



Our Direction

Ronald E. McNair Elementary

Date of Report: 12/3/2020

VISION

Transforming learning and life outcomes for all students.

VALUES

Diversity

We believe the different experiences individuals bring to our schools are strengths. Embracing diverse cultures, perspectives and abilities enables students and adults to feel valued and safe, a key prerequisite for learning and growth. We are committed to providing an environment where students and staff from all cultures and backgrounds can succeed.

Empathy

We are committed to developing a culture where our employees identify with and understand the feelings of our students and parents as well as their colleagues.

Equity

We are committed to creating equitable and inclusive schools where adults take ownership for student learning outcomes and make sure students have what they need to succeed in school and in life. We will acknowledge and dismantle systems, processes and mindsets that perpetuate race, poverty, disability and English language status as predictors of achievement. We will align resources to create equitable opportunities for students and employees. We will eradicate achievement gaps.

Innovation

We are committed to fostering a work environment where the goal is not to manage innovations, but to become innovative. Problems are identified, ownership of those problems is assumed by the adults in the district and everyone works together as agents of the solution until the problems are solved. We will not stop until obstacles are removed, solutions found, and clear and compelling goals are established.

Integrity

We are committed to creating a school district that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards, and dealing with everyone with respect.

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"

GOALS

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)

Performance Measure(s)

Performance Indicator: 3rd Grade Reading - EC Students		
Data Source: 3rd Reading EOG	Baseline Year: 2018-2019	Baseline: 26.7%
Target Date: 2019-2020	Target: 30.1%	Actual:

Performance Indicator: 3rd Grade Reading -EL Students		
Data Source: 3rd Grade Reading EOG	Baseline Year: 2018-2019	Baseline: 11.8%
Target Date: 2019-2020	Target: 13.6%	Actual:
Target Date:	Target:	Actual:

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)

Performance Measure(s)

Performance Indicator: Total Daily Attendance		
Data Source: 2018-2019 Total Daily Attendance	Baseline Year: 2018-2019	Baseline: 5429
Target Date: 2019-2020	Target: 4886	Actual:

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)

Performance Measure(s)

Performance Indicator: Staff Perception of Culture and Climate		
Data Source: NC Teacher Working Conditions - Question 10.6 response	Baseline Year: 2018	Baseline: 75%
Target Date: 2020	Target: 83%	Actual:

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)

Performance Measure(s)

Performance Indicator: 3rd Grade Reading		
Data Source: 3rd Grade EOG	Baseline Year: 2018-2019	Baseline: 33%
Target Date: 2019-2020	Target: 38%	Actual:

Performance Indicator: 4th Grade Math		
Data Source: 4th Grade Math EOG	Baseline Year: 2018-2019	Baseline: 51%
Target Date: 2019-2020	Target: 56%	Actual:

Performance Indicator: 4th Grade Reading		
Data Source: 4th Grade Reading EOG	Baseline Year: 2018-2019	Baseline: 53%
Target Date: 2019-2020	Target: 58%	Actual:

Performance Indicator: 5th Grade Math		
Data Source: 5th Grade Math EOG	Baseline Year: 2018-2019	Baseline: 33%
Target Date: 2019-2020	Target: 38%	Actual:

Performance Indicator: 5th Grade Reading		
Data Source: 5th Grade Reading EOG	Baseline Year: 2018-2019	Baseline: 39%
Target Date: 2019-2020	Target: 44%	Actual:

Performance Indicator: 5th Grade Science		
Data Source: 5th Grade Science EOG	Baseline Year: 2018-2019	Baseline: 65%
Target Date: 2019-2020	Target: 70%	Actual:

Performance Indicator: School Performance Composite		
Data Source: 3rd - 5th Grade EOGs	Baseline Year: 2018-2019	Baseline: 45.6%
Target Date: 2020	Target: 49.5%	Actual:

ACADEMIC DATA REVIEW

Needs Assessments, Accreditation Reports, Similar Feedback:

A comprehensive needs assessment was completed by the School Leadership Team during August 2019. This document has been uploaded in the document folder for review.

Student Outcome Data:

READING School Performance Score

2016-2017	46%
2017-2018	48%
2018-2019	49%

MATH School Performance Score

2016 -2017	50%
2017-2018	53%
2018-2019	45%

SCIENCE School Performance Score

2014 -2015	30%
2015 -2016	44%
2016 -2017	44%
2017-2018	58%
2018-2019	64%

SELECTED INDICATORS

Family Engagement

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)

Strategic planning, mission, and vision

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)

Student support services

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)

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)