

School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 28, 2015	Final Copy Due: October 26, 2015
--------------------------------------	---



2015-2016 Quail Hollow Middle School Improvement Plan Report

Quail Hollow Middle School Contact Information

School:	Quail Hollow Middle School	Courier Number:	509
Address:	2901 Smithfield Church Road	Phone Number:	980-343-3620
	Charlotte, NC 28210	Fax Number:	980-343-3622
Learning Community	South	School Website:	http://schools.cms.k12.nc.us/quailhollowMS

Principal:	Rachael Neill
Learning Community Superintendent:	Dennis Queen

Quail Hollow School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal	Rachael Neill	Rachaelv.neill@cms.k12.nc.us	
Assistant Principal Representative	Andre Plaisance	Andre.plaisance@cms.k12.nc.us	8/25/15
Teacher Representative	Allison Pearce	Allison.pearce@cms.k12.nc.us	8/25/12
Teacher Representative	Richard Stone	Richard.stone@cms.k12.nc.us	8/25/12
Teacher Representative	Kara Ballard	Karar.ballard@cms.k12.nc.us	8/25/15
Inst. Support Representative	Andrew Simpson	Andrewl.simpson@cms.k12.nc.us	8/25/15
Parent Representative	Jason Tuttle	jason@novacap.net	9/29/15
Parent Representative	Andrea Leary	andrealeary@bellsouth.net	9/29/15
Parent Representative	Laura Case	lauracase@bellsouth.net	9/29/15
Parent Representative	Hasna Hanni	Hasna_fadi@yahoo.com	9/29/15
Parent Representative	Nan Howard	nanshoward@gmail.com	9/29/15
Parent Representative	Jay McBride	jtmcbride@bellsouth.net	9/29/15

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: We – students, teachers, staff, families, and community members – believe in the potential of all our students to master a college-going curriculum and we provide our students the resources they need to do so. We are a student body that is on the P.A.T.H. to accomplish our diverse college and career goals to succeed in the 21st Century. We are a community of character that expects the best of each other. We are a team that operates with dignity, integrity, energy, and a commitment to serve others. Our school is a source of strength and pride for all.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Our mission is to put students on the P.A.T.H. to college.

P= Perseverance

A= Achievement

T= Thoughtfulness

H= Health

Quail Hollow Middle School Shared Beliefs

- **Safety:** We need to feel physically and emotionally safe and valued to thrive academically and professionally.
- **Optimism:** We maintain a positive culture to help us grow and overcome challenges.
- **Accomplishment:** We can accomplish any goals we set for ourselves with hard work and dedication
- **Responsibility Together:** We maximize our potential to achieve shared goals by recognizing our interconnectedness.

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

Quail Hollow Middle School SMART Goals

- Provide a duty-free lunch period for every teacher on a regular basis.
- Provide duty-free instructional planning time for every teacher.
- Provide a positive school climate by promoting a safe learning environment free of bullying and harassing behaviors.
- Quail Hollow Middle School will increase the overall EOG math proficiency during the 2015-2016 school year to at least 45%. This is a 10% increase from the 2014-2015 school year. During the 2016-2017 school year, Quail Hollow Middle School will increase the proficiency another 5%. In addition, we will reduce achievement gaps between White and Black Students, the gap between Non-Hispanic and Hispanic Students, and the gap between Students without Disabilities and Students with Disabilities by 7% each year.
- Quail Hollow Middle School will increase overall EOG reading proficiency during the 2015-2016 school year to at least 55%. This is a 7% increase from the 2014-2015 school year. During the 2016-2017 school year, Quail Hollow Middle School will increase the proficiency another 5%. In addition, we will reduce achievement gaps between White and Black Students, between Non-Hispanic and Hispanic Students, between Students without Disabilities and Students with Disabilities, and between English Proficient Students and Students with Limited English Proficiency by 7% each year.
- In the 2015 – 2016 school year, Quail Hollow Middle School will increase overall proficiency on the Science EOG and NCFE to 70% (A, B, C on NCFE) with no more than a 10 point achievement gap between PLC members at each grade level. In 2016 – 2017 this goal will increase to 75%. In 2015 – 2016, PLCs will focus on 4 subgroups (Black, Hispanic, English Language Learners, and Students with Disabilities) to increase overall proficiency as well as close the achievement gap.
- Quail Hollow Middle School will improve overall school culture by providing a balance of support and accountability for both students and adults such that we will achieve:
 - A 20% overall reduction in discipline incidents each consecutive school year
 - A 25% reduction in ISS assignments each consecutive school year
 - A 10% reduction in OSS assignments each consecutive school year
 - A reduction in the racial disparity between OSS assignments for African American students and OSS assignments for White students such that no more than 50% of OSS assignments will be for African American students in 2015-2016 and no more than 40% in 2016-2017



2015-2016 Quail Hollow Middle School Improvement Plan Report

- Improvement on ratings on the Insight Survey as compared to 2014-2015 results in the areas of Learning Environment (6.0 in 2015-2016, 6.5 in 2016-2017), and Peer Culture (7.0 in 2015-2016 and 7.5 in 2016-2017), while not experiencing a decrease in other areas measured by the Insight Survey
- A response rate of 80% (2015-2016)/90% (2016-2017) or more of faculty members agreeing on the Insight Survey that they "feel safe when [they are] at school"
- A response rate of 80% (2015-2016)/90% (2016-2017) or more of students agreeing on the CMS Student Survey that they "feel safe when [they are] at school"
- Implement a Mastery Grading Plan.

Quail Hollow Middle School Assessment Data Snapshot

School Performance Grade Growth Over Time (2013-2015)

	2013	2014			2015		
		Growth	Performance	Grade	Growth	Performance	Grade
Overall		71.7	52	D	80.2 (+8.5)	53 (-1)	D
Reading		65.0	50	D	81.1 (+16.1)	55 (+5)	C
Math		82.1	45	D	76.9 (-5.2)	44 (-1)	D
Growth Index	-4.79	-1.66			+0.11 (+4.9)		

Assessment Proficiency Summary Over Time (2012-2015)

Every Child. Every Day. For a Better Tomorrow.

2015-2016 Quail Hollow Middle School Improvement Plan Report

Quail Hollow Middle School									
Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% OCR	% GLP	% OCR	% GLP	% OCR	% GLP	% OCR
Grade 06 EOG Composite	All	47.8	37.8	45.1	35.1		31.1		64.0
Grade 06 EOG Math	All	42.0	34.6	37.1	29.8		24.4		74.2
Grade 06 EOG Reading	All	53.5	41.0	53.1	40.5		37.9		72.2
Grade 07 EOG Composite	All	44.5	36.2	40.2	32.1		37.1		58.8
Grade 07 EOG Math	All	39.4	33.0	35.5	27.2		31.6		73.5
Grade 07 EOG Reading	All	49.5	39.3	45.0	36.9		42.7		66.0
Grade 08 EOG Composite	All	43.1	33.0	48.6	38.2		34.8		59.7
Grade 08 EOG Math	All	27.0	18.0	35.8	29.4		22.8		83.8
Grade 08 EOG Reading	All	40.5	30.2	40.2	29.6		31.0		61.7
Grade 08 EOG Science	All	61.7	50.7	69.8	55.6		50.5		60.4
EOC Math I	All	80.9	68.5	94.0	81.0		55.2		98.6
School EOG Reading Composite	All	47.9	36.9	46.2	35.7		37.2		66.6
School EOG Math Composite	All	36.3	28.7	36.2	28.8		26.2		77.2
School EOG Science Composite	All	61.7	50.7	69.8	55.6		50.5		60.4
EOG Composite	All	44.8	35.3	45.3	35.6		34.4		60.8
EOC Composite	All	80.9	68.5	94.0	81.0		55.2		98.6
School Composite	All	46.3	36.6	47.1	37.3		35.2		71.1

2015 Student Achievement Data (End-of-Grade Tests)

Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Participation Denominator	965	5	26	314	350	28	241	400	121	99	55
Participation Percent	99	0	0	100	99	0	98	99	98	98	100

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Met	Met	Met	Met	Met
Proficiency Denominator	853	5	25	279	293	25	225	354	80	86	55
Proficiency Percent	38.5	0	0	28.0	27.0	0	65.3	27.4	3.8	7.0	100.0
Goal Percent	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Met	Not Met	Not Met	Not Met	Met

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	965	5	26	314	350	28	241	400	121	99	55
Participation Percent	99	0	0	99	99	0	98	99	98	97	100
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Met	Met	Met	Met	Met
Proficiency Denominator	850	5	25	278	293	24	224	353	80	85	55
Proficiency Percent	29.8	0	0	16.5	22.5	0	54.5	19.3	2.5	2.4	92.7
Goal Percent	53.9	41.6	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Not Met	Not Met	Not Met	Not Met	Met/CI

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Participation Denominator	314	1	9	98	121	11	74	119	52	31	11
Participation Percent	98	0	0	99	98	0	97	100	98	90	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Met	Met	Met	Not Met	Insuf.
Proficiency Denominator	273	1	9	86	102	9	66	104	36	26	11
Proficiency Percent	52.0	0	0	46.5	33.3	0	80.3	48.1	8.3	0	0
Goal Percent	61.8	51.9	76.5	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
Proficiency Status	Not Met	Insuf.	Insuf.	Met	Not Met	Insuf.	Met	Met/CI	Not Met	Insuf.	Insuf.

