

Comprehensive Progress Report

Mission:

Ronald E. McNair Elementary School is a diverse community dedicated to providing a safe, supportive, learning environment to develop 21st Century, life-long learners through curiosity, inquiry, and a passion for learning that leads to success for all.

Mini Mission - "Success For All"

Vision:

Transforming learning and life outcomes for all students.

Goals:

Attendance Goal: By June 2021, Ronald E. McNair Elementary will reduce the the loss of instructional days, due to absences, by 10% from 5,429 total daily absences to 4,886 total daily absences (Indicator B1.01)

Achievement Gap Goals: By June 2021, McNair Elementary will decrease the achievement gap in reading composite for students with students with disabilities by 15% from 26.7% to 30.1% and decrease the achievement gap in reading composite for limited English proficient students by 15% from 11.8% to 13.6%. (Indicator: A4.01)

School Performance Composite Goal: By June 2021, McNair Elementary will increase the school performance composite from 45.6% to a minimum of 49.5%. (Indicator: A4.01)

Culture and Climate Goal: By June 2021, Ronald E. McNair Elementary will achieve a better culture and climate by increasing its overall school environment score by 10% from 75.0% to 82.5% on question 10.6 of the 2020 North Carolina Teacher Working Conditions Survey. (Indicators: B1.01, A1.07)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			During the 2019 - 2020 year, the school participated in MTSS (Multiple	Limited Development 09/13/2016		

	<p>Tiered System of Support) training and completed a completed a Facilitated Assessment of MTSS - School Level (FAM-S) survey. Title One funding was used for the MTSS Specialist position.</p> <p>In the 2020 - 2021 year, Title One funds were used to fund a MTSS Specialist position. The school has committed to undergo another year of MTSS training to increase capacity and implementation. Best practices identified in the FAMS and the district's implementation tasks guide the work.</p>			
How it will look when fully met:	<p>By 2021, students will receive target instruction of supplemental support in the areas of Behavior, social emotional, attendance, math, and reading based on their level of need (academic levels of support, remediation, intervention, maintenance, enrichment). For students that are determined to be "at-risk" through an early warning system, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.</p>		CeCe Matson	06/15/2021
Actions		0 of 7 (0%)		
10/8/20	Teachers deliver evidence-based instruction in ARC, CKLA, and Eureka aligned with individual needs in remote learning situation and in person instruction, due to the COVID19 pandemic.		CeCe Matson	06/15/2021
	<i>Notes:</i> In the 2020 - 2021 year, Title One funds were used to fund a MTSS Specialist position. The school has committed to undergo another year of MTSS training to increase capacity and implementation.			
10/8/20	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.		CeCe Matson	06/15/2021
	<i>Notes:</i> Title One funds were used towards the MTSS position.			
11/20/20	<ul style="list-style-type: none"> PLC facilitators will receive training on problem solving Core and Supplemental within PLC meetings. 		CeCe Matson	06/15/2021

<i>Notes:</i>						
11/20/20	All math teachers and interventionists will receive training in Number Worlds.				CeCe Matson	06/15/2021
<i>Notes:</i>						
11/20/20	Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC Meetings. (A 3.01).				CeCe Matson	06/15/2021
<i>Notes:</i>						
11/20/20	Instructional leaders will monitor student academic outcomes via benchmarks, progress monitoring, and universal screening (as available).				CeCe Matson	06/15/2021
<i>Notes:</i>						
11/20/20	School leadership will monitor effectiveness of supplemental and intensive processes and programming using the forms provided by Psych Services.				CeCe Matson	06/15/2021
<i>Notes:</i>						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As a result of the pandemic, the high emotional needs many students bring to school in remote and in person settings require attention and intervention before the focus can shift to academics. Staff recognizes the need to provide support and guidance, yet lack the expertise and training to always intervene effectively. Training for staff, as well as programs for students, is a high priority.	Limited Development 09/13/2016		
How it will look when fully met:			Teachers will help students learn to identify and understand their emotions and teach students strategies for successfully managing their emotions. A students emotional development will be critical to social		Emma Linn	06/15/2021

relationships and will be a predictor of their later academic and social success.

