



**East Baton Rouge Parish School System
Schoolwide Plan
McKinley Middle Academic Magnet School
of Visual and Performing Arts**

6-8 Grades

1550 Eddie Robinson, Sr. Drive Baton Rouge, LA 70802

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2026 - 2027

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District Assurance

- The plan was developed in collaboration with parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that a shorter timeframe was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school’s participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- The plan is available to the LEA, parents, and the public in an understandable and uniform format.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

- (Component 1): Family and Stakeholder Engagement
- (Component 2): Comprehensive Needs Assessment
- (Component 3): Strategies for Improvement
- (Component 4): Student Support Services
- (Component 5): Student Opportunities
- (Component 6): Multi-Tiered Systems of Support for Behavior
- (Component 7): Professional Development
- (Component 8): Student Transition

- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal Dr. Tongelia McCray	Date 08/28/26
Executive Director Dr. Jamar Jackson	Date 08/28/26

Faculty and Staff Review

Date	Name	Position	Signature
2/18/2026	Dr. Tongelia McCray	Principal	
	Marc Shamlin	Assistant Principal	
	Dallas Rogers	Assistant Principal	
	Shayne Buckner	Dean of Students	
	Angel Collins	Magnet Coordinator	
	LaTasha Christophe	School Counselor	
	Monica Hardy	School Counselor	
	Carol Hutchinson	Executive Secretary	
	Atiyaeh Hutchinson	Attendance Clerk/Clerk	
	Chasity Francois	Guidance Clerk/Clerk	
		I-Care Specialist	
	Gloria Carter	TOR Moderator	
	Jonathan Blackwell	English 8th Grade	
	Elizabeth Breaux	PE Teacher	
	DaJanae Arnaud	ELA 6th Grade	
	Gwendolyn Haynes	Keyboarding/ Web Design	
	Charlie Daigle	PE Teacher	
	Nkaya Maltie	Social Studies 6th	
	Mary Dubois	Math Teacher	
	Lonvarrius Harrison	ESS Inclusion	

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	Kim Dunn	Paraprofessional	
	Elsa Thompson	Spanish Teacher	
	Toi Turner	Dance	
	Brandy Johnson	Conservative Magnet Site Coordinator	
	Crystal Joseph	Math 8th Grade	
	Jennifer Bynum	Math Intervention 7th Grade	
	Christian Mayuga	Science 8th Grade	
	Gerardo Naido	Math 7th Grade	
	Aidan Harger	Science 6th Grade	
	Kieran Levy	ELA 7th Grade	
	Ken Magee	Science 8th Grade	
	Denise Mallard	Science 7th Grade	
	Dr. Evette Miles	Career Readiness/Desktop Publishing	
	Ryland Wall	PE 7th Grade	
	Julie Pontillas	Math 6th Grade	
	Enjoli Williams	Science 7th Grade	
	Jericha Richards	Social Studies 7 th Grade	
	Serafin Nunez	Social Studies 8th Grade	
	Kaprice Patterson	ELA 7th Grade	
	Janel Rabalais	French	
	Joshua Gaudin	Band	
	Clay Achee	Art	
	Matthew Romaine	Social Studies 8th Grade	
	Elisabeth Dalton-Odum	Talented Theatre	
	Kaitlyn Stockwell	Talented Theatre	
	Lorenzo Price	Drama	

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	Nivea Viltz	ELA 8th Grade	
	Parker King	Social Studies 6th Grade	
		ESS	
	Souza	Strings/Piano	
	Shelia Collins	ELA 6th Grade	
	Sonya Walker	Speech Therapist	
	CShelton Smith	Music	
	Lauren Lee	Library	
	Chloe Gillman	Math	
	Cetin Ates	Art	
	Mary Gaines	Paraprofessional	
	Anitra Wilson	Paraprofessional	
	Dorothy Powers	ESS Child Specific	
	Alyssa Johnson	Social Studies	
	Holly Pham	Art	
	Darius Coleman	Technical Theater	
	Asia Anderson	Math 8	
	Lakaysha Batiste	Math 7	

Louisiana's Goals and Priorities

Educational Priorities

- Early Childhood leading to kindergarten readiness
- Literacy instruction aligned to the Science of Reading
- Foundational math instruction advancing from conceptual understanding
- Opportunities ensuring a meaningful high school experience
- An effective teacher for every student
- Expand educational choice for students and families

Six Critical Goals

- Students enter kindergarten ready.
- Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.
- Students achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content
- Students will graduate on time.
- Students will graduate with a college and/or career credential.
- Students will graduate eligible for a TOPS award.

Louisiana Believes:

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready
- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

Mission & Vision Statements

District's Mission

Inspiring humanity through transformational learning in the classroom and in the community.

Vision

The East Baton Rouge Parish School System will be the cornerstone of the community as a premier educational institution by inspiring, cultivating, and producing a modern workforce prepared to create a robust and thriving economy.

Cornerstones

- Student Achievement: We will ensure every child maximizes their education and personal potential by supporting families and students from cradle to career
- Exemplary Customer Service: We will provide all stakeholders with caring, responsive, and inclusive experiences with the district.
- Operational Excellence: We will be responsible stewards of community resources for the achievement of district priorities.
- Employee Development: We will develop and provide opportunities for all employees in ways that help them grow and feel valued.

School's Mission

Our mission is to challenge students both intellectually and artistically to become responsible citizens who will make valuable contributions to society

School's Vision

Our vision is to create an environment which nurtures high ideals, creative thought, and positive action. Our values are respect for all persons and property, cooperation in all endeavors, and good citizenship. Our goal is to provide opportunities for each student to reach his or her full potential.

Data Types

The types of data in the table should make up the Data Portfolio housed at the school.

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		- Administrator Questionnaires - Administrator Interviews		Demographics
<i>Teachers</i>		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
<i>Students</i>	- LEAP 2025 - ACT - DIBELS - DRA - Benchmark Assessments - STAR - SRI - LEAP 360	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Tableau Reports - Climate Surveys
<i>Parents</i>		- Parent Surveys - Parent Focus Groups - Parent Interviews	Attendance Rates (school participation)	Demographics

NOTE: Examples of each data type are provided. Other data sources may be utilized.

Comprehensive Needs Assessment SY 2026-2027 Schoolwide Planning

The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and, as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at-risk students, students from diverse racial and ethnic groups, students with disabilities, English Learners (ELs), and migrant students.

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
693	621	43	7	22	14	No access in JCampus	69	1	0
Percentage	86.9%	6.2%	1%	3.2%	2%		10%	0.1%	0

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	<u>Current SPS: 84.2 B</u> <u>Simulated SPS: 37.5 C</u>
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Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
2.3%	19%	14%	18%	0.7%	1%

Part 1: STRENGTHS

Rank-order the identified **areas of strength** (3-5) from the cognitive data (student performance):

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	ELA Writing (68% Strong)	Spring 2025 LEAP
2.	ELA Informational Text (60% Strong)	Spring 2025 LEAP
3.	ELA Literary Text (60% Strong)	Spring 2025 LEAP

Contributing Factors to Strengths based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival/contextual data of the previously identified strengths:

Contributing Factor: Schoolwide Writing Focus	
Instrument(s):	
Data Type: 1. Weekly writing focus 2. Lesson Plans 3. Walkthroughs	Findings 1. Teachers used LEAP rubrics for tracking student progress 2. All content areas focused on writing 3. All teachers incorporated writing in lessons weekly.

Contributing Factor: PLC Meetings	
Instrument(s):	
Data Type: 1. Agenda 2. Lesson Plans 3. Student Writing Samples	Findings 1. Content areas focused on Informational Text and student responses with input from ELA teachers. 2. Lesson plans identified informational text titles and student tasks. 3. Teachers analyzed student writing samples during PLC Meetings.

