Comprehensive Progress Report

Mission: We are all School Teachers. We actively model and engage in all elements of the school experience. We show our belief in each Falcon at all times, while building a growth mindset and confidence in each Falcon. Perfect practice makes progress. We care deeply for our Falcons. We encourage and celebrate each other. We seek evidence of learning. We are professionals. Everything we do for our Falcons, we do for each other.

Vision: The Quail Hollow Middle School of Leadership community is invested in cultivating the leadership of our diverse Falcons. Through goal-setting, personal reflection, and authentic communication; we value, inspire, and respect the unique genius in each of us. We strive for all of our leaders to be on the P.A.T.H. to college and career success.

Goals:

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. ALIGN TO: A2.01

Duty Free Lunch: To provide a duty-free lunch period for every teach on a daily basis. ALIGN TO: A4.06

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. ALIGN TO: A4.06

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 11.4% in SY2021-22 to 19.7% in SY2022-23 and 28.0% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy will increase from 42% on the Fall 2021 Panorama Screener (in Grades 6-12) to 47% in SY2022-23 and 52% in SY2023-24. The percent of students reporting a positive self-perception of their self-management will increase from 65% on the Fall 2021 Panorama Screener (in Grades 6-12) to 72.5% in SY2022-23 and 80% in SY2023-24. The percent of students reporting a positive self-perception of their engagement will increase from 34% on the Fall 2021 Panorama Screener (in Grades 6-12) to 39% in SY2022-23 and 44% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 15.6% in SY2021-22 to 10.6% in SY2022-23 and 5.6% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

We will increase our SWD subgroup's performance grade from a F to a D or higher in 2023-2024.

! = Past Due Objectives	KEY = Key Indicator

Core Function:	**Dimension A - Instructional Excellence and Alignment**

Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of June 2023, 10.8% of our tested students demonstrated College and Career Readiness (CCR) on the 8th Grade Math EOG. This is a slight decline from 2022 (11.4%). A success is that we increased Grade Level Proficiency (GLP) from 22.9% to 23.7%. This proficiency is in the face of EVAAS projections which indicated that 0% of our students enrolled in 8th grade math would demonstrate GLP. Another success is that every student enrolled in 8th grade math met or exceeded their individual EVAAS growth projection. We attribute our success in this area to creative use of human capital resources to provide the highest possible level of instruction for these students in the face of staffing shortages, to our instructional coaching model, and to strategic use of data to inform instruction. The school utilized ESSER funds to provide salary differentials to three "Master Teachers" to retain them and to spread their impact across the school. Two of those three Master Teachers were placed in 8th grade math, aligned to our 8th grade CCR proficiency goal. One of the two Master Teachers and an MTSS Interventionist supporting 8th grade were trained by the Center for Transformative Teacher Training (CT3) to provide teachers with Real-Time Teacher Coaching. CT3 coaching training was funded utilizing Title I funds in alignment to our goals. We were selected by the school district as a Demonstration School for 8th grade math and parterned with the New Teacher Center to receive ongoing feedback to our Master Teachers on their leadership of the PLC, both in regard to the content and execution of instructional plans aligned to the Open Up Resources curriculum. Those master teachers and two Multiclassroom Leaders supporting the math department were selected to attend professional development in California, focused on excellent school visits for math instruction. The creation of roles to coach teachers and the professional development for these leaders was essential to support instructional coaching. In the 2021-2022 school year, coaches were pulled away from their primary focus to support urgent managerial needs and classroom coverage needs in the face of unexpected staff vacancies. This year, we were able to plan ahead and leverage Guest Teacher roles and long-term substitutes to ensure coaches had capacity to coach teachers. They worked together to assess coaching needs based on classroom visits each quarter. Based on the identified needs coaches adjusted their prioritized teachers and tiered the level of support they would receive. Coaches used the CT3	Limited Development 09/16/2022		

approach to baseline, conference, coach, and assess growth. Our MCLs were critical to provide instructional coaching for both student engagement and instructional practice. They used classroom visit trend data to design monthly professional development that included an emphasis on Aggressive Monitoring to support data-driven instruction and Think-Pair-Share to support academic conversation.