Current Year EOC	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Participation Denominator	90	0	6	21	23	4	36	21	1	2	10
Participation Percent	99	0	0	0	0	0	97	0	0	0	0
Participation Status	Met	~	Insuf.	Insuf.	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.	Insuf.

Attendance	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Rate	95.9	~	~	~	~	~	~	~	~	~	~
Status	Met	~	~	~	~	~	~	~	~	~	~

Three Year Student Performance Data by End-of-Grade/Course Assessment and Demographic Group

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

School Composite

Quail Hollow Middle School				CCR				
Subgroup	GLP Achievement Level 3/4/5			Achievement Level 4/5 in 2013-14 And Beyond Achievement Level 3/4 in 2012-13				
	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2012-13 to 2013-14 Pct. Change	2012-13
All	46.3%	-0.8% ↓	47.1%	36.6%	-0.7% ↓	37.3%	2.1% ↑	35.2%
African American	35.8%	1.5% ↑	34.3%	26.0%	1.1% ↑	24.9%	2.2% ↑	22.7%
Asian	70.1%	7.2% ↑	62.9%	55.2%	2.0% ↑	53.2%	-3.2% ↓	56.4%
Hispanic	35.5%	-3.1% ↓	38.6%	26.2%	-2.4% ↓	28.6%	3.2% ↑	25.4%
More Than One	46.3%	5.4% ↑	40.9%	37.3%	8.9% ↑	28.4%	-7.9% ↓	36.3%
Native American	27.3%	18.2% ↑	9.1%	18.2%	9.1% ↑	9.1%	9.1% ↑	0.0%
Pacific Islander	0.0%			0.0%				
White	71.8%	1.7% ↑	70.1%	62.5%	2.2% ↑	60.3%	3.4% ↑	56.9%
Female	48.6%	-0.6% ↓	49.2%	37.8%	-0.7% ↓	38.5%	1.4% ↑	37.1%
Male	44.2%	-0.6% ↓	44.8%	35.6%	-0.4% ↓	36.0%	2.8% ↑	33.2%
LEP	11.7%	3.1% ↑	8.6%	5.4%	1.3% ↑	4.1%	-7.2% ↓	11.3%
Non-LEP	50.1%	-0.6% ↓	50.7%	40.1%	-0.3% ↓	40.4%	2.7% ↑	37.7%
Non-EC/SWD	50.4%	-0.2% ↓	50.6%	40.0%	-0.2% ↓	40.2%	2.2% ↑	38.0%
SWD	9.0%	0.6% ↑	8.4%	5.9%	0.7% ↑	5.2%	-5.8% ↓	11.0%
AIG	96.2%	-0.1% ↓	96.3%	96.2%	4.1% ↑	92.1%		
Non-AIG	43.2%	0.6% ↑	42.6%	32.9%	0.6% ↑	32.3%	-2.9% ↓	35.2%

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

6th Grade Reading

Quail Hollow Middle School		GLP Achievement Level 3/4/5			CCR Achievement Level 4/5 in 2013-14 And Beyond Achievement Level 3/4 in 2012-13				
Subgroup	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2012-13 to 2013-14 Pct. Change	2012-13	
All	53.5%	0.4% ↑	53.1%	41.0%	0.5% ↑	40.5%	2.6% ↑	37.9%	
African American	39.0%	-6.5% ↓	45.5%	26.0%	-4.6% ↓	30.6%	3.7% ↑	26.9%	
Asian	69.2%	19.2% ↑	50.0%	53.8%	3.8% ↑	50.0%	12.5% ↑	37.5%	
Hispanic	43.0%	-3.0% ↓	46.0%	34.0%	-2.0% ↓	36.0%	6.7% ↑	29.3%	
More Than One	50.0%	-4.5% ↓	54.5%	37.5%	1.1% ↑	36.4%	3.1% ↑	33.3%	
Native American	100.0%	66.7% ↑	33.3%	100.0%	66.7% ↑	33.3%			
Pacific Islander	0.0%			0.0%					
White	79.8%	6.3% ↑	73.5%	64.0%	3.8% ↑	60.2%	1.1% ↑	59.1%	
Female	55.2%	-2.0% ↓	57.2%	42.8%	-1.2% ↓	44.0%	1.1% ↑	42.9%	
Male	52.1%	3.3% ↑	48.8%	39.5%	2.6% ↑	36.9%	3.2% ↑	33.7%	
LEP	15.0%	10.5% ↑	4.5%	10.0%	5.5% ↑	4.5%	-4.6% ↓	9.1%	
Non-LEP	56.2%	-0.4% ↓	56.6%	43.2%	0.1% ↑	43.1%	1.7% ↑	41.4%	
Non-EC/SWD	58.8%	1.0% ↑	57.8%	45.6%	1.0% ↑	44.6%	3.2% ↑	41.4%	
SWD	15.8%	6.4% ↑	9.4%	7.9%	4.8% ↑	3.1%	-6.0% ↓	9.1%	
AIG	100.0%	4.2% ↑	95.8%	100.0%	4.2% ↑	95.8%			
Non-AIG	50.0%	0.3% ↑	49.7%	36.6%	0.5% ↑	36.1%	-1.8% ↓	37.9%	

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

6th Grade Math

Quail Hollow Middle School Subgroup	GLP Achievement Level 3/4/5			CCR Achievement Level 4/5 in 2013-14 And Beyond Achievement Level 3/4 in 2012-13				
	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2012-13 to 2013-14 Pct. Change	2012-13
All	42.0%	4.9% ↑	37.1%	34.6%	4.8% ↑	29.8%	5.4% ↑	24.4%
African American	22.0%	-4.4% ↓	26.4%	13.0%	-6.0% ↓	19.0%	3.6% ↑	15.4%
Asian	69.2%	31.7% ↑	37.5%	53.8%	16.3% ↑	37.5%	0.0% →	37.5%
Hispanic	35.6%	0.6% ↑	35.0%	29.7%	-0.3% ↓	30.0%	10.9% ↑	19.1%
More Than One	37.5%	28.4% ↑	9.1%	37.5%	37.5% ↑	0.0%	-33.3% ↓	33.3%
Native American	0.0%	0.0% →	0.0%	0.0%	0.0% →	0.0%		
Pacific Islander	0.0%			0.0%				
White	69.3%	9.1% ↑	60.2%	62.5%	13.1% ↑	49.4%	11.8% ↑	37.6%
Female	42.1%	2.3% ↑	39.8%	34.5%	2.6% ↑	31.9%	9.8% ↑	22.1%
Male	41.9%	7.5% ↑	34.4%	34.7%	7.2% ↑	27.5%	1.3% ↑	26.2%
LEP	14.3%	14.3% ↑	0.0%	9.5%	9.5% ↑	0.0%	-11.8% ↓	11.8%
Non-LEP	44.0%	4.2% ↑	39.8%	36.4%	4.5% ↑	31.9%	6.0% ↑	25.9%
Non-EC/SWD	47.1%	6.3% ↑	40.8%	39.1%	6.4% ↑	32.7%	7.2% ↑	25.5%
SWD	5.3%	2.2% ↑	3.1%	2.6%	-0.5% ↓	3.1%	-11.6% ↓	14.7%
AIG	100.0%	0.0% →	100.0%	100.0%	8.3% ↑	91.7%		
Non-AIG	37.6%	5.5% ↑	32.1%	29.7%	4.9% ↑	24.8%	0.4% ↑	24.4%

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

7th Grade Reading

Quail Hollow Middle School				CCR				
GLP Achievement Level 3/4/5				Achievement Level 4/5 in 2013-14 And Beyond Achievement Level 3/4 in 2012-13				
Subgroup	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2012-13 to 2013-14 Pct. Change	2012-13
All	39.4%	3.9% ↑	35.5%	33.0%	5.8% ↑	27.2%	-4.4% ↓	31.6%
African American	29.3%	3.3% ↑	26.0%	22.4%	2.4% ↑	20.0%	2.6% ↑	17.4%
Asian	50.0%	-20.0% ↓	70.0%	50.0%	-10.0% ↓	60.0%	20.0% ↑	40.0%
Hispanic	35.8%	10.3% ↑	25.5%	28.3%	9.7% ↑	18.6%	-4.1% ↓	22.7%
More Than One	25.0%	-15.0% ↓	40.0%	25.0%	-5.0% ↓	30.0%	0.0% →	30.0%
Native American	33.3%	33.3% ↑	0.0%	0.0%	0.0% →	0.0%	0.0% →	0.0%
White	61.3%	4.9% ↑	56.4%	57.3%	13.7% ↑	43.6%	-12.2% ↓	55.8%
Female	42.0%	4.2% ↑	37.8%	36.4%	7.7% ↑	28.7%	-2.2% ↓	30.9%
Male	36.7%	3.2% ↑	33.5%	29.3%	3.4% ↑	25.9%	-6.5% ↓	32.4%
LEP	15.4%	7.1% ↑	8.3%	7.7%	4.9% ↑	2.8%	-10.8% ↓	13.6%
Non-LEP	41.6%	2.4% ↑	39.2%	35.3%	4.7% ↑	30.6%	-2.4% ↓	33.0%
Non-EC/SWD	43.6%	5.3% ↑	38.3%	36.5%	7.3% ↑	29.2%	-5.4% ↓	34.6%
SWD	0.0%	-4.2% ↓	4.2%	0.0%	-4.2% ↓	4.2%	0.8% ↑	3.4%
AIG	95.5%	3.2% ↑	92.3%	95.5%	18.6% ↑	76.9%		
Non-AIG	35.2%	2.2% ↑	33.0%	28.3%	3.3% ↑	25.0%	-6.6% ↓	31.6%

