

Student and Stakeholder Focus

On - number of students away from 100%

Ab - number of students needed to increase by 10%

	Rdg		MAP-R		MSA	
	on	ad	on	ad	on	ad
K	11	10				
1 st	10	12				
2 nd	13	13				
3 rd	16	11	14	11	6	11
4 th	6	10	3	10	2	10
5 th	20	12	17	12	4	12
SPED					8	4
ELL					1	3
FARMS					8	7

Math	EOY		MSA	
	on	ad	on	ad
K	0	10		
1 st	5	12		
2 nd	9	13		
3 rd	2	11	6	11
4 th	4	10	4	10
5 th	6	12	11	12
SPED			11	4
ELL			1	2
FARMS			15	7

Positive relationships are built with students and stakeholders through frequent and positive communication, a welcoming climate, shared responsibilities, and opportunities for after school enrichment and remediation.

Faculty & Staff Focus

Based on our school goals and needs assessments, the SDT and Reading specialist will provide on going professional development to increase teacher and staff capacity

Our school wide focus will be ...

- ❖ Evidence of differentiation (process, content, product)
- ❖ Equitable practices
- ❖ Student discourse

Ronald McNair ES 2009-2010 School Improvement Plan

Leadership

Vision: We are passionate about challenging all students to soar towards success.

Mission: We, the staff of Ronald McNair, are dedicated to inspire all students to reach their highest potential. We will work collaboratively to provide the most effective instruction and support for all members of our school community in a safe and secure environment.

Communication: Our goals and actions will be communicated to all stakeholders through our weekly newsletter, our web site, and regular meetings (i.e. PTA, staff, town hall, and leadership)

Strategic Planning

By June of 2010, 100% of our students will meet benchmark in math as measured by the MSA and EOY math reports. We will increase the percent of students in the advanced level by 10% with no discrepancies between African American, Hispanic, SPED, and FARMS students.

By June of 2010, 100% of our students will meet benchmark in reading as measured by the MSA, TN2 and mClass. We will increase the percent of students in the advanced level by 10% with no discrepancies between African American, Hispanic, SPED, and FARMS students.

By June of 2010, 100% of our students, parents and staff will agree or strongly agree that students, parents, and staff care about each other at Ronald McNair ES as measured by our student, parent and teacher survey in order to achieve our reading and math goals.

Process Management

Broad Action Key process:

1. Monitor team planning meetings and staff trainings which focus on:
 - a) Differentiating instruction to meet students' needs
 - b) Culturally responsive teaching and learning
 - c) Explicit vocabulary instruction
 - d) Math discourse
 - e) Use of manipulatives
2. School-wide Climate:
 - a) Positive parent communication
 - b) Math Breakfast/Day/Night attendance
 - c) Student, parent, and teacher surveys
 - d) Weekly class meetings

Performance Results – MSA

	Math 2009	% Increase	Reading 2009	% Increase
All Students	93.4	6.6	96.3	3.7
African American	85.3	14.7	92.6	7.4
Asian	95.7	4.3	97.1	2.9
Hispanic	91.1	8.9	97.8	2.2
White	100	0	98.2	1.8
FARMS	75.8	24.2	91.9	8.1
Special Ed.	68.6	31.4	80.0	20.0
L.E.P.	87.0	13.0	87.0	13.0

	Math Adv. 2009	% Increase	Reading Adv. 2009	% Increase
All Students	50.5	10.0	47.1	10.0
African American	27.4	10.0	37.2	10.0
Asian	69.6	10.0	60.0	10.0
Hispanic	41.5	10.0	29.9	10.0
White	62.6	10.0	55.9	10.0
FARMS	30.9	10.0	33.3	10.0
Special Ed.	11.1	10.0	20.0	10.0
L.E.P.	20.0	10.0	0.0	10.0

11% of our parent population answered the Parent Survey given by MCPS. Of these 20.7% felt that students teasing each other was a problem. 90% of our students answered the Student Survey given by MCPS. Of these, 23.4% felt that students do not care about each other.

Measurement, Analysis, and Knowledge Management

Reading: McNair's Fountas and Pinnell (3rd – 5th); MAP-R; mClass; Formative and summative assessments; Student goals; observations; team planning and Documentation of Interventions

Math: Formative and Summative Assessments; student goals; observations; team planning and and Documentation of Interventions

Climate: Positive Parent Communication; Math Breakfast/Day/Night attendance; Student, Teacher and Parent Surveys