

# School Improvement Plan



## 2017-2018

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

<b>Draft Due: October 3, 2017</b>	<b>Final Copy Due: October 17, 2017</b>
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## 2017-2018 Quail Hollow Middle School – School Improvement Plan Report

Quail Hollow Middle School Contact Information			
<b>School:</b>	Quail Hollow Middle School	<b>Courier #:</b>	509
<b>Address:</b>	2901 Smithfield Church Road	<b>Phone Number:</b>	980-343-3620
	Charlotte, NC 28210	<b>Fax Number:</b>	980-343-3622
<b>Learning Community:</b>	South	<b>School Website:</b>	<a href="http://schools.cms.k12.nc.us/quailhollowMS">http://schools.cms.k12.nc.us/quailhollowMS</a>
<b>Principal:</b>	Rachael Neill		
<b>Learning Community Superintendent:</b>	Avery Mitchell		

Quail Hollow Middle School – School Improvement Team Membership			
<p><i>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.”</i></p>			
Committee Position	Name	Email Address	Date Elected
Principal	Rachel Neill	<a href="mailto:Rachaelv.neill@cms.k12.nc.us">Rachaelv.neill@cms.k12.nc.us</a>	9-5-17
Assistant Principal Representative	Andre Plaisance	<a href="mailto:Andre.plaisance@cms.k12.nc.us">Andre.plaisance@cms.k12.nc.us</a>	9-5-17
Assistant Principal Representative	Deidra Nava	<a href="mailto:Deidram.nava@cms.k12.nc.us">Deidram.nava@cms.k12.nc.us</a>	9-5-17
Instructional Support Representative	Jaime McCaughna	<a href="mailto:Jaimes.mccaughna@cms.k12.nc.us">Jaimes.mccaughna@cms.k12.nc.us</a>	9-5-17
ILT – Humanities Co-Chair	Renee Meyrose	<a href="mailto:Renee.meyrose@cms.k12.nc.us">Renee.meyrose@cms.k12.nc.us</a>	9-5-17
ILT – Humanities Co-Chair	Kristen Wawer	<a href="mailto:Kristen.wawer@cms.k12.nc.us">Kristen.wawer@cms.k12.nc.us</a>	9-5-17
ILT – Math Co-Chair	Lashae Tietsort	<a href="mailto:Lashaem.tietsort@cms.k12.nc.us">Lashaem.tietsort@cms.k12.nc.us</a>	9-5-17
ILT – Math Co-Chair	Sharon Wilson	<a href="mailto:Sharon.stevenson@cms.k12.nc.us">Sharon.stevenson@cms.k12.nc.us</a>	9-5-17
ILT – Science Co-Chair	Merideth Barton-Metzger	<a href="mailto:Meridethj.barton@cms.k12.nc.us">Meridethj.barton@cms.k12.nc.us</a>	9-5-17
Teacher Representative	Richard Stone	<a href="mailto:Richarda.stone@cms.k12.nc.us">Richarda.stone@cms.k12.nc.us</a>	9-5-17
Teacher Representative – 8 <sup>th</sup>	Clarette Gray	<a href="mailto:Fredac.gray@cms.k12.nc.us">Fredac.gray@cms.k12.nc.us</a>	9-5-17
Teacher Representative – 7 <sup>th</sup>	Samantha Slater	<a href="mailto:Samantham.slater@cms.k12.nc.us">Samantham.slater@cms.k12.nc.us</a>	9-5-17

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Teacher Representative – Electives	Melonie Robinson	<i>Melonie.robinson@cms.k12.nc.us</i>	9-5-17
Parent Representative	Laura Case	<i>Laurcase@bellsouth.net</i>	9-5-17
Parent Representative	Sylvia Colvin	<i>Iszell123@yahoo.com</i>	9-5-17
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		<i>jason@novacap.net</i>	



## 2017-2018 Quail Hollow Middle School – 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 21<sup>st</sup> 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.

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## **Quail Hollow Middle School – SMART Goals**