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

8th Grade Reading

Quail Hollow Middle School		GLP Achievement Level 3/4/5			CCR Achievement Level 4/5 in 2013-14 And Beyond Achievement Level 3/4 in 2012-13				
Subgroup	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2012-13 to 2013-14 Pct. Change	2012-13	
All	40.5%	0.3% ↑	40.2%	30.2%	0.6% ↑	29.6%	-1.4% ↓	31.0%	
African American	36.1%	14.5% ↑	21.6%	25.8%	12.1% ↑	13.7%	-7.9% ↓	21.6%	
Asian	55.6%	-8.9% ↓	62.5%	33.3%	-29.2% ↓	62.5%	12.5% ↑	50.0%	
Hispanic	24.3%	-9.0% ↓	33.3%	15.3%	-5.4% ↓	20.7%	0.7% ↑	20.0%	
More Than One	45.5%	2.6% ↑	42.9%	27.3%	5.9% ↑	21.4%	-9.4% ↓	30.8%	
Native American	0.0%	0.0% →	0.0%	0.0%	0.0% →	0.0%			
White	69.4%	5.8% ↑	63.6%	59.7%	7.2% ↑	52.5%	-0.4% ↓	52.9%	
Female	45.9%	2.8% ↑	43.1%	31.6%	-0.1% ↓	31.7%	-4.6% ↓	36.3%	
Male	36.3%	-0.5% ↓	36.8%	29.2%	2.1% ↑	27.1%	1.6% ↑	25.5%	
LEP	7.1%	0.0% →	7.1%	2.4%	-1.2% ↓	3.6%	0.4% ↑	3.2%	
Non-LEP	45.9%	2.4% ↑	43.5%	34.7%	2.5% ↑	32.2%	-2.0% ↓	34.2%	
Non-EC/SWD	44.5%	1.7% ↑	42.8%	33.1%	1.2% ↑	31.9%	-1.6% ↓	33.5%	
SWD	3.4%	-8.1% ↓	11.5%	3.4%	-0.4% ↓	3.8%	-8.0% ↓	11.8%	
AIG	100.0%	6.7% ↑	93.3%	100.0%	10.0% ↑	90.0%			
Non-AIG	38.3%	3.8% ↑	34.5%	27.6%	4.5% ↑	23.1%	-7.9% ↓	31.0%	

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

8th Grade Math

Quail Hollow Middle School				CCR Achievement Level 4/5 in 2013-14 And Beyond Achievement Level 3/4 in 2012-13				
Subgroup	GLP Achievement Level 3/4/5							
	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2012-13 to 2013-14 Pct. Change	2012-13
All	27.0%	-8.8% ↓	35.8%	18.0%	-11.4% ↓	29.4%	6.6% ↑	22.8%
African American	20.8%	2.2% ↑	18.6%	12.5%	0.7% ↑	11.8%	0.6% ↑	11.2%
Asian	66.7%	16.7% ↑	50.0%	44.4%	6.9% ↑	37.5%	-25.0% ↓	62.5%
Hispanic	14.3%	-12.4% ↓	26.7%	8.9%	-10.9% ↓	19.8%	9.3% ↑	10.5%
More Than One	30.0%	15.7% ↑	14.3%	10.0%	-4.3% ↓	14.3%	-1.1% ↓	15.4%
Native American	0.0%	0.0% →	0.0%	0.0%	0.0% →	0.0%		
White	50.0%	-13.6% ↓	63.6%	37.5%	-20.1% ↓	57.6%	9.4% ↑	48.2%
Female	26.3%	-9.0% ↓	35.3%	15.8%	-12.3% ↓	28.1%	2.0% ↑	26.1%
Male	27.5%	-8.9% ↓	36.4%	19.8%	-11.0% ↓	30.8%	11.5% ↑	19.3%
LEP	2.3%	2.3% ↑	0.0%	2.3%	2.3% ↑	0.0%	-9.4% ↓	9.4%
Non-LEP	31.1%	-8.1% ↓	39.2%	20.6%	-11.6% ↓	32.2%	7.8% ↑	24.4%
Non-EC/SWD	29.4%	-9.5% ↓	38.9%	19.5%	-12.4% ↓	31.9%	7.0% ↑	24.9%
SWD	3.6%	3.6% ↑	0.0%	3.6%	3.6% ↑	0.0%	-5.9% ↓	5.9%
AIG	72.7%	-17.3% ↓	90.0%	72.7%	-14.0% ↓	86.7%		
Non-AIG	25.3%	-4.7% ↓	30.0%	15.9%	-7.3% ↓	23.2%	0.4% ↑	22.8%

Every Child. Every Day. For a Better Tomorrow.

2015-2016 Quail Hollow Middle School Improvement Plan Report

8th Grade Science

Quail Hollow Middle School		GLP Achievement Level 3/4/5			CCR Achievement Level 4/5 in 2013-14 And Beyond Achievement Level 3/4 in 2012-13				
Subgroup	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2012-13 to 2013-14 Pct. Change	2012-13	
All	61.7%	-8.1% ↓	69.8%	50.7%	-4.9% ↓	55.6%	5.1% ↑	50.5%	
African American	55.7%	-1.2% ↓	56.9%	45.4%	2.3% ↑	43.1%	3.9% ↑	39.2%	
Asian	88.9%	1.4% ↑	87.5%	88.9%	38.9% ↑	50.0%	-50.0% ↓	100.0%	
Hispanic	49.5%	-14.9% ↓	64.4%	33.3%	-11.5% ↓	44.8%	10.6% ↑	34.2%	
More Than One	70.0%	5.7% ↑	64.3%	70.0%	20.0% ↑	50.0%	-11.5% ↓	61.5%	
Native American	0.0%	0.0% →	0.0%	0.0%	0.0% →	0.0%			
White	84.7%	-3.2% ↓	87.9%	77.8%	-2.0% ↓	79.8%	4.5% ↑	75.3%	
Female	67.7%	-3.0% ↓	70.7%	51.9%	-2.6% ↓	54.5%	0.7% ↑	53.8%	
Male	56.9%	-11.9% ↓	68.8%	49.7%	-7.2% ↓	56.9%	9.9% ↑	47.0%	
LEP	20.9%	-7.7% ↓	28.6%	9.3%	-5.0% ↓	14.3%	-13.0% ↓	27.3%	
Non-LEP	68.5%	-5.4% ↓	73.9%	57.6%	-2.1% ↓	59.7%	6.4% ↑	53.3%	
Non-EC/SWD	65.8%	-8.6% ↓	74.4%	54.4%	-5.2% ↓	59.6%	5.2% ↑	54.4%	
SWD	21.4%	2.2% ↑	19.2%	14.3%	2.8% ↑	11.5%	-6.7% ↓	18.2%	
AIG	100.0%	0.0% →	100.0%	100.0%	3.3% ↑	96.7%			
Non-AIG	60.2%	-6.3% ↓	66.5%	48.8%	-2.4% ↓	51.2%	0.7% ↑	50.5%	



2015-2016 Quail Hollow Middle School Improvement Plan Report

Math I

Quail Hollow Middle School		GLP Achievement Level 3/4/5			CCR Achievement Level 4/5 in 2013-14 And Beyond Achievement Level 3/4 in 2012-13				
Subgroup	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2014-15	2013-14 to 2014-15 Pct. Change	2013-14	2012-13 to 2013-14 Pct. Change	2012-13	
All	80.9%	-13.1% ↓	94.0%	68.5%	-12.5% ↓	81.0%	25.8% ↑	55.2%	
African American	81.0%	-9.9% ↓	90.9%	66.7%	-15.1% ↓	81.8%	58.3% ↑	23.5%	
Asian	83.3%	-16.7% ↓	100.0%	50.0%	-50.0% ↓	100.0%	20.0% ↑	80.0%	
Hispanic	73.9%	-26.1% ↓	100.0%	56.5%	-25.9% ↓	82.4%	36.9% ↑	45.5%	
More Than One	75.0%	25.0% ↑	50.0%	75.0%	50.0% ↑	25.0%	-41.7% ↓	66.7%	
White	85.7%	-10.2% ↓	95.9%	80.0%	-3.7% ↓	83.7%	19.0% ↑	64.7%	
Female	76.2%	-21.4% ↓	97.6%	64.3%	-16.7% ↓	81.0%	30.0% ↑	51.0%	
Male	85.1%	-5.4% ↓	90.5%	72.3%	-8.7% ↓	81.0%	19.9% ↑	61.1%	
LEP	0.0%			0.0%				0.0%	
Non-LEP	81.8%	-12.2% ↓	94.0%	69.3%	-11.7% ↓	81.0%	22.5% ↑	58.5%	
Non-EC/SWD	80.7%	-14.5% ↓	95.2%	68.2%	-13.7% ↓	81.9%	26.6% ↑	55.3%	
SWD	100.0%	100.0% ↑	0.0%	100.0%	100.0% ↑	0.0%	-50.0% ↓	50.0%	
AIG	90.0%	-10.0% ↓	100.0%	90.0%	-6.2% ↓	96.2%			
Non-AIG	79.7%	-11.7% ↓	91.4%	65.8%	-8.3% ↓	74.1%	18.9% ↑	55.2%	