Contributing Factor: ELA Teacher	
Instrument(s):	
Data Type: 1. Certification 2. Accelerated Reader 3. Library Lessons	Findings 1. All ELA teachers certified in content area 2. AR is required in all ELA classrooms 3. Librarian incorporated book searches for AR/Star.

Part 2: WEAKNESSES

Weaknesses - Rank-order the identified areas of weakness (3-5) from the cognitive data (student performance):

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Math Inequalities/Equations (50% weak)	Spring 2025 LEAP
2.	Math Ratio & Rate (47% weak)	Spring 2025 LEAP
3.	Math Multiply/Divide Fractions (47% Weak)	Spring 2025 LEAP

Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

Contributing Factor: Teacher Retention and Student Apathy	
Instrument(s): Math Weekly Challenges and Zearn Completion, Tutoring Absenteeism, and teacher Vacancies	
Data Type: 1. Student work 2. Attendance 3. Teacher Rosters	Findings 1. Students did not complete weekly challenges or Zearn requirements 2. Lack of interest and attendance in free after school tutoring program. 3. Math Vacancies in 6th grade (two years); 7th Grade (first semester).

Contributing Factor: Teacher Retention and Student Apathy	
Instrument(s): Math Weekly Challenges and Zearn Completion, Tutoring Absenteeism, and teacher Vacancies	
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Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, McKinley Middle Magnet SPS will increase from 37.5 C to 54.5 A as measured by Louisiana’s Accountability System. *(Use the Simulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	24.8%	30%	Math	30.5%	38.5%	Graduation Rate		
English	37.1%	44.3 %	English	61%	70%	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	25.7%	30%	Science	44.3%	50%	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	35.4%	44.3 %	Social Studies	40.8%	45%			
English Language Acquisition (ELL)	n/a							

CORE ACADEMICS - ELA	Tier 1 Resources:
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
ELA Focus Area	Based on our scores data trends, the area focus for the school in ELA is vocabulary.
ELA SMART Goal:	The ELA % Mastery and above will increase from 61% to 70% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Based on analysis of assessment data trends, the school has identified vocabulary development in English Language Arts (ELA) as a key area of focus. Strengthening students' academic vocabulary will support improved comprehension, writing, and performance across all content areas. The school will implement the following schoolwide strategies to improve instruction and increase student achievement. This plan supports the Louisiana Education Priority of Literacy: ensuring all students can read, write, and communicate effectively across all content areas. 1. Instructional Methods and Strategies to Strengthen the Academic Program	

Teachers will implement research-based vocabulary and literacy strategies across all grade levels and content areas to strengthen the overall academic program.

Key strategies include:

- **Explicit Vocabulary Instruction**

- Teachers will use weekly focus vocabulary words across all curriculum areas during bellringers. Weekly focus vocabulary words will be sent out the week prior.
- Teachers will pre-teach and reinforce Tier II and Tier III academic vocabulary using structured routines.
- Strategies such as Frayer Models, word mapping, morphology (prefixes, suffixes, roots), and context clue analysis will be embedded in daily lessons.

- **Content-Area Literacy Integration**

- Vocabulary instruction will occur across core subjects including ELA, Math, Science, and Social Studies to ensure students encounter words in meaningful contexts.
- Vocabulary instruction will also occur in all elective and visual & performing arts classes to support and ensure students encounter words in meaningful contexts.
- Students will receive Tier I instruction focused on vocabulary development using Tier I using the Sadlier Vocabulary Workshop workbooks with weekly lessons during ELA.
- Teachers will incorporate close reading, text annotation, and discussion protocols to deepen word understanding.

- **Collaborative Planning**

- Professional Learning Communities (PLCs) will analyze student data, identify priority vocabulary, and plan targeted instruction.
- Teachers will plan in both content areas and cross curricular through grade level meetings. This includes core classroom teachers as well as all elective and visual & performing arts teachers.
- Teachers will receive professional development on effective vocabulary strategies, differentiated instruction, and literacy integration.

- **Instructional Technology**

- Digital platforms and interactive tools will be used during technology weeks to reinforce vocabulary practice, engagement, and formative assessment. (examples: Accelerated Reader, IXL, etc)

2. Increasing the Amount and Quality of Learning Time

The school will increase both instructional time and opportunities for vocabulary exposure throughout the day.

Strategies include:

- **Dedicated Vocabulary Blocks**
 - Daily vocabulary instruction embedded within the ELA block using the Sadlier Vocabulary Workshop workbooks for each grade level.
- **Small Group Instruction**
 - Teachers will provide targeted vocabulary support through small-group and differentiated instruction based on assessment data.
- **Intervention and Enrichment Periods**
 - School-wide focus on vocabulary for daily bellringers.
 - Additional instructional time will be provided through after school tutoring.

3. Enriched and Accelerated Curriculum

The school will provide opportunities that promote advanced thinking, literacy engagement, and cross-curricular learning.

Examples include:

- **Project-Based Learning**
 - Students will engage in interdisciplinary projects that require the use of academic vocabulary in all electives and visual & performing arts classes.
 - Talented art students will illustrate vocabulary understanding through visual art creativity.
 - Talented theatre students will act out/perform their vocabulary understanding through performance.
- **Integration of Writing Across the Curriculum**
 - Students will apply newly learned vocabulary in written responses, research projects, and presentations.
 - Writing prompts are provided weekly cross curriculum by the ELA department with a new weekly writing prompt. Students will integrate the weekly writing promotion and vocabulary when writing.

- **Advanced and Enrichment Opportunities**

- High-performing students will have access to enriched reading materials and accelerated tasks that promote deeper vocabulary development and comprehension

4. Interventions and Strategies for Underperforming Subgroups

The school will implement targeted support to ensure all students, particularly underperforming subgroups, make academic progress. (Bottom 25%)

Interventions include:

- **Data-Driven Identification**

- Student performance data will be analyzed regularly to identify students needing additional vocabulary and literacy support.

- **Tiered Intervention Supports**

- Students will receive Tier II and Tier III interventions focused on vocabulary development, reading comprehension, and language acquisition.
- Daily small group instruction.

- **Progress Monitoring**

- Frequent formative assessments will track vocabulary growth and guide instructional adjustments.

- **Targeted Small Group Instruction**

- English learners, students with disabilities, and other identified subgroups will receive specialized support through differentiated instruction and scaffolded vocabulary strategies.

- **Family and Community Engagement**

- Families will receive resources and strategies to support vocabulary development and reading at home.

Expected Outcome:

By implementing these schoolwide strategies, the school aims to increase students' academic vocabulary knowledge, improve reading comprehension, and strengthen overall performance in ELA and across all academic content areas, with particular emphasis on closing achievement gaps among underperforming student groups.