- **Duty Free Lunch**
- **Duty Free Instructional Planning** – 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.
- **Anti-Bullying / Character Education** – Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
  - Character Education – QHMS Counselor Clinics – designed by our counselors based off of student's survey needs. The program focuses on issues middle school students face, skills and strategies necessary to navigate their increasingly complex decisions and relationships; focusing on Social Emotional Learning, Healthy Relationships and Character Education.
- **Math** - The math department will increase the overall EOG proficiency during the 2017-2018 school year to at least 60% which is a 18% increase from the 2016-2017 school year. During the 2018-2019 school year, the math department will increase the proficiency another 5%. In addition, we will increase proficiency in all subgroups by 5%.
- **Reading** - Quail Hollow Middle School will increase the overall Reading EOG proficiency to 60% during the 2017-2018 school year. In addition, we will reduce achievement gaps between White and Black/Hispanic and SWD/LEP by 5% each year.
- **Science** - In the 2017 – 2018 school year, Quail Hollow Middle School will increase overall grade level proficiency on the Science EOG and NCFE to 75% (A, B, C on NCFE) with no more than a 10-point gap in student proficiency between PLC members at each grade level. In 2017 – 2018, PLCs will increase proficiency in SWD and ELL subgroups to 40% and with African American and Hispanic to 65% (less than 10% from overall proficiency).
- **Culture** – 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:
  - Improvement on ratings on the Insight Survey as compared to 2017 Spring results in the areas of Learning Environment (6.3 in 2016 Spring, 4.6 in 2017 Spring, 7.0 in 2018 Spring), and Peer Culture (7.7 in 2016 Spring, 6.9 in 2017 Spring, 8.5 in 2018 Spring), while not experiencing a decrease in other areas measured by the Insight Survey
  - A 10% overall reduction in discipline incidents and acts. In 2016-2017, there were 573 acts and 521 incidents.
  - An increase in the percentage of total incidents by students who only have one incident. In 2016-2017 school year only 20% of all incidents occurred by a student who did not have multiple incidents (67% had three or more). In 2017-2018, this will increase to 40%.
  - A 10% reduction in OSS assignments. In 2016-2017, there were 61 Short Term Suspensions.
  - A 10% reduction in racial disparity between OSS assignments for African American students. In 2016-2017 school year 59% of all suspensions were African American students.
  - A response rate of 90% or more of faculty members and students agreeing on the Insight Survey/CMS Student Survey that they feel safe when they are at school



## 2017-2018 Quail Hollow Middle School – School Improvement Plan Report

### Quail Hollow Middle School – Assessment Data Snapshot

*Paste desired SIP data reports from Principal Portal here. Insert other related data points pertinent to your school here.*



## **2017-2018 Quail Hollow Middle School – School Improvement Plan Report**

### **Quail Hollow Middle School – Profile**

Quail Hollow Middle School is a truly 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 bring our best to school each day. Approximately 25% of our student population identifies their race as White, 33% African American, 36% Hispanic, 3% more than one, 13% American Indian, and 0.3% Asian. Ninety-two of our students have IEPs, 47 students have 504 Plans, 62 students are considered academically gifted, and 94 of our students have Limited English Proficiency. Our faculty and staff are diverse as well. Approximately 61% of our faculty has taught for five years or less and approximately 19% of our faculty has taught for more than ten years. Thirty-seven percent of our faculty has advanced degrees.

Our school culture has improved such that we decreased discipline by 87% since the 2010-2011 school year and we have reduced out of school suspensions by 95% since the 2010-2011 school year. We follow a traditional middle school model in sixth grade where students are in teams of approximately 100 students. Each team consists of a language arts teacher, social studies teacher, math teacher, and science teacher. Students in all grades have all four core classes each day. 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 2016 our school team led students to exceed expected growth as defined by state EVAAS data. Our overall proficiency was 51.7% % where proficiency is defined by earning a level III, IV or V score on the EOGs. In addition, 128 of our students took the Math I EOC to earn high school credit and 92% of those students earned passing scores. Our faculty, staff, and administration is 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, ongoing school-wide professional development focused on literacy instruction, and by updating our school culture plan.

### **Strategic Plan 2018: For a Better Tomorrow**

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## 2017-2018 Quail Hollow Middle School – School Improvement Plan Report

<p><b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. College- and career-readiness</li> <li>II. Academic growth/high academic achievement</li> <li>III. Access to rigor</li> <li>IV. Closing achievement gaps</li> </ul>	<p><b>Goal 2:</b> Recruit, develop, retain and reward a premier workforce</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Proactive recruitment</li> <li>II. Individualized professional development</li> <li>III. Retention/quality appraisals</li> <li>IV. Multiple career pathways</li> <li>V. Leadership development</li> </ul>
<p><b>Goal 3:</b> Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p><b>Three focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Family engagement</li> <li>II. Communication and outreach</li> <li>III. Partnership development</li> </ul>	<p><b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Physical safety</li> <li>II. Social and emotional health</li> <li>III. High engagement</li> <li>IV. Cultural competency</li> <li>V. Customer service</li> </ul>
<p><b>Goal 5:</b> Optimize district performance and accountability by strengthening data use, processes and systems</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Effective and efficient processes and systems</li> <li>II. Strategic use of district resources</li> <li>III. Data integrity and use</li> <li>IV. School performance improvement</li> </ul>	<p><b>Goal 6:</b> Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Learning everywhere, all the time</li> <li>II. Innovation and entrepreneurship</li> <li>III. Strategic school redesign</li> <li>IV. Innovative new schools</li> </ul>
<p><b>SMART Goal (1):</b> <b>Smart Goal (1): Duty Free Lunch for Teachers</b></p>	<p>Provide a duty-free lunch period for every teacher on a daily basis.</p>





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<b>Strategic Plan Goal:</b>	Goal 2: Recruit, develop, and retain a premier workforce
<b>Strategic Plan Focus Area:</b>	Retention
<b>Data Used:</b>	Teacher Survey Data