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

Student Discipline Incidents and Out of School Suspension Over Time (2011-2015)

	Total Discipline Incidents	Total OSS Assignments
2010-2011	1735	731
2011-2012	1417	550
2012-2013	938	418
2013-2014	313	176
2014-2015	253	69

Attendance and Suspension Summary 2014-2015

		Total Enrolled		Perfect Attendance		Has an Absence		Excused Absences		Unexcused Absences		ISS		OSS	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Total	Female	455	47.7	30	6.6	425	93.4	247	54.3	405	89.0	24	5.3	18	4.0
	Male	498	52.3	21	4.2	477	95.8	261	52.4	455	91.4	75	15.1	29	5.8
	Total	953	100.0	51	5.4	902	94.6	508	53.3	860	90.2	99	10.4	47	4.9
Race															
African American	Total	313	32.8	22	7.0	291	93.0	129	41.2	282	90.1	61	19.5	32	10.2
American Indian	Total	110	11.5	3	2.7	107	97.3	53	48.2	104	94.5	7	6.4	1	0.9

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

Asian	Total	26	2.7	4	15.4	22	84.6	14	53.8	20	76.9	0	0.0	0	0.0
More Than One	Total	110	11.5	5	4.5	105	95.5	72	65.5	101	91.8	10	9.1	4	3.6
Pacific Islander	Total	1	0.1	0	0.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0
White	Total	393	41.2	17	4.3	376	95.7	239	60.8	352	89.6	21	5.3	10	2.5
Ethnicity															
Hispanic	Total	347	36.4	18	5.2	329	94.8	174	50.1	320	92.2	22	6.3	8	2.3
Non-Hispanic	Total	606	63.6	33	5.4	573	94.6	334	55.1	540	89.1	77	12.7	39	6.4
EC Category															
AIG	Total	55	5.8	0	0.0	55	100.0	45	81.8	47	85.5	2	3.6	0	0.0
Non-EC	Total	804	84.4	45	5.6	759	94.4	407	50.6	727	90.4	84	10.4	41	5.1
SWD	Total	94	9.9	6	6.4	88	93.6	56	59.6	86	91.5	13	13.8	6	6.4
LEP Status															
LEP	Total	121	12.7	8	6.6	113	93.4	53	43.8	111	91.7	7	5.8	4	3.3
Non-LEP	Total	832	87.3	43	5.2	789	94.8	455	54.7	749	90.0	92	11.1	43	5.2
McKinney Vento															
No	Total	950	99.7	51	5.4	899	94.6	507	53.4	857	90.2	98	10.3	47	4.9
Yes	Total	3	0.3	0	0.0	3	100.0	1	33.3	3	100.0	1	33.3	0	0.0
504 Plan															
No	Total	916	96.1	51	5.6	865	94.4	485	52.9	825	90.1	91	9.9	42	4.6
Yes	Total	37	3.9	0	0.0	37	100.0	23	62.2	35	94.6	8	21.6	5	13.5

Attendance and Suspension Summary 2013-2014

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

		Total Enrolled		Perfect Attendance		Has an Absence		Excused Absences		Unexcused Absences		ISS		OSS	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Total	Female	455	47.7	30	6.6	425	93.4	247	54.3	405	89.0	24	5.3	18	4.0
	Male	498	52.3	21	4.2	477	95.8	261	52.4	455	91.4	75	15.1	29	5.8
	Total	953	100.0	51	5.4	902	94.6	508	53.3	860	90.2	99	10.4	47	4.9
Race															
African American	Total	313	32.8	22	7.0	291	93.0	129	41.2	282	90.1	61	19.5	32	10.2
American Indian	Total	110	11.5	3	2.7	107	97.3	53	48.2	104	94.5	7	6.4	1	0.9
Asian	Total	26	2.7	4	15.4	22	84.6	14	53.8	20	76.9	0	0.0	0	0.0
More Than One	Total	110	11.5	5	4.5	105	95.5	72	65.5	101	91.8	10	9.1	4	3.6
Pacific Islander	Total	1	0.1	0	0.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0
White	Total	393	41.2	17	4.3	376	95.7	239	60.8	352	89.6	21	5.3	10	2.5
Ethnicity															
Hispanic	Total	347	36.4	18	5.2	329	94.8	174	50.1	320	92.2	22	6.3	8	2.3
Non-Hispanic	Total	606	63.6	33	5.4	573	94.6	334	55.1	540	89.1	77	12.7	39	6.4
EC Category															
AIG	Total	55	5.8	0	0.0	55	100.0	45	81.8	47	85.5	2	3.6	0	0.0
Non-EC	Total	804	84.4	45	5.6	759	94.4	407	50.6	727	90.4	84	10.4	41	5.1
SWD	Total	94	9.9	6	6.4	88	93.6	56	59.6	86	91.5	13	13.8	6	6.4
LEP Status															

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

LEP	Total	121	12.7	8	6.6	113	93.4	53	43.8	111	91.7	7	5.8	4	3.3
Non-LEP	Total	832	87.3	43	5.2	789	94.8	455	54.7	749	90.0	92	11.1	43	5.2
McKinney Vento															
No	Total	950	99.7	51	5.4	899	94.6	507	53.4	857	90.2	98	10.3	47	4.9
Yes	Total	3	0.3	0	0.0	3	100.0	1	33.3	3	100.0	1	33.3	0	0.0
504 Plan															
No	Total	916	96.1	51	5.6	865	94.4	485	52.9	825	90.1	91	9.9	42	4.6
Yes	Total	37	3.9	0	0.0	37	100.0	23	62.2	35	94.6	8	21.6	5	13.5

2014-2015 Suspension Breakdown by Incident

Grade Level	Instances of ISS	Instances of OSS
Total	168	69
6 th Grade	55	25
7 th Grade	67	26
8 th Grade	46	18

Most Common Incidents Leading to ISS and OSS in 2014-2015

Aggression/Fighting, 106 Incidents
 Insubordination/Disrespect/Profanity, 45 Incidents
 Disruptive Behavior, 42 Incidents
 Skipping/Walking Out of Class/Out of Area, 12 Incidents
 Substance/Paraphernalia Possession/Use, 7 Incidents
 Bullying/Harassment, 5 Incidents

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

Student Retentions Over Time (2013-2015)

Quail Hollow Middle School							
	2015-2016			2014-2015		2013-2014	
Grade Level	# Enrolled	# Retained	% Retained	# Retained	% Retained	# Retained	% Retained
06	287	<u>0</u>	0.0	<u>1</u>	0.3	<u>0</u>	0.0
07	304	<u>0</u>	0.0	<u>5</u>	1.6	<u>0</u>	0.0
08	323	<u>1</u>	0.3	<u>5</u>	1.5	<u>0</u>	0.0
School Total	914	<u>1</u>	0.1	<u>11</u>	1.2	<u>0</u>	0.0

Insight Survey Summary, Spring 2015

	QHMS Spring 2014	QHMS Spring 2015	CMS Spring 2015
Learning Environment	5.1	5.3	6.8
Observation and Feedback	6.6	7.1	6.7
Student Growth Measures	6.2	7.3	7.5
Professional Development	6.7	7.3	7.2
Instructional Planning	6.7	7.2	7.2
Evaluation	6.6	7.6	7.1
Peer Culture	6.5	6.4	7.3
Workload	5.5	5.8	5.8
Leadership	<i>Not assessed</i>	7.2	7.2
Teacher Compensation	<i>Not assessed</i>	4.3	4.0
Common Core	<i>Not assessed</i>	6.9	7.2

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

Quail Hollow Middle School Profile

Quail Hollow Middle School is a diverse population of over 900 students and nearly 100 faculty and staff members where we learn from each other and challenge each other to be our best to school each day. Approximately 36% of our student population identifies their race as White, 34% African American, 13% more than one, 13% American Indian, and 3% Asian. Approximately 35% of our students identify as Hispanic. Eighty nine of our students have IEPs, 36 students have 504 Plans, 60 students are considered academically gifted, and 84 of our students have Limited English Proficiency. Our faculty and staff are diverse as well. Approximately 56% of our faculty has taught for five years or less and approximately 24% of our faculty has taught for more than ten years. Thirty-eight percent of our faculty has advanced degrees.

Our school culture has improved such that we decreased discipline referrals by 85% since the 2011-2012 school year and we have reduced out of school suspensions by 91% since the 2011-2012 school year. We follow a traditional middle school model in sixth grade where students are in teams of approximately 100 students. Two teams of students have all four core content classes daily and one team alternates between science and social studies class to receive additional math and language arts instruction. Aligned to our school vision, every student has the opportunity to visit a college or university each school year to explore possibilities for the future. We hold strong partnerships in the community that allow us to offer tutoring and support to children who are working to increase their academic achievement, celebrate student and faculty accomplishments, participate in community events, and provide support to families who are experiencing challenges of living in poverty.

In 2015 our school met expected growth as defined by state EVAAS data. Our overall proficiency was 46.3% where proficiency is defined by earning a level III, IV or V score on the EOGs. In addition, 89 of our students took the Math I EOC to earn high school credit and 81% of those students earned passing scores. Our faculty, staff, and administration are committed to raising these levels of proficiency this year and in future years to ensure we fulfill our vision of putting students on the P.A.T.H. to college. We believe we will accomplish this in large part through a continued focus on data-driven instructional practices supported by MasteryConnect, a strategic partnership with Citizen Schools in sixth grade to extend the school day for over 100 sixth grade students, and increased attention to differentiation with the use of blended learning and flexible student grouping.