ACTION STEPS

Actions Steps & Progress Indicators

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<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement explicit vocabulary instruction schoolwide across all content areas. Teachers will use weekly focus vocabulary words during bellringers and embed Tier I, Tier II, and Tier III academic vocabulary instruction in daily lessons using research-based strategies such as Frayer Models, word mapping, morphology (prefixes, suffixes, and roots), and context clue analysis. Vocabulary instruction will be integrated across core subjects (ELA, Math, Science, Social Studies) as well as electives and visual and performing arts classes to ensure students encounter vocabulary in multiple contexts.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), ELA Department, Core Content Teachers, Elective Teachers	August 2026 – May 2027	Lesson plan reviews, classroom walkthroughs, PLC student work samples, bellringer vocabulary bellringers, student vocabulary workbooks	Student vocabulary assessments, benchmark assessments, CFA's, 2026 LEAP state assessment data (all content areas)	Title I, EBR funding, Magnet funding Renaissance Accelerated Reader and Star Reader Subscriptions \$10,346.00 Guided reading sets, decodable readers, literacy intervention kits, educational board games \$5,591.22 Professional Development \$8,989.37
Teachers will consistently implement High-Quality Instructional Materials (HQIM) aligned to Louisiana state standards to strengthen instruction and support vocabulary development across content areas. Core instructional materials will be used with fidelity during daily lessons to ensure students engage with grade-level texts, academic language, and rigorous learning tasks.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Science Department, Core Content Teachers, Elective Teachers	August 2026 – May 2027	Lesson plan reviews, classroom walkthroughs, PLC student work samples	Improvement on benchmark assessments, teacher made/classroom assessments, and LEAP state assessment performance in	Title I, EBR funding, Magnet funding Renaissance Accelerated Reader and Star Reader

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				targeted standards	Subscriptions \$10,346.00 Guided reading sets, decodable readers, literacy intervention kits, educational board games \$5,591.22 Professional Development \$8,989.37
Increase the amount and quality of learning time through structured vocabulary instruction and targeted support. Daily vocabulary instruction will occur during the ELA block using grade-level vocabulary workbooks. Teachers will provide small-group instruction based on student data, and the school will implement schoolwide vocabulary bellringers and after-school tutoring to provide additional learning time and reinforcement.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), ELA Department, Core Content Teachers, Elective Teachers, After School Tutors	August 2026 – May 2027	Small group instructional logs, tutoring attendance records, tutoring pre & post test data, formative vocabulary assessments, PLC student data	Comparison of baseline and benchmark vocabulary assessments, improvement in classroom assessments and reading comprehension scores	Title I, EBR funding, Magnet funding Renaissance Accelerated Reader and Star Reader Subscriptions \$10,346.00 Guided reading sets, decodable readers, literacy intervention kits, educational board games

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					\$5,591.22 Professional Development \$8,989.37
Provide targeted interventions and enrichment opportunities to increase achievement among underperforming subgroups. Student data will be analyzed regularly to identify the bottom 25% of students and other underperforming groups. These students will receive Tier II and Tier III interventions including daily small group instruction focused on vocabulary development and reading comprehension. Teachers will monitor progress through frequent formative assessments. Families will receive vocabulary resources and strategies to support literacy development at home.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), ELA Department, Core Content Teachers, Elective Teachers, Special Education Teachers (504 and IEP Support)	August 2026 – May 2027	Progress monitoring data, Student data tracking folders, intervention group rosters, formative assessments, parent communication logs	Growth of targeted students on benchmark assessments, progress monitoring data, and 2026 LEAP state assessment results showing reduction in achievement gaps	Title I, EBR funding, Magnet funding Renaissance Accelerated Reader and Star Reader Subscriptions \$10,346.00 Guided reading sets, decodable readers, literacy intervention kits, educational board games \$5,591.22 Professional Development \$8,989.37
Teachers will use assessment data to identify students in the Bottom 25% and those performing at the High Basic level on LEAP. These students will receive targeted small-group instruction focused on	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), ELA	August 2026 – May 2027	Progress monitoring data, Student data tracking folders,	Growth of targeted students on benchmark	Title I, EBR funding, Magnet funding

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vocabulary development, reading comprehension, and academic writing aligned to grade-level standards. Bottom 25% students will receive Tier II and Tier III interventions with scaffolded supports, while High Basic students will receive focused instruction and enrichment to help move them toward Mastery on the LEAP assessment. PLCs will regularly review student data to adjust instruction and monitor progress.	Department, Core Content Teachers, Elective Teachers, Special Education Teachers (504 and IEP Support)		intervention group rosters, formative assessments, parent communication logs	assessments, progress monitoring data, and 2026 LEAP state assessment results showing reduction in achievement gaps	Renaissance Accelerated Reader and Star Reader Subscriptions \$10,346.00 Guided reading sets, decodable readers, literacy intervention kits, educational board games \$5,591.22 Professional Development \$8,989.37
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CORE ACADEMICS - Mathematics	Tier 1 Resources:
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Math Focus Area	Based on our scores data trends, the area focus for the school in Math is Math Inequalities/Equations.
Math SMART Goal:	The Mathematics % Mastery and above will increase from 30.5% to 38.5% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Based on analysis of assessment data trends, the school has identified priority areas in mathematics including inequalities and equations, ratio and rate reasoning, and multiplying and dividing fractions. These focus areas align with the Louisiana Student Standards for grades 6–8 and are essential foundational skills that support proportional reasoning and algebraic thinking. The school will implement the following schoolwide strategies to strengthen mathematics instruction and increase student achievement. 1. Strengthening the Academic Program through Effective Instruction	

Teachers will implement research-based instructional strategies aligned to Louisiana Student Standards for middle school mathematics. Instruction will focus on building conceptual understanding, procedural fluency, and problem-solving skills.

Key strategies include:

- **Explicit instruction in ratios and proportional reasoning** aligned with standards such as 6.RP and 7.RP, which require students to understand ratios, compute unit rates, and solve real-world problems using proportional relationships.
- **Constructive Response** focusing on writing and solving equations and inequalities using real-world problems as outlined in standards such as 6.EE and 7.EE.
- **Conceptual understanding of fractions**, including multiplying and dividing fractions using visual models, number lines, and problem-solving strategies to strengthen foundational skills needed for algebra and proportional reasoning.
- **Mathematical discourse and collaborative learning**, allowing students to explain reasoning, critique mathematical arguments, and engage in problem-solving discussions aligned with the Standards for Mathematical Practice.
- **Professional learning communities (PLCs)** where teachers analyze student data, identify misconceptions, and collaboratively plan targeted instruction.

These strategies will ensure consistent implementation of rigorous mathematics instruction across all grade levels.

2. Increasing the Amount and Quality of Learning Time

The school will increase both the amount of time students spend engaged in mathematics instruction and the quality of that time through structured learning opportunities.

Strategies include:

- **Student data tracking folders** for all students to track their progress and set their goals
- **Daily bellringers** completed daily focused on focus standards
- **Daily targeted small-group instruction** during intervention or enrichment periods to address specific skill gaps in equations, ratios, and fraction operations.
- **Extended learning opportunities**, such as after-school tutoring and Saturday tutoring, to provide additional support for students who require extra practice and reinforcement.
- **Use of formative assessments and progress monitoring** to guide instruction and ensure students receive timely feedback. (examples: Benchmarks, CFA, Eureka Math Assessments, Teacher-made test using focus standards, etc)

These efforts ensure that instructional time is maximized and focused on the areas where students demonstrate the greatest need.

3. Providing an Enriched and Accelerated Curriculum

The school will provide a well-rounded and enriched mathematics program that promotes critical thinking, real-world problem solving, and advanced learning opportunities.

Examples include:

- **Project-based and real-world problem solving** activities that require students to apply ratios, rates, equations, and inequalities to authentic situations.
- **Integration of technology and digital math tools** to enhance engagement and provide differentiated practice opportunities. (example: Zearn, Khan Academy, etc)
- **Mathematical enrichment activities**, including problem-solving challenges, math competitions, and STEM-related projects. (example: Weekly Challenges for students and parents, STEM/Math Night for parents and students, etc)
- **Advanced or accelerated learning opportunities** for students demonstrating mastery of grade-level standards through extension tasks and higher-level problem solving. (example: accelerated weekly challenges for students only with incentives, etc)

These opportunities allow students to deepen their mathematical understanding while promoting engagement and higher-order thinking.

4. Interventions and Strategies for Underperforming Subgroups

The school will implement targeted strategies to improve achievement for students who are performing below expectations (bottom 25%), including underperforming subgroups such as economically disadvantaged students, students with disabilities, and English learners.

