

2021-2022 State of the School Report

Quail Hollow Middle School



Principal Name Rachael Neill

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	28.1	16.3	23.6	59.4	<5	9.8
	CCR	11.9	<5	8.4	34.8	<5	<5
Grade 7	GLP	31.0	21.9	25.5	56.9	<5	15.4
	CCR	17.1	8.8	10.7	44.6	<5	5.1
Grade 8	GLP	30.7	24.8	21.2	60.0	<5	8.6
	CCR	13.2	8.5	7.1	32.3	<5	<5
School	GLP	29.8	20.8	23.4	58.8	<5	11.1
	CCR	13.9	6.8	8.7	37.2	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	20.4	6.5	18.6	49.3	<5	<5
	CCR	10.1	<5	6.8	33.3	<5	<5
Grade 7	GLP	31.2	15.3	29.5	61.2	9.6	14.0
	CCR	17.6	5.9	15.4	41.8	<5	<5
Grade 8	GLP	20.2	12.7	20.6	32.0	5.2	<5
	CCR	9.7	5.1	12.3	12.0	<5	<5
Math I	GLP	84.6	70.0	>95	80.0		
	CCR	38.5	20.0	58.3	33.3		
School	GLP	23.9	11.2	22.7	48.9	6.5	6.5
	CCR	12.4	<5	11.3	30.6	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	64.7	55.6	57.1	93.9	31.7	37.1
	CCR	57.6	45.3	49.7	92.4	23.3	25.7

EOG School Composite	32.1
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Build Cultural Proficiency by Focusing on Undoing Racism to Improve the Learning and Working Environment. Adult personal reflection and growth: We believe improving our own understanding of race, identity, and our impact on each other and students will support our achievement in all school goal areas. We will continue to challenge our explicit and implicit bias as a school community and commit to using an antiracist and equitable lens in everything that we do. At least 75% or more of respondents on the Spring 2022 Insight Survey will respond strongly agree/agree with the item, "Teachers and staff at my school discuss how our own identities influence the way we interact with students." At least 75% or more of respondents on the Spring 2022 Insight Survey will respond strongly agree or agree with the item, "My school's leaders make promoting diversity and inclusion a high priority." At least 75% of students will respond favorably in regards to the "Cultural Awareness and Action" indicator on the Panorama survey. Aligns to: A 4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Build a Culture that Facilitates Family Engagement Representative of the Diversity of our School Community. When all families are engaged, the partnerships among faculty, staff, and families will support student achievement in all school goal areas. Our goal for all family engagement opportunities will be to have our family representation that is no more than 10% different than our student body's demographic breakdown. We will also work to maintain the diversity of the student body, particularly in recruitment and retention efforts when families consider school choice within CMS and private/charter schools. Aligns to: E 1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

The MTSS Process will be implemented with fidelity. As all students across the school return to in-person learning in the 2021-2022 school year, we will focus on implementing a strong core in regard to academics, attendance, and student behavior. The MTSS Team will use universal screener data from MAP Testing (academics), attendance reports, student discipline incident data, and Panorama social-emotional data to inform updates to core instruction, as well as develop supplemental and intensive interventions when needed based on universal cut scores and progress monitoring data. Aligns to: A 4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Students Do the Heavy Lifting to Increase Content Mastery and Long-Term Retention We demonstrate our belief in the potential of all children to achieve at high levels by teaching in alignment to the rigor of the standards and holding all students accountable to high expectations. Metrics: STEM Goal: 60% of students will master 75% of the power standards identified for each grade level/content area. ELA: 65% of students will master 70% of the standards (RI 1-4; RI 6, RL 1-4; RL 6) Social Studies: The percentage of social studies students scoring at a college and career-ready level (A-C) in social studies will increase to 60% by the end of June 2022 as measured by the district-provided final benchmark test. Aligns to: B 3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. A 2.04: Instructional teams develop standard-aligned units of instruction for each subject and grade level.

III. CHIEF CHALLENGES

- Staffing - We have had more resignations/vacancies this year than normal. It is very difficult to provide high quality instruction with vacancies and the need to reallocate staff to cover classes.
- Student Behavior - Students experienced a high level of inconsistency and in many cases trauma during the pandemic. We have seen an increase in the frequency of verbal and physical aggression, as well as disrespect toward adults in the school. We are working to support students with reduced staffing resources to do so.
- Pacing - While we highly value the new curriculum, it seems there is not enough time in the school year to thoroughly teach the curriculum (EL for middle grades ELA).
- Technology - Several classes are without working projectors (district technology standard) due to the shipping challenges. There is no "back up" option, so this is impacting the way teachers are delivering instruction.
- MTSS Capacity - We have many students in need of MTSS supportive and/or intensive interventions, however, with being short staffed, we do not have the capacity to implement these interventions with fidelity.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Even with significant staffing shortages, we are holding PLC Meeting Time sacred to ensure teachers have time during the school day twice per week to support internalization of the curriculum and to prepare instructional materials. We are administering assessments with fidelity (MAP, CenterPoint, common unit assessments, etc.) to have meaningful data to monitor progress. We are staying true to our implementation of the district wide curriculum adoptions. We are staying true to our commitment to equity and continuing to facilitate professional development for our staff consistently.