As noted, we allotted one of our two ESSER-funded MTSS Interventionists to focus predominantly on 8th grade math. She was a former 8th grade math teacher with a history of leading students to exceed expected growth per EVAAS and was able to assist teachers to design small group instruction in response to MAP and unit assessment data, as well as facilitating small group interventions herself. We also called upon this Interventionist to teach a block of 8th grade math for the second half of the school year when we were short staffed. This maintained a continuity of learning for all students. In addition, we used creative staffing to hire a high school math teacher with a strong history of results to teach one section of Math I at middle school after the conclusion of his high school day. Not only did this provide the Math I students with excellent instruction, but ensured a new teacher in 8th grade math could focus on internalizing lessons for one course. We also utilized two former Quail Hollow Middle School teachers with a strong history of results who were no longer able to teach full school days, They were, however, able to teach one or two blocks of instruction as substitute teachers. Beyond staffing challenges, we faced challenges to support beginning teacher to internalize the Open Up Curriculum to teach with integrity.

After the first quarter of the school year, we started a stronger partership with the Data Use for School Improvement (DUSI) team and engaged in three cycles of professional development for our Instructional Leadership Team and prioritized PLC Leaders to analyze data and use the data to group students by academic need. They used MAP resources to identify targeted standards to focus on to promote students' academic growth. As a result of this work, teachers across the math and ELA departments used new, more-detailed data trackers to monitor student progress and implemented consistent small group differentiation to supplement the core curriculum.

Opportunities for us moving into the 2023-24 school year include ongoing partnership with DUSI to strengthen all teachers' skills to use achievement data (existing sources as well as the new Benchmarks CMS will administer this school year) to inform strategic instruction, as well as ongoing cycles of instructional coaching for beginning teachers.

				Rachael Neill	06/15/2024
How it will look when fully met:	It will look like 95% of students are engaged on average (80% of prioritized teachers) across the school with 90% Mastery of the Student Engagement Look For's. We will use the Coaching Tracker to collect this information while also designing specific, differentiated PD based on the data throughout the school year. Resources such as continued support from CT3 coaches to support coach development is necessary to reach full implementation. As a result, MAP data will project we are "on track" to meet our math proficiency goal of 28% of students in 8th grade math demonstrating College and Career Readiness on the 2024 EOG.				
Actions		0 of 3 (0%)			
8/8/23	The Instructional Learning Community will meet at least twice per month to include analysis of trend data from instructional coaching and NCEES observations to inform the design of monthly professional development sessions for teachers (all-faculty or differentiated in small groups based on content and/or teacher growth areas). (Goal 2).			Renee Meyrose, MCL	02/28/2024
Notes:	Follow up will include classroom walkthroughs to assess the effectiveness of the PD.				
6/29/23	Teachers will engage in ongoing professional development with the DUSI (Data Use for School Improvement) Team to understand MAP and EVAAS data to differentiate instruction, teach the curriculum with integrity and plan professional learning sessions which will enable Core content teachers to utilize up-to-date trackers to analyze data across unit mastery, MAP scores, MAP EOG projections, historic EOG scores/percentiles, and EVAAS projections which will help prioritize actions, including small group support. (Goal 2, FAM-S 29, Title I)			Renee Meyrose, MCL	06/15/2024
Notes:					
8/8/23	The instructional coaches will use Center for Transformative Teacher Training (CT3) baseline form to assess student engagement and tier the level of coaching support each teacher will receive; which may include at the lowest level AIC feedback (Affirm, Impact, Challenge), up to the highest level of weekly cycles of real-time teacher coaching, resulting in Instructional coaches tracking the impact of their coaching using a data tracker that captures teacher coaching trends (student engagement data). (Goal 2).			Sharon Wilson	06/15/2024
Notes:					