Interventions include:

- **Data-driven identification of learning gaps** using benchmark assessments, classroom assessments, and state assessment data.
- **Tiered intervention supports (RTI/MTSS)** that provide additional instruction in daily small groups focusing on equations, inequalities, ratio reasoning, and fraction operations.
- **Frequent progress monitoring** to track student growth and adjust instructional strategies using student data tracking folders.
- **Differentiated instruction and scaffolding**, including visual models, manipulatives, guided practice, and vocabulary support to improve mathematical understanding.

- **Targeted intervention programs and tutoring** designed to close skill gaps and increase proficiency in priority mathematics standards.

Expected Outcome:

Through the implementation of these schoolwide strategies, the school aims to improve student performance in **equations and inequalities, ratio and rate reasoning, and fraction operations**, increase overall mathematics proficiency, and close achievement gaps among underperforming student groups.

ACTION STEPS**Actions Steps & Progress Indicators**

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement standards-aligned mathematics instruction focused on priority standards. Teachers will provide explicit instruction in ratios and proportional reasoning (6.RP, 7.RP), equations and inequalities (6.EE, 7.EE), and multiplying/dividing fractions using conceptual models. Instruction will include constructive response tasks, real-world problem solving, mathematical discourse, and collaborative learning aligned to the Standards for Mathematical Practice. Teachers will also participate in Professional Learning Communities (PLCs) to analyze student work, identify misconceptions, and plan targeted instruction using Eureka Math and other aligned resources.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Math Department, Core Content Teachers, Elective Teachers	August 2026 – May 2027	Lesson plan reviews, classroom walkthroughs, PLC student work samples, Zearn and Khan Academy monitoring	Improvement on benchmark assessments, Eureka Math assessments, teacher made/classroom assessments, and LEAP state assessment performance in targeted standards	Title I, EBR funding, Magnet funding Math manipulative, educational board games, flash cards, dry erase boards \$5,591.22 Professional Development \$8,989.37
Teachers will consistently implement High-Quality Instructional Materials (HQIM) aligned to Louisiana state standards to strengthen instruction and support vocabulary development across content areas. Core	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Math	August 2026 – May 2027	Lesson plan reviews, classroom walkthroughs,	Improvement on benchmark assessments, Eureka Math	Title I, EBR funding, Magnet funding

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instructional materials will be used with fidelity during daily lessons to ensure students engage with grade-level texts, academic language, and rigorous learning tasks.	Department, Core Content Teachers, Elective Teachers		PLC student work samples, Zearn and Khan Academy monitoring	assessments, teacher made/classroom assessments, and LEAP state assessment performance in targeted standards	Math manipulative, educational board games, flash cards, dry erase boards \$5,591.22 Professional Development \$8,989.37
Increase the amount and quality of mathematics learning time through structured practice and extended learning opportunities. Students will complete daily bellringers aligned to focus standards and maintain data tracking folders to monitor progress and set academic goals. Teachers will provide targeted small-group instruction during intervention/enrichment periods to address gaps in equations, ratios, and fraction operations. Extended learning opportunities including after-school tutoring and Saturday tutoring and technology platforms such as Zearn and Khan Academy will be used to reinforce concepts related to ratios, equations, and fraction operations and provide differentiated practice based on student performance data.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Math Department, Core Content Teachers, Elective Teachers, After School and Saturday Tutors	August 2026 – May 2027	Bellringer student work, tutoring attendance records, student data tracking folders, formative assessments (CFA, benchmarks assessment, teacher-made tests)	Pre and Post tutoring assessments, Comparison of baseline, benchmark, and end-of-year assessment data showing growth in targeted standards and overall math proficiency	Title I, EBR funding, Magnet funding Math manipulative, educational board games, flash cards, dry erase boards \$5,591.22 Professional Development \$8,989.37
Implement targeted interventions and enrichment to increase achievement for underperforming subgroups. Students performing at the High Basic level will receive targeted support and enrichment	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), ELA	August 2026 – May 2027	Progress monitoring data, Student data tracking	Growth of targeted students on benchmark assessments,	Title I, EBR funding, Magnet funding

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designed to strengthen conceptual understanding and move them toward Mastery on the LEAP assessment. Also, student data will be analyzed regularly to identify the bottom 25% and other underperforming groups including economically disadvantaged students, students with disabilities, and English learners. These students will receive Tier II and Tier III support through daily small-group instruction, differentiated strategies, manipulatives, and scaffolded instruction focused on equations, inequalities, ratio reasoning, and fraction operations. Enrichment opportunities such as STEM/Math Night, weekly math challenges, and accelerated problem-solving tasks will also be provided to promote deeper learning.	Department, Core Content Teachers, Elective Teachers, Special Education Teachers (504 and IEP Support)		folders, intervention group rosters, formative assessments, parent communication logs	reduction in achievement gaps, improved 2026 LEAP state assessment performance	Math manipulative, educational board games, flash cards, dry erase boards \$5,591.22 Professional Development \$8,989.37
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CORE ACADEMICS - Science	Tier 1 Resources:
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Science Focus Area	Based on our scores and data trends, the area focus for the school in Science is constructive response questions and multiple select answers.
Science SMART Goal:	The Science % Mastery and above will increase from 44.3% to 50% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
To achieve our SMART goal, the school is implementing strategies that aim to strengthen the academic program and enhance student achievement, particularly in Science. These strategies align with Louisiana Education Priorities focused on improving student engagement and performance. 1. Methods and Instructional Strategies to Strengthen the Academic Program	

- **Implementation:** Teachers will consistently implement High-Quality Instructional Materials (HQIM) aligned with Louisiana state standards, using daily lessons to strengthen instruction and support vocabulary development across content areas.
- **Target Education Priority:** Ensuring all students have access to high-quality instructional materials.

2. Increasing the Amount and Quality of Learning Time

- **Implementation:** Weekly workstations will be organized for 30 minutes, including teacher-led small groups (maximum 6 students), independent practice, and collaborative tasks aligned with current standards. This will allow for targeted instruction and increased engagement.
- **Target Education Priority:** Extending instructional time to improve mastery and retention of concepts.

3. Enriched and Accelerated Curriculum

- **Implementation:** Teachers will implement interdisciplinary, standards-aligned projects each quarter where students engage with real-world problems connected to Science content. Projects will require written explanations and final products, with structured checkpoints for feedback.
- **Target Education Priority:** Providing a well-rounded education through project-based learning.

4. Interventions and Strategies for Underperforming Subgroups

- **Implementation:** Students will complete weekly constructed response (CRE) written tasks, with one scored using a LEAP-aligned rubric. Data from these assessments will inform instructional adjustments and targeted support for students below proficiency.
- **Target Education Priority:** Ensuring equitable access to support for all students, particularly those who are underperforming.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers will consistently implement High-Quality Instructional Materials (HQIM) Amplify Science aligned to Louisiana state standards to strengthen	ILT (Principal, Asst. Principal, Dean of Students, Magnet	August 2026 – May 2027	Lesson plan reviews, classroom	Improvement on benchmark assessments,	Title I, EBR funding,

