2021-2022 State of the School Report

Mint Hill Middle School	

Principal Name	Steve Drye

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	49.7	36.2	33.8	70.0	6.5	16.7
	CCR	24.0	14.5	18.9	32.7	<5	6.7
Grade 7	GLP	51.9	48.1	37.7	66.0	11.4	23.1
	CCR	33.7	27.2	20.8	47.6	<5	7.7
Grade 8	GLP	52.7	36.0	38.2	68.5	13.5	12.5
	CCR	31.1	15.1	13.5	48.5	<5	<5
School	GLP	51.5	40.3	36.7	68.2	10.7	17.5
	CCR	29.6	19.1	17.5	43.1	<5	6.3

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	47.9	32.9	29.3	65.7	<5	13.8
	CCR	26.4	14.3	14.7	38.9	<5	<5
Grade 7	GLP	48.3	35.9	32.1	69.6	17.1	23.1
	CCR	32.6	26.9	11.5	50.0	5.7	<5
Grade 8	GLP	37.7	23.8	21.8	55.0	5.6	<5
	CCR	25.7	14.3	10.3	43.2	<5	<5
Math I	GLP	>95	>95	>95	>95	<5	<5
	CCR	78.9	63.6	63.6	86.0		
School	GLP	44.5	30.6	27.5	63.2	8.8	13.9
	CCR	28.2	18.5	12.1	43.9	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	64.2	48.2	52.9	79.7	22.9	28.0
	CCR	53.3	35.3	35.3	72.7	5.7	20.0

EOG School Composite	50.5
School Letter Grade*	B

*Based on 2018-19 achievement data

II.   OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

We will increase the percentage of students who are Grade Level Proficient (GLP) by 10

percentage points on the EOG in Reading, Math, and Science 8: 6th reading will increase from 49.7 to 59.7; 7th reading will increase from 51.9 to 61.9; and 8th grade reading will increase from 52.7 to 62.7; 6th grade math will increase from 47.9 to 57.9; 7th grade math will increase from 48.3 to 58.3; and 8th grade math will increase from 37.7 to 47.7; and Science 8: will increase from 64.5 to 74.5.

We will increase the percentage of students who are College and Career Ready (CCR) by 15 percentage points on the EOG in Reading, Math, and Science 8: 6th grade reading will increase from 24.0 to 39.0; 7th grade reading will increase from 33.7 to 48.7; and 8th grade reading will increase from 31.1 to 46.1. In Math: 6th grade math will increase from 26.4 to 41.4; 7th grade math will increase from 32.6 to 47.6; 8th grade math will increase from 25.7 to 40.7; and Science 8 will increase from 53.8 to 68.8.

All students will score at 80 % proficiency on EL and Open Up End of Unit Assessments in Reading and Math (A2.04; A4.01; B3.03).

We will increase stakeholders' sense of connection and belonging to the school by providing greater socioemotional supports for all students via the incorporation of a daily 45-minute MTSS / SEL block; the implementation of the CSC curriculum; intentional efforts to reduce disproportionality in ISS / OSS for students; additional opportunities for parents to be involved; enhanced communication with parents; and greater opportunities for staff to have input.
We will measure improvements by:
> -If the INSIGHT survey is administered, staff responses on selected survey questions will be no more than 5 % from top quartile schools. If the INSIGHT is not administered, staff responses on an in-house survey will show 80 % or greater agreement on selected questions.
> -Student responses on selected survey questions on the Student Engagement Survey will increase at least 5 %
> -Reducing chronic student absenteeism to less than 5%
> -Reduce instances of OSS and ISS by 15 % compared to data from 2019 - 2020 (A4.06; E1.06)

We will decrease the percent of students who are not CCR in the following subgroups by 15 % as follows: African American CCR will increase from 14.3 to 27.2; Asian CCR will increase from 32.1 to 42.3; Hispanic CCR will increase from 14.7 to 27.5; Multiracial CCR will increase from 40 to 49; White CCR will increase from 39.4 to 48.5; EL CCR will increase from 16.4 to 28.9; and SWD CCR will increase from 3.1 to 17.6.

III.   CHIEF CHALLENGES

- ● Human capital: Having the necessary personnel available to meet the needs of every student is at times challenging. We are more fortunate than many, but staffing concerns impact us as well. When staff are absent, shifts have to be made to ensure that instruction continues, classes are covered, MTSS interventions are delivered, and safety protocols are met. Staff morale and frustration is an increasing factor that also

- must be considered.
- Increased student SEL needs: Students have experienced trauma in being away from the school building and the socialization processes associated with full-time, in-person learning. Substantial energy and resources are being invested in re-socializing students to meet basic expectations for behavior, work completion, and interpersonal interactions.
- Student learning gaps/unfinished learning: Students have experienced significant setbacks during remote learning. Key foundational concepts were missed during the initial period of remote learning beginning in March 2020. Policies in handling absences and grading resulted in some students doing very little during remote learning. While the district took steps to address these issues during the 2020-21 school year (e.g., grading; absences; access), problems persisted during the remote/blended learning in 2020-21. Teachers are currently confronted with moving forward and addressing these gaps while at times struggling to pinpoint the exact source of difficulty.

IV.   PLANS FOR THE YEAR: SIP ACTIONS

- Staff collaboration in weekly professional learning communities (PLCs) to ensure that district-adopted curricula are implemented with fidelity is a cornerstone instructional strategy at Mint Hill Middle School. Such collaboration enables us to take full advantage of the individual expertise present in each teacher and support staff member to plan and deliver instruction that meets the individual needs of every student.
- Coupled with and supplementing this core practice, a regular schedule of administrative walkthroughs and observations that lead to coaching and feedback opportunities allows us to continually improve the planning and delivery of instruction and provide a guaranteed viable curriculum in every classroom in a given PLC.
- We are providing data-driven interventions for both behavior and academics to support students through our MTSS process when the core instructional program is not adequate to address students' individual needs.