2015-2016 Quail Hollow Middle School Improvement Plan Report

Student Enrollment Over Time (2014-Present)

2015-2016

		Total		Grade 06		Grade 07		Grade 08	
		N	%	N	%	N	%	N	%
School Total	Female	467	51.1	157	17.2	147	16.1	163	17.8
	Male	447	48.9	130	14.2	157	17.2	160	17.5
	Total	914	100.0	287	31.4	304	33.3	323	35.3
Race									
African American	Total	318	34.6	109	11.9	92	10.1	115	12.6
American Indian	Total	118	12.7	34	3.7	43	4.7	39	4.3
Asian	Total	26	2.8	8	0.9	14	1.5	4	0.4
More Than One	Total	120	13.1	40	4.4	34	3.7	46	5.0
Pacific Islander	Total	1	0.1	1	0.1	0	0.0	0	0.0
White	Total	335	36.7	85	10.4	121	13.2	119	13.0
Ethnicity									
Hispanic	Total	318	34.6	87	9.5	106	11.6	125	13.7
Non-Hispanic	Total	596	65.2	200	21.9	198	21.7	198	21.7
EC Category									
AIG	Total	80	8.6	19	2.1	20	2.2	21	2.3
Non-EC	Total	770	84.2	242	26.5	252	27.6	276	30.2
SWD	Total	84	9.2	26	2.8	32	3.5	28	2.8
LEP Status									
LEP	Total	82	9.0	19	2.1	23	2.5	40	4.4
Non-LEP	Total	832	91.0	268	29.3	281	30.7	283	31.0
McKinney Vento									
No	Total	907	99.2	283	31.0	302	33.0	322	35.2
Yes	Total	7	0.8	4	0.4	2	0.2	1	0.1
504 Plan									
No	Total	879	96.2	273	29.9	281	31.8	315	34.5
Yes	Total	35	3.8	14	1.5	13	1.4	8	0.9

2014-2015

		Total		Grade 06		Grade 07		Grade 08	
		N	%	N	%	N	%	N	%
School Total	Female	455	47.7	150	15.7	168	17.6	137	14.4
	Male	498	52.3	170	17.8	158	16.6	170	17.8
	Total	953	100.0	320	33.6	326	34.2	307	32.2
Race									
African American	Total	313	32.8	102	10.7	115	12.1	96	10.1
American Indian	Total	110	11.5	48	5.0	41	4.3	21	2.2
Asian	Total	26	2.7	13	1.4	4	0.4	9	0.9
More Than One	Total	110	11.5	34	3.6	46	4.8	30	3.1
Pacific Islander	Total	1	0.1	1	0.1	0	0.0	0	0.0
White	Total	393	41.2	122	12.8	120	12.6	151	15.8
Ethnicity									
Hispanic	Total	347	36.4	108	11.3	120	12.6	119	12.5
Non-Hispanic	Total	606	63.6	212	22.2	206	21.6	188	19.7
EC Category									
AIG	Total	55	5.8	22	2.3	22	2.3	11	1.2
Non-EC	Total	804	84.4	260	27.3	275	28.9	286	28.2
SWD	Total	94	9.9	38	4.0	29	3.0	27	2.8
LEP Status									
LEP	Total	121	12.7	28	2.9	42	4.4	51	5.4
Non-LEP	Total	832	87.3	292	30.6	284	29.8	256	26.9
McKinney Vento									
No	Total	950	99.7	320	33.6	323	33.9	307	32.2
Yes	Total	3	0.3	0	0.0	3	0.3	0	0.0
504 Plan									
No	Total	916	96.1	306	32.1	316	33.2	294	30.8
Yes	Total	37	3.9	14	1.5	10	1.0	13	1.4

2013-2014

		Total		Grade 06		Grade 07		Grade 08	
		N	%	N	%	N	%	N	%
School Total	Female	489	50.6	168	17.4	147	15.2	174	18.0
	Male	477	49.4	165	17.1	162	16.8	150	15.5
	Total	966	100.0	333	34.5	309	32.0	324	33.5
Race									
African American	Total	326	33.7	121	12.5	101	10.5	104	10.8
American Indian	Total	72	7.5	41	4.2	17	1.8	14	1.4
Asian	Total	26	2.7	8	0.8	10	1.0	8	0.8
More Than One	Total	123	12.7	58	6.0	29	3.0	36	3.7
White	Total	419	43.4	105	10.9	152	15.7	162	16.8
Ethnicity									
Hispanic	Total	314	32.5	107	11.1	109	11.3	98	10.1
Non-Hispanic	Total	652	67.5	226	23.4	200	20.7	226	23.4
EC Category									
AIG	Total	67	6.9	24	2.5	13	1.3	30	3.1
Non-EC	Total	808	83.6	275	28.5	266	27.5	267	27.6
SWD	Total	91	9.4	34	3.5	30	3.1	27	2.8
LEP Status									
LEP	Total	110	11.4	29	3.0	42	4.3	39	4.0
Non-LEP	Total	856	88.6	304	31.5	267	27.6	285	29.5
McKinney Vento									
No	Total	957	99.1	330	34.2	305	31.6	322	33.3
Yes	Total	9	0.9	3	0.3	4	0.4	2	0.2
504 Plan									
No	Total	921	95.3	321	33.2	297	30.7	303	31.4
Yes	Total	45	4.7	12	1.2	12	1.2	21	2.2

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

Strategic Plan 2018: For a Better Tomorrow

Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Four focus areas: - College- and career-readiness - Academic growth/high academic achievement - Access to rigor - Closing achievement gaps	Goal 2: Recruit, develop, retain and reward a premier workforce Five focus areas: - Proactive recruitment - Individualized professional development - Retention/quality appraisals - Multiple career pathways - Leadership development
Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child Three focus areas: - Family engagement - Communication and outreach - Partnership development	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service Five focus areas: - Physical safety - Social and emotional health - High engagement - Cultural competency - Customer service
Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems Four focus areas: - Effective and efficient processes and systems - Strategic use of district resources - Data integrity and use - School performance improvement	Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign Four focus areas: - Learning everywhere, all the time - Innovation and entrepreneurship - Strategic school redesign - Innovative new schools

Every Child. Every Day. For a Better Tomorrow.



2015-2016 Quail Hollow Middle School Improvement Plan Report

Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.

Focus Areas: College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps

Goal 2: Recruit, develop, and retain a premier workforce.

Focus Areas: Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development

Goal 3: Cultivate partnerships with families, businesses, and faith-based or community organizations to provide a sustainable system of support and care for each child.

Focus Areas: Family Engagement, Communications, Partnership Development, Philanthropic Foundation

Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.

Focus Areas: Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency

Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems.

Focus Areas: Effective & Efficient Processes and Systems, Strategic Management of District Resources, Data Integrity and Utilization, School Performance Improvement, Disproportionality

Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through the expansion of strategic school design.



2015-2016 Quail Hollow Middle School Improvement Plan Report

SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce
Strategic Plan Focus Area:	Retention
Data Used:	Teacher Survey Data

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. In order to provide teachers with duty-free lunch while balancing the need for safety and supervision, lunch has been organized so there are not more than 2 teams in the cafeteria at a time. The organization of the tables allow for better organization of students. With the addition to supervision from Behavior Management Technicians (BMTs), Campus Security Associate (CSA), and School Resource Officer (SRO), the goal of this plan is to be able to offer duty free lunch to our teachers.	Ms. Jackson, BMT	The team leaders have created a rotation system in conjunction with administration such that those teacher who have prioritized a desire for duty-free lunch may have duty-free lunch on a rotating basis. Students should report that they feel safe on school safety audit and the annual CMS facilitated student survey (Gallup), while teachers receive duty-free lunch.	\$0	BMT's CSA, SRO Assistant Principals Team Leaders *ISS Assistant adds additional supervision in the café when available	Duration of the school year Opportunities for teacher feedback on Winter and Spring administrations of the Insight Survey



2015-2016 Quail Hollow Middle School Improvement Plan Report

SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Goal 1: Maximize academic achievement in the personalized 21 st century learning environment for every child to graduate college and career ready. And Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems.
Strategic Plan Focus Area:	Academic Growth/High Academic Achievement, Data Integrity and Utilization
Data Used:	Teacher Survey Data

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. The school schedule is designed to provide a common planning period for teachers by grade level (and elective department) to promote collaboration among teachers. This planning period is 70-75 minutes long.	Rachael Neill, Principal	Teachers will plan with their colleagues at least two days a week to ensure high quality units and lessons are designed to lead to meeting PLC SMART goals for student achievement. Each PLC develops at least one interdisciplinary unit per year. This should support students' learning by helping students make connections	\$0	School Design team from 2013-2014	Duration of the school year