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instruction and support vocabulary development across content areas. Core instructional materials will be used with fidelity during daily lessons to ensure students engage with grade-level texts, academic language, and rigorous learning tasks.	Coordinator), Science Department, Core Content Teachers, Elective Teachers		walkthroughs, PLC student work samples	teacher made/classroom assessments, and LEAP state assessment performance in targeted standards	Magnet funding IXL Learning \$8,309.00 STEM activity kits, educational board games, flash cards \$5,591.22 Professional Development \$8,989.37
Teachers will use assessment data to identify students in the Bottom 25% and those performing at the High Basic level on LEAP. These students will receive targeted small-group instruction focused on constructive response questions and multiple select answers aligned to grade-level standards. Bottom 25% students will receive Tier II and Tier III interventions with scaffolded supports, while High Basic students will receive focused instruction and enrichment to help move them toward Mastery on the LEAP assessment. PLCs will regularly review student data to adjust instruction and monitor progress.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), ELA Department, Core Content Teachers, Elective Teachers, Special Education Teachers (504 and IEP Support)	August 2026 – May 2027	Progress monitoring data, Student data tracking folders, intervention group rosters, formative assessments, parent communication logs	Growth of targeted students on benchmark assessments, progress monitoring data, and 2026 LEAP state assessment results showing reduction in achievement gaps	Title I, EBR funding, Magnet funding IXL Learning \$8,309.00 STEM activity kits, educational board games, flash cards \$5,591.22 Professional Development \$8,989.37
Implement explicit vocabulary instruction schoolwide across all content areas. Teachers will use weekly focus vocabulary words during bellringers and embed Tier II, and Tier III academic vocabulary instruction in daily lessons using	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Science Department, Core	August 2026 – May 2027	Lesson plan reviews, classroom walkthroughs, PLC student work samples	Improvement on benchmark assessments,, teacher made/classroom assessments,	Title I, EBR funding, Magnet funding IXL Learning \$8,309.00

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research-based strategies such as Frayer Models, word mapping, morphology (prefixes, suffixes, and roots), and context clue analysis. Vocabulary instruction will be integrated across core subjects (ELA, Math, Science, Social Studies) as well as electives and visual and performing arts classes to ensure students encounter vocabulary in multiple contexts.	Content Teachers, Elective Teachers			and LEAP state assessment performance in targeted standards	STEM activity kits, educational board games, flash cards \$5,591.22 Professional Development \$8,989.37
Teachers will participate in weekly PLCs to analyze district CFA data, review student work, and annotate upcoming lessons for rigor and alignment. Teams will submit artifacts, and coaches will provide weekly feedback while monitoring implementation of reteach plans and action steps.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Science Department, Core Content Teachers, Elective Teachers	August 2026 – May 2027	Lesson plan reviews, classroom walkthroughs, PLC student work samples	Improvement on benchmark assessments, teacher made/classroom assessments, and LEAP state assessment performance in targeted standards	Title I, EBR funding, Magnet funding IXL Learning \$8,309.00 STEM activity kits, educational board games, flash cards \$5,591.22 Professional Development \$8,989.37

CORE ACADEMICS - Social Studies	Tier 1 Resources:
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Social Studies Focus Area	Based on our scores and data trends, the area focus for the school in Social Studies is constructive response questions and multiple select answers.
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 40.8% to 45% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
To achieve our SMART goal in Social Studies, the school is implementing several schoolwide strategies designed to strengthen the academic program, increase learning time, enrich the curriculum, and support underperforming subgroups. These strategies align with Louisiana Education Priorities focused on enhancing student engagement and performance. 1. Methods and Instructional Strategies to Strengthen the Academic Program Implementation: The school will implement Gallopade as the core High-Quality Instructional Material (HQIM) to provide	

standards-aligned, differentiated instruction. Teachers will model sourcing primary, secondary, and tertiary documents while guiding students to connect evidence to HQIM framing and supporting questions.

- **Target Education Priority:** Ensuring all students have access to high-quality instructional materials.

2. Increasing the Amount and Quality of Learning Time

- **Implementation:** Teachers will embed inquiry-based strategies (e.g., Turn and Talk, Fishbowl, Jigsaw, Gallery Walks, Four-Corner Debates) to promote critical thinking and academic discourse. Daily writing exercises will use LDOE rubrics, exemplars, and peer/self-assessment to enhance writing skills across the curriculum.
- **Target Education Priority:** Extending instructional time to improve mastery and retention of concepts.

3. Enriched and Accelerated Curriculum

- **Implementation:** The school will utilize Gallopade routines such as curated content boards, Big Question Evidence Collector, and Expertracks to structure lessons, scaffold evidence collection, and support tiered instruction. This approach will provide opportunities for students to engage in higher-order thinking through structured projects and activities.
- **Target Education Priority:** Providing a well-rounded education through project-based and inquiry-based learning.

4. Interventions and Strategies for Underperforming Subgroups

- **Implementation:** Unit assessments and interaction data will guide small-group interventions and enrichment activities tailored to meet the needs of all learners, particularly underperforming subgroups. Teachers will integrate tier-three vocabulary and language supports, such as the Frayer Model, to bolster understanding and academic language proficiency.
- **Target Education Priority:** Ensuring equitable access to support for all students, particularly those who are underperforming.

Expected Outcomes:

By implementing these strategies, the school aims to significantly improve student performance in Social Studies, particularly among underperforming subgroups, while fostering a rich, engaging learning environment that promotes critical thinking and evidence-based reasoning.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress</i>	<i>Evaluation</i>	<i>Funding</i>
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<i>you implement to support achieving this overarching improvement goal?</i>			<i>Monitoring</i>		<i>Source (Federal, state, and local)</i>
Teachers will consistently implement High-Quality Instructional Materials (HQIM) aligned to Louisiana state standards to strengthen instruction and support vocabulary development across content areas. Core instructional materials will be used with fidelity during daily lessons to ensure students engage with grade-level texts, academic language, and rigorous learning tasks.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Science Department, Core Content Teachers, Elective Teachers	August 2026 – May 2027	Lesson plan reviews, classroom walkthroughs, PLC student work samples	Improvement on benchmark assessments, teacher made/classroom assessments, and LEAP state assessment performance in targeted standards	Title I, EBR funding, Magnet funding IXL Learning \$8,309.00 Educational board games, flash cards \$5,591.22 Professional Development \$8,989.37
Teachers will use assessment data to identify students in the Bottom 25% and those performing at the High Basic level on LEAP. These students will receive targeted small-group instruction focused on constructive response questions and multiple select answers aligned to grade-level standards. Bottom 25% students will receive Tier II and Tier III interventions with scaffolded supports, while High Basic students will receive focused instruction and enrichment to help move them toward Mastery on the LEAP assessment. PLCs will regularly review student data to adjust instruction and monitor progress.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), ELA Department, Core Content Teachers, Elective Teachers, Special Education Teachers (504 and IEP Support)	August 2026 – May 2027	Progress monitoring data, Student data tracking folders, intervention group rosters, formative assessments, parent communication logs	Growth of targeted students on benchmark assessments, progress monitoring data, and 2026 LEAP state assessment results showing reduction in achievement gaps	Title I, EBR funding, Magnet funding IXL Learning \$8,309.00 Educational board games, flash cards \$5,591.22 Professional Development \$8,989.37
Implement explicit vocabulary instruction schoolwide across all content areas. Teachers will use weekly focus vocabulary words during bellringers and embed Tier II, and Tier III academic	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Science	August 2026 – May 2027	Lesson plan reviews, classroom walkthroughs,	Improvement on benchmark assessments,, teacher	Title I, EBR funding, Magnet funding

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vocabulary instruction in daily lessons using research-based strategies such as Frayer Models, word mapping, morphology (prefixes, suffixes, and roots), and context clue analysis. Vocabulary instruction will be integrated across core subjects (ELA, Math, Science, Social Studies) as well as electives and visual and performing arts classes to ensure students encounter vocabulary in multiple contexts.	Department, Core Content Teachers, Elective Teachers		PLC student work samples	made/classroom assessments, and LEAP state assessment performance in targeted standards	IXL Learning \$8,309.00 Educational board games, flash cards \$5,591.22 Professional Development \$8,989.37
Teachers will participate in weekly PLCs to analyze district CFA data, review student work, and annotate upcoming lessons for rigor and alignment. Teams will submit artifacts, and coaches will provide weekly feedback while monitoring implementation of reteach plans and action steps.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Science Department, Core Content Teachers, Elective Teachers	August 2026 – May 2027	Lesson plan reviews, classroom walkthroughs, PLC student work samples	Improvement on benchmark assessments, teacher made/classroom assessments, and LEAP state assessment performance in targeted standards	Title I, EBR funding, Magnet funding IXL Learning \$8,309.00 Educational board games, flash cards \$5,591.22 Professional Development \$8,989.37