Core Function:	**Dimension A - Instructional Excellence and Alignment**

Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:	As of June 2023, EVAAS data is not yet available. Our data indicates implementation of the core curriculum with integrity - both for academics and behavior - needs to continue to be our priority. From Fall to Winter, students grew an average of 2 RIT points in each grade level on the Math MAP assessment. From Winter to Spring, they grew an average of 3, 4, and 1 RIT points in 6th, 7th, and 8th grades respectively. From Winter to Spring, students grew an average of 3, 0, and -1 RIT points on the Reading MAP assessment. From Winter to Spring, they grew an average of 0, 3, and 3 RIT points in 6th, 7th, and 8th grades respectively. Our Math I students demonstrated an average of 9 RIT points of growth from Fall to Spring. Math II students demonstrated 5 RIT points of growth from Fall to Spring. Relative successes illustrated by MAP data include increased RIT growth from Winter to Spring, contrasted to Fall to Winter, in 7th grade ELA (average growth of 3 RIT points contrasted to 0) and 8th grade ELA (average growth of 3 RIT points contrasted to -1); as well as movement of students toward CCR as projected by MAP in 8th grade math over time. We attribute our successes to strategic use of achievement data as instructional leaders and teachers across the school learned how to better interpret and use data. This led to the increased use of small group instruction within the differentiated core, as well as pullout intervenions during homeroom and elective time. We also utilized Title I funds and Extended Day funds in second semester to provide before-school/after-school/Saturday tutoring and during-the-day BrainTrust tutoring for select students. A challenge we faced was learning how to use the standard treatment protocol interventions and Branching Minds to develop a strategic plan for supplemental and intensive interventions. Our MTSS roles (one Facilitator and two Interventionists) were new to our school and we did not have a strategic vision in place to best utilize this human capital to catalize student learning. Moving into the upcoming school year, one of our Interventionists is becoming the MTSS Facilitator and we are welcoming two new Interventionists. An opportunity is to provide ongoing training to these team members, grounded in data, to map out clear goals and progress monitoring for the MTSS-Academics team's work in 2023-24. We also intend to start Title I tutoring opportunities earlier in the school year. Additionally, we have the opportunity to set an intentional school-wide focus on MAP data to ensure all students, families, and staff understand what the data means and why it matters. This will drive a unified focus toward growth.	Limited Development 09/16/2022		

How it will look when fully met:	When this goal is fully met, students' academic needs will be met via systematic implementation of core instruction and supplemental and intensive interventions, such that students will exceed growth targets for MAP and exceed expected growth as measured by EVAAS at the end of the school year. With MAP as our universal screener, we will achieve 95% or higher participation at Fall, Winter and Spring to have accurate data to inform instructional decision-making. We will triangulate MAP data with EVAAS projections, and past EOG proficiency to determine which level of academic support is most appropriate to support their growth. Teachers will differentiate core instruction in response to broad trends and will facilitate small groups on at least a weekly basis to address more specific trends (within class) needs. Instructional specialists will provide individual interventions to students at the top tier of support and will progress monitor using AIMSweb. At the school level, we will progress monitor by tracking student achievement of MAP growth goals from Fall to Winter and Winter to Spring. These goals will be set between teachers and students, rather than using MAP-generated goals, to ensure students are on track to exceeding expected growth, rather than maintaining. Ultimately, this will lead us as a full school to Exceed Expected Growth as measured by EVAAS.		Rachael Neill	06/14/2024
Actions		**0 of 4 (0%)**		
8/8/23	MTSS Academic team members will be assigned roles to ensure fidelity in assigning student interventions and implementing the interventions so data can be accurately reviewed at each meeting (Goal 4, FAM-S 3).		Clarrette Gray	02/28/2024
Notes:				
8/8/23	The MTSS-Academic team will develop a protocol using MAP data to tier students by areas of need, and determine which students need intensive interventions, supplemental interventions or differentiated core support to work strategically toward growing every student (Goal 4).		Clarrette Gray	06/15/2024
Notes:				
8/8/23	The Multi-Tiered System of Supports Team (MTSS) will document 100% of Standard Treatment Protocols in the the Branching Minds Platform to facilitate Progress Monitoring. (Goal 4).		Clarrette Gray	06/15/2024
Notes:				