Progress Monitoring:

SEL Lesson Plans from Mrs. Dorsey, our counselor

A sample of daily SEL prompts for students, provided by Mrs. Dorsey (counselor)

Teachers will document their support and interactions with students.

Actions		1 of 5 (20%)		
8/24/17	The school counselor and social worker will facilitate a series of workshops for staff to develop their understanding of the basic principles about emotions that children need to understand and learn during their early childhood years. This will set the stage for developing and implementing a program for teaching these principles in their classrooms.	Complete 05/22/2018	Chenia Sims	02/05/2018
<i>Notes:</i> This indicator will be on-going. The school counselor and social worker will begin to plan for the 2018-2019 school based on the needs of our students. An extensive program needs to be developed and put in place to meet the emotional needs that are being displayed in our younger grades. All teachers and staff will need to be trained and implement the procedures.				
10/8/20	All teachers establish classroom norms for personal responsibility, cooperation, and concern for others during COVID - 19 instruction.		Cassandra Dorsey	06/15/2021
<i>Notes:</i>				
10/8/20	As a result of COVID-19, school promotes social emotional competency in school wide routines ini remote learning and in person classrooms		Cassandra Dorsey	06/15/2021
<i>Notes:</i>				
10/8/20	The school will participate in Social Emotional Learning training provided by Guilford County Schools. The training will focus on emotional management and equity in education during COVID-19 instruction.		Cassandra Dorsey	06/15/2021
<i>Notes:</i>				
10/10/20	A sub committee under the School Leadership Team was created to set goals and progress monitor this effort during COVID -19 instruction.		Cassandra Dorsey	06/15/2021
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Instructional Leadership Team has been created consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly. Two meetings occur monthly.	Limited Development 10/08/2020		
<i>How it will look when fully met:</i>		The Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff will meet regularly to review implementation of effective practices to progress monitor school wide improvement efforts. Progress Monitoring: List Meeting dates for our Leadership Team and our Instructional Leadership Team.		Tina Johnson	06/15/2021
Actions			0 of 3 (0%)		
	10/8/20	Instructional team develops a school wide system of monitoring process of student data in ARC, CKLA, and Eureka during COVID-19 instruction which includes in person instruction and remote learning.		Tina Johnson	06/15/2021
<i>Notes:</i>					
	10/8/20	Instructional Leadership Team uses student learning data to identify students in need of instructional support or enhancement during COVID-19 instruction.		Tina Johnson	06/15/2021
<i>Notes:</i>		The MTSS Specialist, Math Impact Teacher, and Reading IMpact Teacher serve on the Instructional Leadership Team. Each of their positions were funded with Title One dollars.			
	12/2/20	The Instructional Leadership Team meets twice a month. One of the meetings is the greater School Leadership Team Meeting. The second meeting is the Instructional Leadership Team meeting.		Tina Johnson	06/15/2021
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Due to the pandemic and remote learning, teachers have increased their communication with parents to include communication using Class Dojo, Canvas, and cell phones to reach scholars and families.	Limited Development 10/08/2020		
How it will look when fully met:			Full parent engagement with the school and particularly with ARC, CKLA, and Eureka.		Sherry Andrews	06/15/2021
Actions				0 of 4 (0%)		
10/8/20	Grade levels hosts 3 virtual parent nights focused on grade level curriculum during COVID - 19 instruction. One will be held in January, April and May. Teachers will support parents with the use of Canvas. They will also share fun ways to increase learning at home for reading and math.		Sherry Andrews	06/15/2021		
<i>Notes:</i> Title One funds are designated for parent engagement with ARC, CKLA, and Eureka.						
10/8/20	The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home during COVID - 19 instruction.		Sherry Andrews	06/15/2021		
<i>Notes:</i> Title One funds is allocated for parent engagement.						
10/8/20	The school's compact includes responsibilities that communicate what parents can do to support their students' learning at home and what the school does to support them during COVID - 19 instruction.		Sherry Andrews	06/15/2021		
<i>Notes:</i> Title funds are allocated for parent engagement.						
10/10/20	A sub committee under the School Leadership Team called "Parent Engagement" was created to set goals and progress monitor work towards this effort.		Sherry Andrews	06/15/2021		
<i>Notes:</i> Title One Funds include monies for parent engagement.						