Non-CORE Academics	Resources: Visual and Performing Arts, Magnet
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ACTION STEPS					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Cross-curriculum instruction integrating visual and performing arts to increase student engagement, improve comprehension, and support diverse learning styles across core subjects.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Core Content Teachers, Elective Teachers	August 2026 – May 2027	Classroom walkthroughs, lesson plan reviews, and PLC meetings to review implementation; student work samples	Review student performance data, engagement indicators, and subgroup progress on district assessments and classroom performance	Title I, EBR funding, Magnet funding Guided reading sets, decodable readers, educational board games, flash cards \$5,591.22 Professional Development \$8,989.37
Small group daily instruction to provide targeted academic support and differentiation for student subgroups based on assessment data and instructional needs	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Core Content Teachers, Elective Teachers	August 2026 – May 2027	Weekly formative assessments, teacher data meetings, and intervention	Compare benchmark assessment results, subgroup achievement data, and	Title I, EBR funding, Magnet funding Guided reading sets,

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			progress monitoring reports	intervention effectiveness each nine weeks	decodable readers, educational board games, flash cards \$5,591.22 Professional Development \$8,989.37
Teachers will consistently implement High-Quality Instructional Materials (HQIM) aligned to Louisiana state standards to strengthen instruction and support vocabulary development across content areas. Core instructional materials will be used with fidelity during daily lessons to ensure students engage with grade-level texts, academic language, and rigorous learning tasks.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Core Content Teachers, Elective Teachers	August 2026 – May 2027	Lesson plan checks, instructional walkthroughs, PLC meetings reviewing HQIM implementation, and student work analysis	Evaluate benchmark assessments, vocabulary growth, and end-of-year state assessment results to determine impact	Title I, EBR funding, Magnet funding Guided reading sets, decodable readers, educational board games, flash cards \$5,591.22 Professional Development \$8,989.37

Student Subgroups and Student Attendance

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Establish an Attendance Incentive Program recognizing students and subgroups with improved or perfect attendance. PBIS incentives and rewards.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), School Counselor, Social Worker, Attendance Clerk, Teachers, PBIS Team, ICARE	August 2026 – May 2027	Monthly attendance tracking and participation reports, JCAMPUS	Compare quarterly attendance rates and chronic absenteeism percentages to baseline data	Title I, EBR funding, Magnet funding Parent and Family Engagement \$5,316.00
Provide family engagement and communication strategies such as parent conferences, phone calls, weekly callout reminders and attendance support for families of chronically absent students.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), School Counselor, Social Worker, Attendance Clerk, Teachers, PBIS Team, ICARE	August 2026 – May 2027	Documentation logs of parent contacts and meeting attendance in JCAMPUS	Parent feedback surveys and improvement in student attendance following interventions	Title I, EBR funding, Magnet funding Parent and Family Engagement \$5,316.00
Use data-driven interventions for specific student subgroups (e.g., tutoring support, mentoring, check-in/check-out programs).	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), School Counselor, Social Worker, Attendance Clerk,	August 2026 – May 2027	Bi-weekly monitoring of attendance and academic progress	Evaluate attendance trends and subgroup performance at the end of each nine weeks,	Title I, EBR funding, Magnet funding Remediation Instruction \$20,882.01

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	Teachers, PBIS Team, ICARE			semester and end of year	
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PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Professional Learning Communities (PLC) in all content areas to collaboratively analyze student data, plan standards-aligned instruction, and share effective instructional strategies.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator)	Biweekly through the year	Student data (Benchmarks/CFA), Student work samples, Student data folders	Classroom walkthroughs and classroom evaluations. Student data/worksamples	Title I, EBR funding, Magnet funding Professional Development \$8,989.37
Grade Level Meetings focused on reviewing student progress, planning differentiated instruction, and identifying instructional trends across classrooms.	Grade Level Administrator and Grade Level Lead Teacher	Weekly	Student data (Benchmarks/CFA), Student work samples, Student data folders, small group instruction, instructional trends	Classroom walkthroughs and classroom evaluations. Student data/worksamples	Title I, EBR funding, Magnet funding Professional Development \$8,989.37
Cross Content/Curriculum Planning Meetings to promote interdisciplinary instruction, align instructional strategies, and strengthen collaboration between core and elective teachers.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Grade Level Lead Teachers, and Content Lead Teachers	Monthly	Student data (Benchmarks/CFA), Student work samples, Student data folders, small group instruction, instructional trends	Classroom walkthroughs and classroom evaluations. Student data/worksamples, Weekly Lesson Plans	Title I, EBR funding, Magnet funding Professional Development \$8,989.37

STUDENT SUPPORT SERVICES

Narrative

Describe schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health problems, specialized instructional support services, mentoring services, and other strategies to improve students’ social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Louisiana Education Priorities.

To enhance student well-being, the school is implementing a comprehensive set of strategies aligned with the results of the comprehensive needs assessment and Louisiana Education Priorities. Here’s how we are addressing social and emotional skills through various activities:

1. Tiered Counseling Services

- **Individual, Small Group, and Whole-Class Lessons:** These services will target stress, anxiety, and coping skills, providing tailored support based on student needs.

2. Multi-Tiered System of Supports (MTSS)

- **Academic and Behavioral Interventions:** MTSS will be utilized to create interventions that are customized to meet the unique needs of each student, ensuring they receive the support necessary for both academic success and behavioral health.

3. Social-Emotional Learning (SEL) Curriculum

- **SEL Lessons:** Integrated into the curriculum, these lessons will cover essential skills such as empathy, problem-solving, and conflict resolution, promoting emotional intelligence among students.

4. Small-Group Instruction/Skill-Building

- **Focus on Social Skills and Emotional Regulation:** These sessions will support students who find it challenging to navigate social situations

or manage their emotions effectively.

5. Peer Mentoring Program

- **Older Students Pairing with Younger Students:** This initiative encourages positive behavior modeling and the development of social skills, fostering a supportive school community.

6. Teacher-Student Advisory Program

- **Weekly Check-Ins:** Staff will meet with small groups of students to provide guidance, support, and regular emotional check-ins, creating strong relationships and a sense of belonging.

7. Community Mentoring Partnerships

- **Goal Setting and Resilience Focus:** Collaborating with community mentors or organizations will provide additional mentoring sessions that emphasize personal development and self-awareness.

8. SEL Check-Ins

- **Daily or Weekly Practices:** Implementing morning circles or emotion journals will encourage students to reflect on their feelings, enhancing self-awareness and emotional expression.

9. Positive Behavior Interventions and Supports (PBIS) Training

- **Staff Training:** All staff will be trained in PBIS to foster a consistent, supportive environment that promotes positive behaviors across the school.

10. Schoolwide Recognition Programs

- **Celebrating Social-Emotional Growth:** Programs such as empathy awards or kindness challenges will recognize and celebrate students who demonstrate social-emotional progress.

11. Targeted Social-Emotional Lessons

- **Collaboration Between Counselors and Teachers:** Counselors will work closely with classroom teachers to deliver lessons focused on coping strategies, conflict resolution, and emotional regulation, ensuring that all students receive the necessary support.