	9/14/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s) (Engage in RELAY professional development to increase leader capacity around instructional best practices.) to increase overall performance of students with disabilities (SWD). (Goal 4).		Rachael Neill	06/15/2024

			Notes:			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of June 2023, our data reflects the urgency with which we need to prioritize our work in this area. Our goal was to reduce the disproportionality of out of school suspensions for Black students to 10.6% or lower, and our result was 19.6%. From the 2021-2022 school year to the 2022-2023 school year, our number of suspensions increased across White students, Hispanic students, and African American students. Our rate of suspensions for African American and Hispanic students is significantly higher than the rate of suspensions for White students. In 2021-2022, 315 suspensions were assigned to African American students (57.1%) compared to 360 suspensions (53.8%) in 2022-2023. In 2021-2022, 170 suspensions were assigned to Hispanic students (30.8%) compared to 217 suspensions (32.4%) in 2022-2023. In contrast, in 2021-2022, 48 suspensions were assigned to White students (8.7%) compared to 58 suspensions (8.7%) in 2022-2023. Our Panorama data showed no change in Self-Efficacy from Fall 2022 to Spring 2023 (38% favorable responses), contrasted to 42% in Spring of 2022. The goal was to increase to 47% in Spring 2023 and the goal remains to move to 52% in Spring of 2024. There was a six percentage point decrease in the areas of Self-Mangement and Engagement during the same time period. Self-Management was at 65% favorable responses in Spring 2022, dropped to 59% in Fall of 2022, and ended the year at 59% in Spring of 2022. The goal was to achieve 72.5% in Spring of 2023 and the goal remains to increase to 80% in Spring of 2024. In Spring of 2022, Engagement was at 31% favorable responses. Engagement dropped to 25% in Fall 2022 and stayed at that same percentage in Spring 2023, contrasted to the goal of 39%. The Engagement goal for Spring 2024 remains 44%. A relative celebration is the slight reduction of fighting incidents we had from 179 in the 2021-2022 school year to 153 in the 2022-2023 school	Limited Development 09/16/2022		

year. We also saw improved consistency in staff use of the Kickboard platform to implement a PBIS model.

This year, we took steps to increase the consistency of staff to teach and reinforce high expectations for student engagement via professional development in the CT3 (Center for Transformative Teacher Training) No-Nonsense Nurturer model. This started with an all-staff learning session in August, and was reinforced via individual cycles of instructional coaching and feedback provided to teachers through NCEES observations. The model emphasises the balance between strong teacher/student relationships and consistent accountability structures. An important foundational mindset is, "I am holding you to meet high expectations because I believe in you and know you can achieve them." Our classroom walkthrough data showed increased use of MVP (movement, volume, participation) directions and positive narration. Areas we continued to coach around were the consistent administration of consequences (in response to negative behaviors) and incentive systems (to celebrate positive behaviors).

In response to Fall Panorama data, suicide risk assessment data, and trends in discipline data, our Student Services Team developed differentiated classroom lessons to supplement their core behavior instruction. Sixth grade implemented the SOS pilot, which is a research-based program for suicide prevention. Seventh grade implemented self-efficacy lessons, and eighth grade taught lessons about the dangers of vaping.

