

2021-2022 State of the School Report

Wilson STEM Middle School	
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Principal Name	Jeffrey Cook
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	22.8	20.2	23.1		14.3	10.5
	CCR	8.8	7.4	11.5		7.1	5.3
Grade 7	GLP	17.4	14.5	19.2		6.3	<5
	CCR	7.7	6	7.7		6.3	<5
Grade 8	GLP	26.2	23.3	31.4		15	20
	CCR	7.4	5.8	8.6		5	10
School	GLP	22	19.1	25.3	40	12	10.9
	CCR	8	6.4	9.2	20	6	5.5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	10.4	9.7	7.7		7.1	5.6
	CCR	<5	<5	<5		<5	<5
Grade 7	GLP	17.5	16.5	14.8		12.5	<5
	CCR	5.2	5.2	<5		<5	<5
Grade 8	GLP	5.4	<5	8.6		15	5
	CCR	<5	<5	5.7		5	<5
Math I	GLP	45.5					
	CCR	36.4					
School	GLP	11.2	9.6	10.2	9.1	12	<5
	CCR	<5	<5	<5	<5	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	40.1	35.6	51.4		45	25
	CCR	32.7	26.7	45.7		40	15

EOG School Composite	20
School Letter Grade*	F

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

To provide each scholar with a deep sense of belonging, safety, community and to support them in growing their self-confidence and self-awareness so they feel more empowered to take the risks necessary to grow as middle school students. Evidence of progress toward this goal will be demonstrated via our scholars reporting a 50% increase in their overall sense of belonging and safety as compared to SY20-21 CMS Climate Survey data; at least a 50% reduction in Out of School Suspensions compared to SY19-20 (last year of significant in-person instruction) when there was 429 OSS; and a 50% reduction in the rate of chronic absenteeism compared to SY20-21 (45.83%) (A4.06, E1.06).

To create robust opportunities for standards-aligned and student-centered learning in all classrooms so that scholars have ample practice with 21st century learning skills (critical thinking, creativity, collaboration, communication) in order to ultimately leave more inspired about school and prepared for college & career preparatory STEM high school programs. Evidence of progress toward this goal will be demonstrated as follows: 1) All scholars will make significant growth in the area of reading while increasing the percentage of scholars earning a 3 or higher in reading from 22.0% to 35.8%. 2) All scholars will make significant growth in the area of math while increasing the percentage of scholars earning a 3 or higher in math from 11.2% to 38.8%. 3) All scholars will make significant growth in the area of science while increasing the percentage of scholars earning a 3 or higher in science from 40.1% to 68% (A2.04, A4.01, B3.03).

III. CHIEF CHALLENGES

- Teacher coverage challenges: Increased numbers of vacancies during the year and absences due to required Covid quarantines has impeded teachers' ability to participate in PLC planning meetings and provide continuity of instruction to scholars.
- Transportation issues for quarter one significantly impacted instructional learning time, particularly for our students on late buses. This challenge has been addressed by transportation and the on-time performance has dramatically improved since the start of quarter two.
- Reduced staffing allotments due to 20th day enrollment: Two positions were lost after the 20th day due to low enrollment. Since then, enrollment continues to increase which has increased class size.
- Low teacher pay: Many teachers have to take on extra jobs outside of the school day because of the NC teacher pay scale being low. This is leading to teacher burnout and impacting our ability to retain high quality teachers.
- Learning loss--Because of COVID-related remote learning during the previous years, many students have experienced learning loss in academics and social emotional learning. At Wilson, our students are starting to gain the momentum to make up for some of this learning loss (especially when looking at recent MAP data and based on classroom walk throughs/observations).

IV. PLANS FOR THE YEAR: SIP ACTIONS

At Wilson, our high leverage SIP strategies, which align with our "Big Audacious Goals (BAGs)" have included:

- 1) Using data to drive instruction and decisions as part of our PLC work, classroom stations, and the design plus implementation of Wolverine University / MTSS time.
- 2) Having data conferences with scholars to help them understand the data, set meaningful goals, and get them to better buy into the work that will be necessary to grow. This has also helped to hold our students accountable.
- 3) Relentlessly focusing on providing scholars with full access to grade-level standards and assignments; creating student-centered classrooms with a focus on academic conversations and students getting lots of chances to engage in independent practice with real-time feedback.
- 4) We have been intentional with implementing Restorative Practices for students that have struggled with their behavior and social-emotional learning during Community Connection Circles every day. In addition, we are following up on the Panorama Survey data to speak with the small percentage of students that indicated they do not feel a sense of belonging at Wilson.
- 5) We have engaged in extensive family outreach through our "Friday Positive Calls," Possip Pulse Check Family Surveys, academic conference calls, etc. In addition, we have a dedicated family empowerment committee to ensure we find proactive ways to partner and continue to build relationships with our families.