	Library Aide	Parent Involvement
Non-Classroom Professional Staff	Quetta Wardlow	Office	Parental Involvement
Non-Classroom Professional Staff	Rebecca Payton	Technology	Literacy
Non-Classroom Professional Staff	Robert Crouch	Psychological Specialist	Literacy
Non-Classroom Professional Staff	Shannon Arcana	Office	Parental Involvement
Non-Classroom Professional Staff	Stacy Stanfield	Counselor	Math
Non-Classroom Professional Staff	Vanessa Seward	Gifted and Talented	Literacy
Parent	Carla Davis	parent	Parent Involvement
Principal	Michelle Hayward	Principal	Leadership
Principal	Ted Whitehead	Assistant Principal	Literacy