Some of the factors contributing to the increased suspensions were the vacancies and turnover we had in our administrative team, culture team, and student services team throughout the 2022-2023 school year. Moving into the 2023-2024 school year, we have the opportunity to realign staff to our prioritized area of improvement, update our school and classroom level expectations matrixes, routines, procedures, incentives, and core behavior instruction. This work has already begun, using Title I funds to pay extended employment for staff to engage in professional development to update school culture expectations, routines, procedures, incentive programs, and the tools we will use to teach all of these to our students.

How it will look when fully met:	There will be an established system for MTSS-B in place with all members of the Student Services Team trained to implement supplemental and intensive interventions. Staff members will have professional development in trauma informed care. The Branching Minds platform will be utilized to ensure students who need support (based on data) have plans in place. We will see improved data on the Panorama Survey in Spring 2023, as well as a reduction in discipline referrals and the need for risk assessments.		Rachael Neill	06/15/2024
Actions		0 of 4 (0%)		
9/16/22	New-to-the-school staff will be trained in the No-Nonsense Nurturer framework for Student Engagement (Center for Transformative Teacher Training, CT3, Four-Step Model) to achieve consistency among teachers in reinforcing school-wide expectations and implement school-wide interventions and consequences/interventions. (Guardrails 1 and 3, FAM-S 31)		Jennifer Rose	02/28/2024
Notes:	Follow up PD will be provided as needed, based on classroom visits to assess the effectiveness of implementation.			
7/7/23	Staff will be supported to implement updated school-wide behavior routines (morning arrival, meals in the cafeteria, core class transitions, elective class transitions, afternoon dismissal, personal technology expectations, dress code expectations) with consistency to increase time-in-class and ensure equitable practices for all students. (Guardrail 3).		Jennifer Rose	06/15/2024
Notes:				
9/15/23	Execute a three tiered Attendance Plan to decrease our number of chronically absent students by 30% from 2022-23. (Guardrail 1 and Guardrail 3, QHMS Attendance Plan: https://docs.google.com/document/d/1X7ybvoOf-G5i39QOwSdUKzi9-yahiJLGxOf2gjUw4cI/edit?usp=sharing) (Goal 4).		Jennifer Rose	06/15/2024
Notes:				
9/15/23	Staff will use the Kickboard platform to provide consistent positive reinforcement to students, to quantify which students earn participation in monthly incentives, and to document behavior infractions (loss of points as a classroom level consequence for minor infractions, submission of administrative discipline referrals for major behavior infractions); in order to encourage students to meet expectations and increase time in class and on task (FAM-S 30, Guardrail 1)		Jennifer Rose	06/15/2024

	Notes:					
KEY	**A4.16**	**The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:			
	As of Jun 2023, our data suggests we are successfully placing students in high school level Math I and Math II such that the majority of students demonstrate mastery of the content at the completion of the course. Those students who took Math I in 7th grade in 2022-2023 all demonstrated College and Career Readiness. Of the students who took Math I in 8th grade in 2022-2023, 87.9% demonstrated Grade Level Proficiency and 53% demonstrated College and Career Readiness. We attribute this success to use of the CMS math rubric and screener assessment to apporpriately place students, as well as to the emphasis on critical thinking and implementation of the curriculum with integrity throughout instruction. Challenges we faced this year related to staffing, which also impacted the ability of teachers to all be present at the same time in the school day to collaborate and plan. Thus, the majority of 8th grade math PLC time was focused on 8th grade math. Moving into the upcoming school year, we have the opportunity to strengthen our PLC focus on Math I.	Limited Development 09/16/2022	