2015-2016 Quail Hollow Middle School Improvement Plan Report

		across the content area. Through collaborative planning, teachers across the school will be able to earn ratings of proficient or higher in standard three of the North Carolina Teacher Evaluation tool.			
2. Mondays and Wednesdays are reserved for PLC collaboration. PLC's capture shared planning documents in shared folders on the Drive to facilitate collaboration and feedback.	Rachael Neill, Principal	PLC's will develop SMART goals in August 2015. Members of the Instructional Leadership Team are present in each core content PLC meeting at least once a week to support the implementation of effective PLC collaboration. PLC Leaders engage in monthly professional development focused on data driven instruction.	\$0	PLC leaders	Duration of the school year Progress towards meeting PLC SMART goals will be assessed quarterly at the State of the PLC Presentations
3. Tuesdays and Thursdays are reserved for Team/Grade Level collaboration. The focus for meetings rotates: attendance data, discipline data, and achievement data. The fourth Thursday of the month is reserved	Rachael Neill, Principal	Monthly goals are set and met for increased student attendance, increased positive behavior, and increased student achievement. Monthly plans are specific to grade	\$0	Grade Level Administrators Team Leaders Intervention	Duration of the school year



2015-2016 Quail Hollow Middle School Improvement Plan Report

for grade level Intervention Team meetings.		level and student specific needs.		Team is directed by Counselors	
4. Policies have been updated to use dispersal systems or adjusted team schedules (prior to utilizing teacher coverage) when a teacher is absent without a substitute.	Rachael Neill, Principal	No teacher in the building needs to lose a planning period more than one day a month. This ensures time for meaningful planning and should support teachers in meeting PLC SMART Goals.	\$0	School Leadership Team	Duration of the school year



2015-2016 Quail Hollow Middle School Improvement Plan Report

SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.
Strategic Plan Focus Area:	Physical Safety, Social and Emotional Health
Data Used:	Student Survey Data, Teacher Survey Data

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention This program includes bullying prevention lessons in Character Education and the use of anti-bullying contracts and counseling throughout the year as necessary.	Mrs. Crews, Counselor	On student surveys, students report they have at least one adult in the building they feel comfortable confiding in regarding bullying On student surveys, 80% or more students strongly agree or agree they feel comfortable doing what they know is right, even in front of their peers On end of year student surveys, 80% or more students strongly agree or agree there has been a reduction in bullying at school	\$25	Counselors Faculty Instructional Leadership Team (ILT)	Quarterly student surveys Monthly data review in grade level meetings



2015-2016 Quail Hollow Middle School Improvement Plan Report

		50% reduction in bullying incidents that reach administration			
2. Character Education: A revised plan is developed using data from a student needs assessment survey, historic discipline and counseling data. Character Education will be individualized per grade level. This will allow each program to expand on the previous year. This program will also be tailored to our population and their needs.	Mrs. Crews, Counselor	Consistent implementation of the Character Education program by teachers across the schools, as evidenced by leadership walkthroughs Students report on student surveys a reduction in the incidence rate of bullying and other target behaviors identified in the needs assessment survey 50% reduction in suspensions as a result of improved student behavior	\$25	Counselors Faculty ILT PTSA	Quarterly student surveys Monthly preparation for teachers in grade level meetings Weekly class visits
3. Healthy Active Child 30 min. Elective team/grade level with energizers and brain breaks throughout the school day.	Health/PE Department: Linda Shelton, Allison Pearce, Justin Rose	All students engage in meaningful activity on a daily basis	\$1000 for equipment	Faculty	Daily Healthy Activity Time all school year
4. School Health Team: This group will be expanded to include monthly meetings with representation from health-related areas across the school to evaluate the current status of supports in place to foster healthy lifestyle among students, staff, and	Allison Pearce, Health/PE Teacher	Updated emergency health procedures will be developed to ensure students receive prompt medical attention even when the nurse is not in the building.	\$10,000 grant for the Fitness Lab	Health and PE Department, Counseling Department, School	Ongoing Alzheimer's Walk in September



2015-2016 Quail Hollow Middle School Improvement Plan Report

parents. The team will set SMART goals for the year 2015.		Health related community service opportunities will be provided, including the Alzheimer's Awareness Walk, Juvenile Diabetes Walk. Students will increase consumption of fruits and vegetables as monitored by the cafeteria. A Fitness Lab is established and procedures will be developed so this resource can support both students and adults in learning life-long fitness habits.		Nurse, Cafeteria Manger, Parents, Grade Level Representati ves	Juvenile Diabetes Walk in April
---	--	--	--	--	---------------------------------------



2015-2016 Quail Hollow Middle School Improvement Plan Report

SMART Goal (4):	The math department will increase the overall EOG proficiency during the 2015-2016 school year to at least 45% which is an 10% increase from the 2014-2015 school year. During the 2016-2017 school year, the math department will increase the proficiency another 5%. In addition, we will reduce achievement gaps between White and Black/Hispanic and SWD by 7% each year.
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college and career-ready.
Strategic Plan Focus Area:	II. Academic growth/high academic achievement IV. Closing achievement gaps
Data Used:	EOG achievement and subgroup data.

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
- Use MasteryConnect as a resource to monitor subgroup data and overall student mastery of concepts. This resource is available to parents with information sessions to build parent capacity to access their student's data and results. - Exit tickets - Common unit assessments	PLC Leaders – LaShae Tietzort, Sharon Wilson, Shante LaSanta AP – Deidra Nava	MasteryConnect trackers will show mastery of 80% or higher in all standards.	Cost of Mastery Connect (\$6000 for school)	Math Department	Ongoing Weekly usage reports provided by MasteryConnect Weekly observations in PLC meetings

2015-2016 Quail Hollow Middle School Improvement Plan Report

2. Use quarterly cumulative interim assessment to monitor student progress toward meeting EOG proficiency goals. - A “flex week” will follow interim testing to allow for students to move toward mastery on all taught concepts. - MasteryConnect will be used to monitor progress toward meeting goals.	PLC Leaders – LaShae Tietzort, Sharon Wilson, Shante LaSanta AP – Deidra Nava	Interim #1: average between 35-45% Interim #2: average between 45-50% Interim #3: average between 50-55% Student subgroups should be within a 10% range of proficiency goals.	n/a	Math Department	Interim Dates: Oct 19 Jan 11 March 14
3. Use Performance Learning Systems (PEAK) strategies such as “sprinkling” content and spiraling concepts - Non-PEAK trained teachers in the department will attend local PEAK training offered each year. - Professional development embedded in PLC and department meetings by AP and Multi-Classroom Leader	PLC Leaders – LaShae Tietzort, Sharon Wilson, Shante LaSanta AP – Deidra Nava	Students will show mastery of 80% or higher on common assessments which will include spiraled information.	n/a - Math Department PD \$1000 for PEAK PD	Math Department	Ongoing Evidence available in weekly classroom visits and PLC meetings
4. Use Personalized Learning Time to group students by student achievement data to ensure students scoring below level 3 on the previous year’s EOG are receiving targeted math support. Compass Learning - a	Math Department	Students in PLT Math courses will meet their predicted NWEA’s Measures of Academic Progress (MAP) universal screener goals.	n/a	Math Department	MAP Admin Dates: Sept 1 Dec 1 March 3

2015-2016 Quail Hollow Middle School Improvement Plan Report

learning acceleration program tied to student MAP results • Small groups					
5. Exceptional children will be supported in the inclusive setting as well as during Learning Lab (PLT) to assist in closing the achievement gap. Learning Lab will be focused on student's IEP goals and closing performance gaps. EC teachers will attend PLC meetings.	EC teachers	Students in PLT Math courses will meet their predicted NWEA's Measures of Academic Progress (MAP) universal screener goals.	n/a	EC teachers,	MAP Admin Dates: Sept 1 Dec 1 March 3
6. Students will participate in the 1-to-1 technology initiative to increase their 21st century skills. • Compass Learning - a learning acceleration program tied to student MAP results • Discovery Ed Techbook • MasteryConnect • Blended Learning • Other technology based applications	Math Teachers	Students will show mastery of 80% or higher on common unit assessments.	n/a	Math Department Collaboration with Carmel MS related to the use of Canvas	Ongoing Evidence available from usage reports from Compass Learning and Discovery Education
7. 8 th Grade Multi-Classroom Leader: This grade participates in the Opportunity Culture Initiative in collaboration with Education Resource Strategies (ERS) and CMS Office of School transformation with a Multi-Classroom Leader (MCL) in 8 th Grade Math.	LaShae Tietsort – 8 th grade math MCL Deidra Nava – Assistant Principal	Common assessment and Interim data reaching SMART goal benchmark as determined by PLCs			Weekly MCL/ Principal Collaboration Quarterly MCL Meetings



2015-2016 Quail Hollow Middle School Improvement Plan Report

• Participates in quarterly training on coaching teachers and data driven instruction. • Provides professional development to the math department on PEAK and researched based literacy strategies that can be used in math (Think Alouds and Modeling)	Rachael Neill – Principal				
---	---------------------------	--	--	--	--



2015-2016 Quail Hollow Middle School Improvement Plan Report

SMART Goal (5):	The ELA department will increase the overall EOG proficiency during the 2015-2016 school year to at least 55% which is a 7% increase from the 2014-2015 school year. During the 2016-2017 school year, the ELA department will increase the proficiency another 5%. In addition, we will reduce achievement gaps between White and Black/Hispanic and SWD/LEP by 7% each year.
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college and career-ready.
Strategic Plan Focus Area:	II. Academic growth/high academic achievement IV. Closing achievement gaps
Data Used:	EOG achievement and subgroup data.

