

# 2021-2022 State of the School Report

South Charlotte Middle School



Principal Name

Lisa Bailes

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	63.3	53.8	40.0	69.7	7.7	14.3
	CCR	41.3	30.8	22.0	44.2	<5	<5
Grade 7	GLP	62.7	21.2	47.1	70.2	21.4	11.5
	CCR	44.5	15.2	17.6	50.8	10.7	<5
Grade 8	GLP	67.5	40.0	40.0	75.3	<5	23.1
	CCR	50.2	17.1	20.0	58.6	<5	<5
School	GLP	64.5	37.2	41.9	71.7	10.7	14.9
	CCR	45.3	20.2	20.2	51.3	6.0	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
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							Disabilities
Grade 6	GLP	69.3	33.3	52.9	75.4	30.8	17.2
	CCR	57.5	25.9	39.2	61.7	26.9	10.3
Grade 7	GLP	65.6	24.2	45.5	75.4	33.3	19.2
	CCR	54.0	18.2	33.3	60.7	29.6	<5
Grade 8	GLP	59.9	25.7	27.5	69.3	13.8	<5
	CCR	42.6	14.3	15.0	47.7	<5	<5
Math I	GLP	>95			>95		
	CCR	78.9			76.9		
School	GLP	65.0	27.4	42.7	73.4	25.6	14.7
	CCR	51.4	18.9	29.8	56.7	19.5	5.9

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	80.1	54.3	57.5	86.7	33.3	41.7
	CCR	73.0	51.4	47.5	79.2	20.0	16.7

EOG School Composite	66.9
School Letter Grade*	A

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Reduce the percentage of NOT-CCR for each racial subgroup, as evidenced by performance on the 2021 EOG Reading, by 30%, through the use of aligned-to-standard questioning techniques that employ improved depth and complexity. (B3.03; A2.04; A4.01)

Reduce the percentage of NOT-CCR for each racial subgroup, as evidenced by performance on the 2021 EOG Math, by 30% through ongoing analysis of data from pre-tests and common assessments. (B3.03; A2.04; A4.01)

### III. CHIEF CHALLENGES

- Student stamina is always a challenge, and with the pandemic, continues to be more of a challenge. Reading a book without a phone or from behind a screen presents challenges to students and there isn't a strong sense of sticking to the task for a long period of time. Just "showing up" for learning can't be the norm and student dependence on technology has definitely affected their stamina, as well as ability to use reasoning skills.
- We are experiencing a higher turnover rate of teachers in our district, as well as throughout the State and nation. Unfortunately, the profession is not attracting our best and brightest right now, as pay is low for the amount of work our teachers are having to do. New curriculum, new grading practices, and lack of substitutes necessitating class dispersals of students to others is taking its toll on even our best teachers. While being provided with resources, teachers are working many hours to do the best work they can, which is also not helping them balance home and school life as effectively.
- Providing duty free lunch every day for staff is a challenge, due to the shortage of staff in the school, and the fact that we are having to provide strong presence and supervision for healthy living, class changes, and in the cafeteria, since students are eating in multiple places due to Covid 19 protocols still being in place. In turn, it impedes the ability of administrators and facilitators to get into classrooms to provide instructional coaching and work fully with PLCs on teaching strategies and the analysis of data.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

We are implementing a Sustained Silent Reading program (SSR+) several days a week during academic enrichment blocks. All students are reading materials, without the use of technology. We are hoping that this program will help increase the stamina of our students and with the metacognitive aspect and help students regain reflective practices in reading. Common assessments in Mastery Connect is also providing consistency across grade levels. Students are also hearing common processes, math language routines, and vocabulary as a result of focused instructional planning and monitoring of teaching and learning.