How it will look when fully met:	Full implementation in this goal area will be demonstrated by increasing "diagonal data" over time. This means that when we look at proficiency in each tested subject area for a grade level cohort of students, that proficiency will increase each consecutive school year. Quantitatively, we would want to see at least a five percentage point increase each school year. Consistently exceeding expected growth should achieve this increased proficiency over time. Actions that will be internalized as part of our school culture to achieve this outcome include a three prong approach to supporting student success: 1) family engagement efforts so families know what to expect as students progress in middle grades and how to support learning at home (including development of positive sleep habits and restrained use of screens and social media); 2) strategic development of students' social-emotional and executive functioning skills that will continue to prepare them for heightened levels of personal responsibility, organization, and time management each school year; and 3) progressively more rigorous instruction aligned to grade level expectations with course options and access to those options that appropriately challenge all learners to grow academically. As previously mentioned, this will be evidenced by increased student achievement, as well as increased Panorama scores in the targeted areas of self-management and self-efficancy over the three years of middle school. Another artifact of our success will be the master schedule and course offerings that allow students to challenge themselves, including the addition of upcoming IB-aligned course offerings.		Rachael Neill	06/15/2024
Actions		**0 of 3 (0%)**		
9/16/22	Parents and guardians will receive straight-forward explanations from the school of math course continuum opportunities and the benefits of each course in written, electronic, and in-person communication to empower them to select courses aligned to their students' long-term growth. (Goal 4, FAM-S 3).		Dwayne Simmons, Assistant Principal	02/28/2024
Notes:				
10/4/23	Through our new Title-I funded partnership with SchermCo, we will host in-person and online information sessions specifically aligned to the needs of our Spanish speaking families to ensure they are empowered to make informed decisions about their students' academic course options. (Goal 4)		Brie Gabriel, Social Worker	06/15/2024
Notes:				

		9/16/22	The school leadership team will use the district rubric to identify students who would thrive in the higher level math course to challenge all students to reach their full academic potential while eliminating bias to the greatest extent possible (Goal 4, FAM-S 3).		Sharon Wilson, MCL	06/15/2024
	Notes:					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		**Monitoring instruction in school**			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:	At this time, EVAAS data is not yet available. As of June 2023, EOG and EOC data shows that we achieved a slight increase in Grade Level Proficiency and College Career Readiness from last school year to this school year. We grew 2.1 percentage points in grade level proficiency and 1.2 percentage points in college and career readiness. Our prioritized instructional focus was 8th grade math. In 2022, 22.9% of our students taking the 8th grade math EOG demonstrated grade level proficiency with 11.4% demonstrating college and career readiness. In 2023, 23.7% of our students who took the 8th grade math EOG demonstrated grade level proficiency with 10.8% of our students demonstrating college and career readiness. This was a success in that zero of our students who took the 8th grade math EOG were projected to demonstrate grade level proficiency of college and career readiness by the EVAAS platform at the start of the school year. We contributed to this success in this goal area by focusing on instructional coaching and aligned instructional leadership efforts. Our principal facilitated weekly Administrative Team meetings as well as weekly Instructional Leadership Team meetings. During this time, leaders across the building (administrators, instructional coaches, and MTSS leaders) used data to assess instructional needs, design professional development, and calibrate to provide teachers with consistent feedback to grow their practice. In light of staff shortages and vacancies, this time was also used to continuously reassess staffing and instructional coaching needs and to redeploy resources as needed. Budget allocations were also made with school, extended day, and Title I funds to implement a tutoring program, contract with BrainTrust for during-school tutoring, and to provide training for our instructional coaches, including onboarding four additional instructional coaches. With a relatively new-to-the-school administrative team (two deans and one assistant principal who began at Quail Hollow Middle School during the 2022-2023 school year), an opportunity moving forward is to strengthen calibration of NCEES observations and evaluations to provide aligned and meaningful feedback to teachers throughout the school year to grow their practice.	Limited Development 09/16/2022		