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Use of common assessment data to determine mastered and non-mastered material. Flexible groupings during Flex Weeks, at least once quarterly, will be created to focus instruction on student need. Quarterly cumulative benchmarks to measure progress. Data used to drive differentiated lessons.	PD Facilitator-Meyrose PLC leads ELA: Noel, Ike-Foreman, and Ciccarello SS: Gordon, Wawer, Zapata	Common assessment data reaching SMART goal benchmark as determined by individual PLCs.	n/a	Social Studies department ELA department	Quarterly Common Assessments and Interims Interim Dates: Oct 19 Jan 11 March 14

2015-2016 Quail Hollow Middle School Improvement Plan Report

2. Use MasteryConnect as a resource to monitor subgroup data and overall student mastery of concepts. This resource is available to parents with information sessions to build parent capacity to access their student's data and results.	PD Facilitator- Meyrose PLC leads Noel, Ike- Foreman, and Ciccarello	MasteryConnect trackers show 80% mastery in all RL and RI standards by end of year	Cost of Mastery Connect (\$6000 for school)	Social Studies department ELA department	Interim Dates: Oct 19 Jan 11 March 14 Weekly usage reports provided by MasteryConnect
3. Professional development to increase literacy in all content areas. - Job-embedded PD through PLC, Dept, and Staff Meetings - District Initiatives: Integration of <u>Notice and Note</u> (Kylene Beers and Robert Probst) Close Reading Strategies and <u>Reading Apprenticeship</u> by WestEd Metacognition strategies in ELA and SS: Think Alouds and Modeling - See Early Release Day/PD Plan. - Effectiveness of PD and implementation monitored through Departments, Walk-Thru forms, and PD.	PD Facilitator/ Meyrose	Common assessment and Interim data reaching SMART goal benchmark as determined by PLCs	n/a	All faculty	Ongoing Evidence available in weekly classroom visits and PLC meetings Monthly Department Meetings PD Plan Oct 7 Oct 23 Jan 20 Mar 1 Apr 20

2015-2016 Quail Hollow Middle School Improvement Plan Report

4. Personalized Learning time to ensure all students scoring 3 or below on their reading EOG will receive targeted literacy instruction. • 6th and 8th ELA will be using the Leveled Literacy Intervention (LLI by Fountas and Pinnell) by novel sets and lessons. • Compass Learning- a learning acceleration program tied to student MAP results • Small Groups • ESL/LEP students have been placed w/ Wawer and Zapata for PLT for additional literacy development	ELA PLC lead in each grade	Students in PLT Literacy courses will meet their predicted NWEA's Measures of Academic Progress (MAP) universal screener goals.	n/a	Teachers with literacy PLTs	MAP Admin Dates: Sept 1 Dec 1 March 3
5. Grade Level Specific Plans • Entire School- Students will participate in the 1-to-1 technology initiative to increase their 21st century literacy skills • 6th grade- 120 students will participate in Citizen Schools Extended Day program which provides additionally literacy instruction during the elective block. Students participate in apprenticeships, supported homework time, and Compass Learning remediation based on MAP scores until 6pm. • 7th Grade- This grade	McCaughna Citizen Schools Personnel/Meyrose/Robinson ELA and SS department chair /MCLs	Common assessment/Interim data	n/a	Social Studies department ELA department	Ongoing Evidence available in weekly classroom visits and PLC meetings Citizen Schools check-ins and data roll-up analysis

2015-2016 Quail Hollow Middle School Improvement Plan Report

participates in the Opportunity Culture in collaboration with Education Resource Strategies (ERS) and CMS Office of School transformation with 2 Multi-Classroom Leaders (MCLs) in Social Studies and ELA that participate in quarterly training on coaching teachers and data driven instruction. Interdisciplinary units created to focus on strategic alignment between ELA and SS standards to effectively integrate literacy instruction across content areas. 8th Grade- Integrated Social Studies and Language Arts instruction specifically around Metacognition: Think Alouds/Modeling and annotation as well as the Research Paper Unit					Weekly MCL/ Principal Collaboration Quarterly MCL Meetings
6. Exceptional children will be supported in the inclusive setting as well as during Learning Lab (PLT) to assist in closing the achievement gap. Learning Lab will be focused on student's IEP goals and closing performance gaps (as indicated above). EC teachers will attend PLC meetings.	EC teachers	Students will meet their predicted MAP goals	n/a	EC teachers,	MAP Admin Dates: Sept 1 Dec 1 March 3 Weekly usage reports provided by



2015-2016 Quail Hollow Middle School Improvement Plan Report

					MasteryConnect Bi-monthly EC Progress Reports
7. Social Studies classes implement strategic literacy instruction, including read-alouds and various levels of complex texts.	PD Facilitator; SS Department Chair, PLC leads	Due to increased literacy instruction, school-wide mastery on NCFE exam will increase by 10%.	N/A	SS department, ELA department	Ongoing Evidence available in weekly classroom visits and PLC meetings
8. ESL classes and class with LEP students will implement strategic literacy instruction including varied levels of complex text, appropriately scaffolded assignments, and progress monitoring.	Penagos, Meyrose, Dept Chair, PLC Leads	2015-2016 ESL/LEP Total Composite score will increase to 15% a 5% increase from 2014-2015.	N/A	Penagos, Meyrose, Dept Chair, PLC Leads	Ongoing Monthly LEP Committee Meetings



2015-2016 Quail Hollow Middle School Improvement Plan Report

SMART Goal (6):	In the 2015 – 2016 school year, Quail Hollow Middle School will increase overall proficiency on the Science EOG and NCFE to 70% (A, B, C on NCFE) with no more than a 10 point achievement gap between PLC members at each grade level. In 2016 – 2017 this goal will increase to 75%. In 2015 – 2016, PLCs will focus on 4 subgroups (Black, Hispanic, English Language Learners, and Students with Disabilities) to increase overall proficiency as well as close the achievement gap.
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college and career-ready.
Strategic Plan Focus Area:	II. Academic growth/high academic achievement IV. Closing achievement gaps
Data Used:	Interim Assessment Data (Common Assessment Data) EOG and NCFE achievement data EVAAS teacher data

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Use MasteryConnect as a data analysis tool in order to monitor individual teacher data, tailor instruction to individual student's mastery level, and to monitor overall/subgroup achievement data. • A "flex week" will follow interim testing to allow for students to move toward mastery on all taught concepts.	PLC Leaders – Recommendes, Barton- Metzger, and K. Faris ILT member – Plaisance	70% of students will demonstrate mastery on the EOG and NCFE Interim mastery by subgroups will increase from Interim 1 to Interim 3, 90% of students in subgroups who achieve below 70% on interim 1 will increase by 15 points on interim 3.	MasteryConnect cost (\$6000 for school)	Science Team	Interim Dates: Oct 19 Jan 11 Mar 14 Monthly – flash back days Quarterly –

Every Child. Every Day. For a Better Tomorrow.

2015-2016 Quail Hollow Middle School Improvement Plan Report

“Flash Back” days each month to review previously learned content due to Science topics being discrete. - Use of warm-ups and exit tickets to re-loop challenging content.		Mastery of 70% by students will be achieved at the following percentages: Interim 1 70% Interim 2 80% Interim 3 90%			flex weeks Daily – warm-ups that reloop topics
2. “No Opt Out” Philosophy with students that do not achieve mastery of 70% on Common Assessments. Use of Personalized Learning Time and Tutoring, data based small group remediation, lunch time tutoring, etc.	PLC Leaders	Percent of students that need to retest who actually complete qualifier and retest 1st Quarter – 75% 2nd Quarter 80% 3rd Quarter 85% 4th Quarter 90%	Time	Science Teachers	Quarterly targets Weekly PLC meetings to review/discuss strategies
3. Focus on Literacy and vocabulary acquisition by students through use of Cornell Notes, Frayer Models, Complexity of Text, “Text Tuesday,” Metacognition strategies, instruction of high use roots/stems, PD during PLC, faculty meetings, and Early-Release days	PLC Leaders, PD facilitator - Meyrose	Same as Strategy 1	PD PLC time	Science Teachers	Weekly PLC meetings to review/discuss strategies as well as vertical alignment
4. Blended learning model to reduce student teacher ratio, student centered instruction with the utilization of “play lists” and/or choice boards	PLC Leaders	Same as Strategy 1	PD PLC time	Science Teachers	Weekly PLC meetings to review/discuss strategies as well as vertical alignment



2015-2016 Quail Hollow Middle School Improvement Plan Report

5. 2016-2017 school year to introduce new elective course – “Magic of Electrons” to support Chemistry unit in 8 th Grade	PLTW teachers	Improvement on 8 th Grade Chemistry Unit	PD CTE Funding	PLTW teachers	Training through PLTW – Jan 2016 and Summer 2016
6. STEM based PLT courses, clubs and field trips – Rocketry, Science Olympiad, Robotic Club, Julia Robinson Math and Engineering Festival, Future Problem Solvers	PLT teachers, club moderators	Same as Strategy 1	Volunteers	PLT teachers, club moderators	Weekly to monthly club meetings Ongoing
7. Students will participate in 1-to-1 technology initiative to increase their use of 21 st century skills -Discovery ED -Simulators -Research -Testing/Qualifiers/Re-testing	Science Teachers	Same as Strategy 1	PD during PLC	Science Teachers	Weekly PLC meetings to review/discuss strategies Ongoing in classes