By implementing these strategies, the school aims to create a nurturing environment that fosters both academic success and emotional well-being,

addressing the diverse needs of all students.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Positive Behavior Interventions and Supports Team (PBIS) Activity/Strategy: Implement a schoolwide PBIS framework to promote positive behaviors and create a supportive learning environment.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), PBIS Team, School Counselors, Teachers	August 2026 – May 2027	Regular feedback surveys from students and staff, behavior incident tracking, and monthly PBIS team meetings to assess implementation fidelity.	Review of behavior incident data, student feedback, and staff input at the end of each semester to measure improvements in school climate and behavior.	Title I, EBR funding, Magnet funding
Social-Emotional Learning (SEL) Curriculum Activity/Strategy: Implement a structured SEL curriculum that teaches skills such as empathy, emotional regulation, and conflict resolution.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), School Counselors, PE and Dance Classroom Teachers	August 2026 – May 2027	Pre- and post-assessments for students, teacher observations, and student reflections on SEL lessons.	Analyze student performance data and feedback to assess the effectiveness of the SEL curriculum at the end of each term.	Title I, EBR funding, Magnet funding
Small-Group Instruction/Skill-Building	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), School	August 2026 – May 2027	Track student participation and progress through	Evaluate the effectiveness through student progress reports,	Title I, EBR funding, Magnet funding

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Activity/Strategy: Provide targeted small-group instruction focused on social skills and emotional regulation for students in need of additional support.	Counselors, Teachers, ICARE		regular assessments and feedback from group participants and teachers.	behavior tracking, and feedback from parents and teachers at the end of each semester.	
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MULTI-TIERED SYSTEM OF SUPPORT

SEL Foundation for MTSS Success

Using the CASEL Indicators for Schoolwide SEL, identify which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement. Schools will select one indicator from each focus area outlined below:

SEL Instruction: Schools will select either **SEL integrated into Academics or Explicit SEL instruction**. School teams will work with the MTSS department and their executive directors to select the category that best fits the needs of their campuses (Note: Schools that previously implemented Manners of the Heart curriculum or struggled with tier I implementation will select explicit SEL instruction as their focus area).

Supportive Environments: Schools will select either **Supportive Discipline or Supportive School and Classroom Climates**.

Indicator Focus Area 1: SEL Instruction		Indicator Focus Area 2: MTSS Discipline	
S	SEL curriculum will be taught once a week for 90 minutes during PE and dance class to ensure that all students are receiving the SEL lessons with fidelity.	S	McKinley Middle Magnet will develop a system of supportive discipline through the use of restorative practices and ensuring a strong MTSS Discipline (PBIS) system is in place campus wide
M	We will measure success through monitoring rethinkEd usage data, observations of lessons, student quiz scores and the pre/post assessment.	M	We will measure success through monitoring discipline data through the “Big 5” data reports monthly (discipline, by infraction, time, location, student and teacher)
A	In the past SEL instruction was a challenge, but we have moved to have SEL taught during PE and dance so that we can ensure all students are receiving the SEL lesson. This goal of 100% teaching is ambitious, it is also attainable since we have adjusted the master schedule to provide designated time.	A	Currently, discipline on the transfer bus is a significant concern, with approximately 75% of behavior referrals occurring at the end of the day during transfer. Our goal is to reduce transfer bus referrals by 15%. This goal is attainable due to the targeted action steps and interventions we have implemented to improve student behavior and accountability during this time.
R	This goal is relevant because SEL is a part of our schools MTSS plan and is recognized as a key component addressing the needs of our students by strengthening the competencies they need to build lasting relationships and manage their emotions.	R	This goal is relevant because students are missing a great deal of school due to disciplinary concerns. We want to create a supportive environment that provides the students opportunities to learn from their mistakes and prevent future occurrences.
T	By the end of August all students will pretest in rethink Ed. By the	T	By the end of August we will have explicitly taught all behavior

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	second week of school we will begin the scope and sequence for SEL instruction Weekly teachers will focus on one training area to strengthen their own knowledge		expectations to students By the end of August all teachers will receive training in restorative practices Each month we will have a focus area to work on and a discipline challenge for students to work on Our goal is to see a reduction in discipline each month, when compared to the previous year.
I	ALL students will be a part of the lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcomed.	I	We will create a focus group of students to ensure we are getting their perspective on discipline policies/practices to ensure we are representing their voices.
E	Developing SEL skills in students will allow us to help them identify situations that are not fair and stand up for injustice. It will also empower them to be leaders in their classes and on campus.	E	We will monitor discipline data to ensure that discipline practices are applied equitably to all groups of students and that practices do not target or single out specific groups.
Goal Statement: During the 2026–2027 school year, McKinley Middle will focus on ensuring that every student receives 90 minutes of explicit SEL instruction weekly during PE and/or dance classes with fidelity. As a result, we expect to see an increase in student SEL assessment scores.		Goal Statement: During the 2026–2027 school year, McKinley Middle will focus on implementing supportive discipline practices that not only address behavioral concerns but also equip students with the skills needed to prevent repeated infractions. As a result of these efforts, we anticipate a 20% reduction in the number of students receiving referrals.	

Academic & Behavioral Tiered Supports Defined

Using the information in the district plan, outline what academic and behavioral supports your school will provide. Are there any specific strategies? In addition to what is identified at the district level, please also include what individual campus supports are provided.

Academic Systems	Behavior/Social Emotional Systems
Tier I	
Implement schoolwide reading and math benchmarks at the start of each quarter. Use interactive lessons with differentiated instruction in all classrooms.	Explicit SEL lessons delivered schoolwide (e.g., weekly lessons on empathy, problem-solving, or self-regulation). Morning meetings or classroom check-ins to reinforce SEL skills. Positive behavior recognition systems, like PBIS points

Provide academic goal-setting activities for all students at the beginning of the year. Use classroom strategies like exit tickets or quick checks for understanding.	
Tier II	
Small group instruction for students scoring below the benchmark. After-school and Saturday tutoring programs in core subjects. Implement peer tutoring or study buddy systems. Targeted skill-building workshops (e.g., reading fluency, math fact mastery).	Small group social skills sessions (e.g., friendship, conflict resolution). Check-in/check-out system for students with mild behavior or attendance challenges. Short-term mentoring or peer support groups.
Tier III	
One-on-one instruction with a specialist or interventionist. Individualized learning plans with specific, measurable goals. Collaboration with special education or ELL support staff for custom interventions. Frequent progress monitoring using weekly or bi-weekly data checks.	Individualized behavior intervention plans with clear expectations and supports. One-on-one counseling or mental health support. Collaboration with families and outside agencies for students with significant SEL or behavioral needs.

Monitoring Interventions: How will your school make sure that interventions are taking place?

- Use a schoolwide tracking system (provided by the Magnet Coordinator) to record interventions and student progress.
- Conduct bi-weekly team meetings to review student data.
- Classroom teachers submit intervention logs for small groups or individual students.

- Admin team conducts quarterly audits to ensure fidelity of implementation

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction?

- Embed SEL during PE and Dance 30 minutes weekly.

How will time be scheduled for PLCs/Grade or Content Teams?

- Bi-weekly PLC time will be spent reviewing student data, plan interventions, and align curriculum.
- ILT members, Counselors, PBIS Team, PE and Dance teachers will meet monthly and track SEL/behavioral data.
- Schedule grade level bi-weekly rotating data and themed planning.
- School wide meetings will be held on district embedded PD days and early release days for all stakeholders to work together with student data, curriculum, interventions, lesson/thematic planning, and SEL.

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year?

- Schedule time for small group interventions for Tier II/Tier III students daily in all classrooms.
- Use after-school programs and Saturday tutoring for enrichment or remediation.
- Integrate choice-based activities during independent work periods so students can focus on their skill gaps.
- Adjust schedules each grading period based on progress monitoring data.

Behavior Expectations Matrix

Enter one schoolwide behavior expectation in each section of row two. Then describe what the behavior should look like in each of the locations found in column one.