How it will look when fully met:	When this objective is met, teachers will respond on the Insight Survey that there is a shared vision for excellent teaching across the school, that school leaders are committed to serving as instructional leaders, and that they receive consistent feedback and support. Instructional coaching and observation data will illustrate improved teacher performance over time. Student assessment data will demonstrate improved mastery of grade level standards over time. There will be structures in place so each teacher knows who to go to for support and is able to easily access that support. Teacher retention will improve as a result of experiencing a balance of support and accountability (to foster continued growth).		Rachael Neill	06/15/2024
Actions		0 of 3 (0%)		
3/3/23	At least once a month, school administrators will engage in an observation calibration activity to ensure they provide consistent feedback and support to teachers, based on a shared understanding of what effective teaching looks and sounds like (Goal 4).		Rachael Neill	02/28/2024
Notes:	We were not consistent with this at the end of the 22-23 school year and need to keep this as a priority to start the 23-24 school year.			
9/16/22	The principal will facilitate weekly Instructional Leadership Community (ILC) meetings and include time on the agenda to analyze recent instructional coaching and observation data, to adjust course throughout the year to provide teachers with professional development and support to ensure equitable standards-aligned instruction for all students (Goal 4, FAM-S 29)		Rachael Neill	06/07/2024
Notes:	While this action is in place, it needs to continue into the 23-24 school year to account for staff transitions, renorming on practices at the start of the school year, and establishing a cadance of collaboration and accountability.			
3/3/23	At least once a month, the Instructional Learning Community will engage in classroom walkthroughs together to calibrate on best practices to identify highest leverage next steps so instructional coaching grows teachers - and thus students - as quickly as possible (Goal 4).		Rachael Neill	06/07/2024
Notes:	We were not consistent with this at the end of the 22-23 school year as end of year evaluations, events, and testing started. We need to prioritize establishing this routine at the start of the 23-24 school year. This can also be folded into part of our work with CT3 (Center for Transformative Teacher Training).			

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			**Resource Allocation**			
	KEY	**D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			This is a new indicator for the school in the 2023-2024 school year. Overall, in Spring of 2023, the school successfully achieved a marginal increase in EOG composite proficiency. In 2022, we achieved 37.6% GLP and 22.6% CCR. In 2023, we achieved 39.1% GLP and 23.6% CCR. In both 2022 and 2023, Quail Hollow Middle School Exceeded Expected Growth. In 2022, we Exceeded Expected Growth in both Reading and Math. In 2023, we Met Expected Growth in Reading and Exceeded Expected Growth in Math. We are focused on improving in the upcoming school year such that we Exceed Expected growth in both Reading and in Math, as well as in each demographic subgroup. In 2023, subgroups performed as follows: - African American Students Met Growth, letter grade D - Hispanic Students Exceeded Growth, letter grade D - White Students Met Growth, letter grade B - English Learners Exceeded Growth, letter grade F - Economically Disadvantaged Students Met Growth, letter grade D - Students with Disabilities Met Growth, letter grade F Based on this data, we need to focus on leading our Students with Disabilities to success as they are the subgroup with the lowest proficiency coupled with Meeting (as opposed to Exceeding) Expected Growth. Challenges in this area include inexperienced staff. Our current EC Department is one of our least experienced departments consisting of two veteran teachers, two beginning teachers, and one guest teacher. Opportunities include the leadership of a fulltime psychologist (after the position was vacant for two full school years), the leadership of a Processing Coordinating Teacher with experience working in middle grades, and the addition of an Out of School Time tutoring program to provide in-person and virtual after-school tutoring services to students.	Limited Development 09/14/2023		

How it will look when fully met:	When we achieve success in this area, resources will have been allocated meaningfully across the school such that we will see growth and increased proficiency across all subgroups. Specifically, our subgroup of Students with Disabilities will increase proficiency (EOG composite) by at least five percentage points each consecutive school year. Student registration data for tutoring will reflect that those students' whose data shows the most opportunity for growth are informed about and see value in tutoring options. This is also evidenced by 90% or higher attendance rates at tutoring sessions and pre and post tutoring assessment data to show student academic growth in response to the allocation of this additional resource.		Rachael Neill	06/15/2024
Actions		0 of 1 (0%)		
9/14/23	Within the 2023-24 school year, our school identified the following resource inequity (time), and, as a result, our school plans to mitigate this inequity by implementing the Out of School Tutoring program to provide additional instructional time to students based on need. (All goals).		Clarrette Gray, MTSS Facilitator	06/15/2024
Notes:	CNA-23-24 https://drive.google.com/file/d/1kTM7SBNz3ov1P0o-6q_uE1 JfVilrPfhQ/view?usp=drive_link			