2015-2016 Quail Hollow Middle School Improvement Plan Report

SMART Goal: 7	Quail Hollow Middle School will improve overall school culture by providing a balance of support and accountability for both students and adults such that we will achieve: • A 20% overall reduction in discipline incidents each consecutive school year • A 25% reduction in ISS assignments each consecutive school year • A 10% reduction in OSS assignments each consecutive school year • A reduction in the racial disparity between OSS assignments for African American students and OSS assignments for White students such that no more than 50% of OSS assignments will be for African American students in 2015-2016 and no more than 40% in 2016-2017 • Improvement on ratings on the Insight Survey as compared to 2014-2015 results in the areas of Learning Environment (6.0 in 2015-2016, 6.5 in 2016-2017), and Peer Culture (7.0 in 2015-2016 and 7.5 in 2016-2017), while not experiencing a decrease in other areas measured by the Insight Survey • A response rate of 80% (2015-2016)/90% (2016-2017) or more of faculty members agreeing on the Insight Survey that they "feel safe when [they are] at school" • A response rate of 80% (2015-2016)/90% (2016-2017) or more of students agreeing on the CMS Student Survey that they "feel safe when [they are] at school"
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Strategic Plan Focus Area:	Areas I, II, III, and IV
Data Used:	Historic discipline data, Insight Survey results

2015-2016 Quail Hollow Middle School Improvement Plan Report

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Updated “culture team” staffing structure with two Behavior Modification Technicians (BMTs) and an ISS Assistant, in addition to secretarial support, to provide increased availability for in-the-moment conferencing, mediation, and support to deescalate potential negative behaviors	Mrs. R. Neill, principal	20% reduction in overall discipline incidents compared to the previous year, monitored monthly by Year-to-Date reporting in the Portal	Exchange of 1.6 ADM to purchase BMT positions (approval of South Learning Community required)	BMTs: Mrs. B. Jakson, Mr. H. Dillard ISS: Ms. D. Whitman	Position exchange submitted annually Weekly BMT/ Principal check-ins to monitor progress and identify priorities
2. Updated referral process to encourage proactive communication from students to adults to prevent negative incidents and to ensure – when needed – consequences are administered quickly so they are meaningful to students to deter future negative behaviors • Student reporting with “BMT alert” forms • Paper discipline referral form • All discipline referral forms submitted by faculty members within 48 hours of the incident • All discipline referrals processed by BMTs within 48	Mr. H. Dillard, BMT Mrs. B. Jackson, BMT	Improved rating of 6.0 or higher on the Insight Survey in the area of Learning Environment to indicate consistency in addressing negative student behaviors, as monitored by Winter and Spring administrations of the Insight Survey	Cost of printing referral forms in triplicate	Mrs. R. Neill, Principal	Duration of the school year Quarterly anonymous surveys regarding referral response time

2015-2016 Quail Hollow Middle School Improvement Plan Report

hours of receipt					
3. Monthly collaboration of Culture Team members and grade level teachers in grade level meetings - Monitoring of discipline trends through Google forms on 7th/8th and by team on 6th - Development of Behavior Intervention Plans with incentives for positive behavior as needed - Proactive communication with families when negative behavior begins	Mr. A. Plaisance, Assistant Principal Mrs. D. Nava, Assistant Principal	25% reduction of ISS assignments and 10% reduction of OSS assignments as a result of using proactive measures to reduce patterns of negative behavior that would otherwise result in these consequences	None	Mrs. B. Jackson, BMT Mr. H. Dillard, BMT Grade Level and Team Teacher Leaders: Mrs. A. Gordon, Mrs. C. Smith, Mrs. D. Dixon-Payne, Mr. B. Faris, Mr. R. Stone	Monthly
4. Increased frequency of positive reinforcement incentives created with student input: - Fall Field Days - Sports Season Pep Rallies - College Visits Earlier in the School Year - Grade Level VIP Passes - Field Trips	Mrs. B. Jackson, BMT Mrs. R. Neill, Principal	20% reduction in discipline incidents compared to the previous year due to improved student motivation to make positive choices, monitored by Year-to-Date reporting in the Portal	\$5000 Funds will be raised by the PTSA and School-Based Fundraisers	Mrs. A. Pearce, Athletic Director Grade Level Leaders: Mrs. A. Gordon, Mr.	Monthly incentives Quarterly awards ceremonies Annual college visits



2015-2016 Quail Hollow Middle School Improvement Plan Report

				B. Faris, Mr. R. Stone	
5. Small group support for students in gender-specific Personalized Learning Time groups in partnership with Right Moves for Youth	Mrs. B. Jackson, BMT	A reduction in the racial disparity in OSS and ISS assignments between White students and African American students such that no more than 50% of the OSS/ISS assignments in 2015-2016 are assigned to African American students	\$500	Mrs. L. Robinson, CTE Teacher, Mr. A. Wade, Language Arts Teacher	Each B Day for the duration of the school year
6. Partnership with external team members: - CMC Behavioral Health to have a therapist at QHMS up to four days per week, based on caseload - Substance Abuse Prevention (SAP) Counselor "housed" at the school	Mrs. R. Neill, Principal Mrs. D. Nava, Assistant Principal	20% reduction in overall discipline incidents compared to the previous school year through early identification and proactive support of students with mental health needs	None	CMC Behavioral Health Team, Mrs. S. Laney, Therapist Ms. J. Edwards, SAP Counselor	Annual Assignments
Use of Instructional Strategies that build positive relationships among students and faculty members while developing students' understanding that the faculty and staff at QHMS believe in them. - Focus on PEAK strategies in Math classes - School-wide Mastery Learning practices supported	Mrs. R. Neill, Principal Mrs. D. Nava, Assistant Principal Mr. A. Plaisance, Assistant Principal	20% reduction in overall discipline incidents compared to the previous school year through early identification and proactive support of students	\$2000 for ongoing PEAK training \$6000 for MasteryConnect Use of	All Faculty	Duration of the School Year Annual partnership assessment with Citizen Schools



2015-2016 Quail Hollow Middle School Improvement Plan Report

by MasteryConnect for students to self-monitor their growth • Reading Apprenticeship strategies across content areas • Partnership with Citizen Schools to extend the school day for 100 students in sixth grade with a focus on literacy skill development	Ms. R. Meyrose, Professional Development Facilitator		Extended Day Funds to support Citizen Schools partnership		Monitoring of Fall – Winter – Spring MAP data and interim assessment data to assess impact on student learning
---	---	--	---	--	--



2015-2016 Quail Hollow Middle School Improvement Plan Report

Mastery Grading Procedures Plan	
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	Common Assessment Data, Data disaggregation

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Common assessments • Pre- and post- assessments created in MasteryConnect aligned to objectives.	Rachael Neill - Principal Deidra Nava – AP Andre Plaisance – AP PLC & Multi-Classroom Leaders	Students will achieve on common objective mastery assessments at 80% or higher through retesting.	Cost of Mastery Connect	Faculty	Duration of school year
Data disaggregation • Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. RTI) • MasteryConnect as a resource to monitor student progress.	Rachael Neill - Principal Deidra Nava – AP Andre Plaisance – AP PLC & Multi-Classroom Leaders	Students will show mastery of specific objectives. If students do not meet progress monitoring benchmarks, we will work with district specialists to identify strategies that are working in other schools so we can learn from them and update our approach to meet our	Cost of Mastery Connect	Faculty	Duration of school year MAP Assessment Dates Quarterly Interim Assessments



2015-2016 Quail Hollow Middle School Improvement Plan Report

		students' needs			
Flexible grouping (in MCL cohorts and other participating PLCs) Process of grouping students according to academic need by objective	PLC & Multi-Classroom Leaders	PLC's will flexibly group students based on common assessment data, MAP data, and pre-assessments.	\$0	Faculty	Duration of school year
Additional learning opportunities Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 80%)	Rachael Neill - Principal Deidra Nava – AP Andre Plaisance – AP PLC & Multi-Classroom Leaders	Students will achieve common objective mastery assessments at 80% or higher through retesting.	\$0	Faculty	Duration of school year
Late and make-up work School expectations for holding students accountable for completing assignments	Rachael Neill - Principal Deidra Nava – AP Andre Plaisance – AP	Teachers will adhere to expectations outlined in the staff handbook which will be reflected in standard I of the teacher evaluation. Student achievement data.	\$0	Faculty	Duration of school year
Grade reporting - Set expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable) - Monthly gradebook checks from administration	Rachael Neill - Principal Deidra Nava – AP Andre Plaisance – AP	Teachers will adhere to expectations outlined in the staff handbook which will be reflected in standard I of the teacher evaluation and student achievement data.	\$0	Faculty	Duration of school year



2015-2016 Quail Hollow Middle School Improvement Plan Report

Quail Hollow Middle School - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



2015-2016 Quail Hollow Middle School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Rachael Neill	Rachael Neill	10/13/15
Assistant Principal Representative	Andre Plaisance	Andre Plaisance	10/13/15
Teacher Representative	Richard Stone	Richard Stone	10/13/15
Teacher Representative	Kara Ballard	Kara Ballard	10/13/15
Teacher Representative	Allison Pearce	Allison Pearce	10/13/15
Inst. Support Representative	Andrew Simpson	Andrew Simpson	10/26/15
Parent Representative	Nan Howard	Nan Howard	10/13/2015
Parent Representative	Jaclyn Tuttle	Jaclyn Tuttle	10/13/2015
Parent Representative	Hasna Hanni	Hasna Hanni	10/13/2015
Parent Representative	Laura Case	Laura Case	10/13/2015
Parent Representative			
Parent Representative			



Every Child. Every Day. For a Better Tomorrow.