Locations	Behavior Expectations				
Classroom	Be on time to class	Be ready learn and	Always try your best	Ask question and explore	Respect peers and authority

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		participate	and work hard		
Hallway	Walk quietly in the halls	Walk on the right hand side	Respect peers and authority	Use and inside voice	Keep the hallways clean
Cafeteria	Cafeteria food remains inside	Stand in line and keep hands to yourself	Respect peers and authority	Use an inside voice	Keep your area clean
Restroom	Maintain a clean environment	Leave restroom in timely and orderly manner.	Respect peers and authority	Report plumbing and cleanliness problems to your teacher.	
Bus	Be safe	Stay seat at all times while bus is in motion	Respect peers and authority	Use an inside voice	
Arrival/ Dismissal	Be on time	Listen for your group to be called (bus riders, car riders, walkers)	Respect peers and authority	Move quietly and quickly to the excepted location	

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:

Preparation

- Review and update schoolwide behavior expectations during the summer

Week 1

- Grade level Assembly reviewing student expectations
- Provide classroom lessons with examples, non-examples, and role-playing
- During morning announcements, reinforce positive behavior

Faculty and Staff Support

- The faculty and staff model expectations consistently and communicate expectations to families via communication methods

Monitoring and Adjustment

- Track behavior logs and observe classrooms, provide feedback, and reteach expectations as needed.

PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum, and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

The school took several proactive steps to engage a diverse group of families, including parents of English Learners and students with disabilities, in the development of the schoolwide plan. Here's how we prepared and involved them:

1. Training Opportunities

- **Data and Curriculum Analysis Workshops:** Families were offered training sessions to help them analyze school data, curriculum, and assessments. This empowered them to provide informed feedback.
- **Example:** After attending these workshops, parents were able to highlight areas in the curriculum that needed more support for English Learners.

2. Family Engagement Events

- **Literacy Night:** Families participated in reading workshops, storytelling sessions, and interactive book discussions, promoting at-home literacy practices.
- **Math Night:** This event featured interactive math games and problem-solving stations, along with workshops to equip parents with strategies for supporting their children's math learning.
- **Open House:** An opportunity for families to tour classrooms, meet teachers, and learn about the curriculum, fostering a deeper understanding of how to support their children at home.

3. Targeted Meetings

- **LEAP Parent Meetings:** These sessions informed parents about student progress, assessment results, and strategies for at-home support.
- **ELPT Testing Night:** This event helped parents understand English Language Proficiency Testing and how to support their children's language development at home.

4. Communication Tools

- **Family Engagement Calendar:** A monthly calendar was shared, suggesting literacy, math, and STEM activities for families to reinforce learning at home.
- **Home-School Communication Tools:** Regular newsletters, apps, and portals kept families informed about events and student progress.

5. Celebrating Student Achievements

- **Recognition Programs:** Celebrating academic and VPA growth at school events increased motivation and engagement among students.
- **Fine Arts Nights:** Students showcased their visual arts, music, theater, or dance projects, fostering community engagement and creativity.

6. Thematic Integration Events

- **Magnet School Events:** Students presented interdisciplinary projects around themes like cultural studies and environmental science, encouraging families to engage with diverse educational topics.

Changes Made Based on Family Input

- **Curriculum Adjustments:** Following feedback from parents at training sessions, the school integrated more culturally relevant materials into the curriculum to better serve English Learners.
- **Enhanced Support Strategies:** Suggestions from parents during LEAP meetings led to the development of additional resources for students with disabilities, ensuring more tailored support.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
PTO (Parent Teacher Organization)	PTO President and Board	On going	Quarterly Meetings	Meeting minutes	Volunteers/F Fundraisers
School Wide Improvement Team	Magnet Coordinator	On going	Monthly Meeting	Quarterly feedback survey from stakeholders and Meeting minutes	Volunteers

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How are you going to communicate with parents about the MTSS plan? How are you working with students this year? How are you going to increase parental involvement in MTSS?

MTSS Plan Overview	• The MTSS plan will be introduced during our back-to-school parent meeting to provide families with a clear understanding of our framework, expectations, and supports available for students. • Ongoing updates will be shared throughout the year to keep parents informed of any changes or enhancements to the plan.
Academic Programs & Interventions	• Parents of students receiving intervention services will receive a letter explaining the specific supports, goals, and progress monitoring associated with their child's plan. • Teachers will maintain consistent communication with parents when concerns arise, including outreach to discuss academic or behavioral challenges and the strategies being implemented to address them. • Progress updates will be shared regularly to keep families informed and involved in their child's growth.
SEL & Behavior Interventions	• Weekly Social-Emotional Learning (SEL) topics and schoolwide expectation focus areas will be communicated to parents through the school app and weekly memo. • A monthly incentive program will recognize students who meet targeted behavior goals (e.g., no referrals, limited absences). • Parents will be informed at the beginning of each month about the incentive activity and the criteria required for student participation.

Community Involvement

How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below.*

To foster strong community partnerships that support our MTSS plan, we will:

- Seek sponsorships from local businesses and community organizations to provide incentives and rewards for students who demonstrate progress or meet their academic and behavioral goals.
- Share planned school activities and initiatives with community partners and identify opportunities for collaboration, support, and resource contributions.
- Actively work to increase community involvement by inviting partners to participate in school events, mentoring opportunities, and student support programs.
- Build ongoing relationships with stakeholders to ensure sustained support for student success and overall school improvement.

Instruction by Certified Teachers – Certified Teacher Recruitment

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.
School Objective(s):	To employ teachers who are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
School Wide Retention Plan	Administration	ongoing			
Conduct a staff certification audit at the beginning of the school year to identify current certification status and track progress toward achieving 100% certified teachers and highly qualified paraprofessionals.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator)	July 2026-May 2027	Monthly	Progress Monitoring	Title I, EBR funding, Magnet funding
Provide mentorship programs pairing non-certified teachers with certified, highly effective teachers to guide them through instructional best practices and certification preparation.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), Mentor Teachers	July 2026-May 2027	Monthly	Walk-throughs and observations	Title I, EBR funding, Magnet funding
Conduct regular follow-up meetings with non-certified teachers to address challenges, encourage, and ensure they meet the assigned certification deadlines.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator)	July 2026-May 2027	Monthly	Progress Monitoring	Title I, EBR funding, Magnet funding
Participate in district job fairs to actively recruit certified teachers and highly qualified paraprofessionals, increasing the pool of qualified	ILT (Principal, Asst. Principal, Dean of	As Needed July 2026-May	Monthly	Sign in documentation from HR	Title I, EBR funding,

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candidates and supporting the goal of 100% certified staff.	Students, Magnet Coordinator)	2027			Magnet funding
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Transition to Next-Level School Programs

Choose Appropriate Level

Elementary School to Middle School

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
In July, an orientation session for all new students and families before the new school year to introduce the curriculum, school routines, and expectations at the next level.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator)	July 2026	Attendance using parent and student sign-in sheets, questions asked	Parent and student survey for feedback	Title I, EBR funding, Magnet funding
At the beginning of each year we host an open house for all parents and students to review academic requirements, extracurricular opportunities, assessment expectations, and strategies to support student success during the transition.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), School Counselor, Social Worker, Teachers and Staff	August 2026	Attendance using parent and student sign-in sheets, questions asked	Parent, student, and teacher survey for feedback	Title I, EBR funding, Magnet funding
Every Summer for four weeks we host a summer camp focused on key academic skills to prepare students for the rigor of the next-level curriculum.	ILT (Principal, Asst. Principal, Dean of Students, Magnet Coordinator), School Counselor, Teachers	June 2026	ILT walk throughs, lesson plans, student attendance	Pre and post assessment, end of summer parent, student, and teacher survey for feedback	Title I, EBR funding, Magnet funding
Each year we develop transition packets and digital resources for students and families,	ILT (Principal, Asst. Principal, Dean of	July -August 2026	ILT and teacher feedback/review	Parent and student survey for feedback	Title I, EBR funding,

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including schedules, bus information, staff contacts, and tips for successful adjustment.	Students, Magnet Coordinator), School Counselor, Teachers				Magnet funding
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