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Family Engagement**			
KEY E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	Implementation Status	Assigned To	Target Date

| Initial Assessment: | As of June 2023, our families' engagement with ParentSquare is a celebration. We were intentional in our communication with families from Open House in August 2022 to reiterate the importance of ParentSquare. By shifting all club, sports, and field trip information to ParentSquare, it motivated students and families to get connected. Our Bilingual Family Advocate created groups of Spanish speaking families within ParentSquare and worked with them to connect to the platform. We sent weekly newsletters via ParentSquare to families, in addition to weekly communication from 6th and 7th grade administrators. At least once every other week, content area teachers sent updates to families about what students were learning in school and how families can support at home. This was reinforced by feedback to teachers in Standard Two of their NCEES observations. We also hosted three Progress Report Pick-Up Nights throughout the school year. We had over two hundred attendees at each event. This was a shift from Report Card Pick-Up Nights in previous school years and provided families the opportunity to receive information from teachers before grades were finalized. One of our challenges is our limited number of bilingual staff members to serve the many Spanish speaking families in our school community. We have an opportunity moving into the upcoming school year to focus on increased engagement of our Spanish speaking families through events and communication efforts. This will be a goal for our Family Engagement Action Team that will be co-led by our school Social Worker and Bilingual Family Advocate this school year. | Limited Development 09/16/2022 | | |

			Rachael Neill	06/15/2024
How it will look when fully met:	When fully met, 100% of families will engage in two-way home/school communication as an artifact of the partnership between families and school staff to lead students to the highest level of success. With the use of ParentSquare, families will receive communication in the language of their choice and can easily message back and forth with individual teachers and staff members with questions or comments. Teachers will consisently (weekly for daily classes and every other week for A/B classes) send updates to families about what students are learning at school, how learning can be supported at home, and upcoming assessment dates. Families will also actively utilize the Parent Portal in PowerSchool to monitor grades on at least a weekly basis (with teachers keeping those grades up to date as another tool for communication). Quarterly Progress Report Pick-Up Nights will be events that become a part of the school tradition as a regular opportunity for famiies and teachers to connect in-person to encourage students. Knowing that MAP data is a strong progress monitoring tool, that data will be discussed among teachers and families just as much as grades, with a shared goal for all students to exceed their EVAAS growth projections. Participation surveys will show that our Spanish speaking families have the tools and access they need to engage just as much as our English speaking families.			
Actions		0 of 3 (0%)		
3/3/23	Each teacher will use ParentSquare to ensure each family knows what students are learning and how they can support learning at home on at least a twice monthly basis to build partnership with families to ensure a consistent focus on academic growth at school and home (Goal 4, Guardrails 1 and 3).		Rachael Neill	02/28/2024
Notes:				
9/16/22	The Family Engagement Action Team will lead the school staff to successfully implement quarterly family events for families to connect with individual teachers about student academic performance as it relates to grades and MAP growth ("Progress Report Pickup Nights"), in order to build partnership with families toward achieving academic growth goals (Goal 4, Goal 2, FAM-S 3).		Rachael Neill	06/15/2024
Notes:				

3/3/23	The Family Engagement Action Team will ensure each school-wide family engagement event will include a component in Spanish for Spanish speaking families to feel valued and welcomed and to ensure Spanish speaking families are equitably prepared to support learning at home (Goal 4, Guardrail 3).		Rachael Neill	06/15/2024
Notes:				