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
1. In order to provide teachers with duty-free lunch while balancing the need for safety and supervision, lunch has been organized so there is not more than 2 teams in the cafeteria at a time. The organization of the tables allow for better organization of students. Additional supervision is provided by BMTs, Campus Security Associate, and assistance from our Resource Officer. The goal of this plan is to be able to offer duty free lunch to our teachers.	Mr. Crouse	Students should report that they feel safe on school safety audit and the annual CMS student survey, while teachers receive duty-free lunch.	\$0	Blair, Crouse, Nava, Plaisance	Duration of the school year.  <u>Checkpoints</u> Nov 2017 Feb 2018
2. The principal will survey all faculty members to identify their “one thing” (the things that matter most to each teacher) preferences and will develop a plan to honor the “one thing” requests of each teacher. This will ensure teachers who feel strongly they would like duty-free lunch have duty-free lunch, while other teachers	Ms. Neill	Teachers report satisfaction with receiving their “one thing” that matters to them – whether that “one thing” is duty-free lunch or another alternative.	\$0	Neill	Duration of the school year.  <u>Checkpoints</u> Nov 2017 Feb 2018



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who do not mind being in the café during lunch are able to support active supervision in the café during lunch.					
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## 2017-2018 Quail Hollow Middle School – School Improvement Plan Report

<b>SMART Goal (2): <i>Duty Free Instructional Planning Time</i></b>	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.
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in the personalized 21 <sup>st</sup> 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.
<b>Strategic Plan Focus Area:</b>	Academic Growth/High Academic Achievement, Data Integrity and Utilization
<b>Data Used:</b>	Teacher Survey Data

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) ● <b>Interim Dates</b>
1. The school schedule is designed to provide common planning period for teachers by grade level (and elective department) to promote collaboration among teachers. This planning period is 75-85 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 across the content area.	\$0	Instructional Leadership Team	Duration of the school year.  <u>Checkpoints</u> Nov 2017 Feb 2018



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		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	<p>PLC's will develop SMART goals in August of each school year.</p> <p>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.</p> <p>PLC Leaders engage in monthly professional development focused on data driven instruction.</p>	\$0	Instructional Leadership Team	<p>Duration of the school year.</p> <p><u>Checkpoints</u> Nov 2017 Feb 2018</p>
3. Wednesdays are reserved for Team/Grade Level collaboration.	Rachael Neill, Principal	Monthly goals are set and met for increased student attendance, increased positive behavior, and/or increased achievement. Monthly plans are specific to grade level and student specific needs.	\$0	Instructional Leadership Team	<p>Duration of the school year.</p> <p><u>Checkpoints</u> Nov 2017 Feb 2018</p>
4. Policies have been updated to use dispersal systems or adjusted team schedules (prior to utilizing teacher coverage) when a teacher is	Rachael Neill, Principal	No teacher in the building needs to lose a planning period more than one day a month. This ensures time	\$0	Instructional Leadership Team	Duration of the school year.



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absent without a substitute.		for meaningful planning and should support teachers in meeting PLC SMART Goals.			<u>Checkpoints</u> Nov 2017 Feb 2018
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<b>SMART Goal (3):</b> <b>Anti-Bullying / Character Education</b>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.  Character Education – QHMS Counselor Clinics – designed by our counselors based off of student's survey needs. The program focuses on issues middle school students face, skills and strategies necessary to navigate their increasingly complex decisions and relationships; focusing on Social Emotional Learning, Healthy Relationships and Character Education.
<b>Strategic Plan Goal:</b>	Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.
<b>Strategic Plan Focus Area:</b>	Physical Safety, Social and Emotional Health
<b>Data Used:</b>	Student Survey Data, Teacher Survey Data, Counselor Request Forms

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • <b>Interim Dates</b>
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	Counselors	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		Counselors  Faculty  ILT	Quarterly student surveys  Monthly data review in grade level meetings  <u>Checkpoints</u> Nov 2017 Feb 2018



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<ul style="list-style-type: none"> <li>The school behavioral therapist and school psychologist have been trained in Dialectical Behavior Therapy (DBT). Students identified as having issues with self-harm and suicidal tendencies will receive one hour individual sessions and one hour group sessions each week.</li> </ul> <p>A student services facilitator will be utilized in effort to remove managerial duties so the counselors can deliver more direct services to the school population.</p>					<u>Checkpoints</u> Nov 2017 Feb 2018
3. Healthy Active Child 30 min. Elective team/grade level with energizers and brain breaks throughout the school day.	Health/PE Department, Elective Team	All students engage in meaningful activity on a daily basis	\$0	Faculty	Duration of the school year.  <u>Checkpoints</u> Nov 2017 Feb 2018
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 parents.		Updated emergency health procedures will be developed to ensure students receive prompt medical attention even when the nurse is not in the building.  Health related community service opportunities will be provided, including the Alzheimer's Awareness Walk, Juvenile Diabetes Walk.		Health & PE Department, Counseling Department, School Nurse, Cafeteria Manger, Parents, Grade Level Reps	Duration of the school year.  <u>Checkpoints</u> Nov 2017 Feb 2018





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		<p>Fitness classes are available to all grade levels – 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>.</p> <p>Students will increase consumption of fruits and vegetables as monitored by the cafeteria.</p> <p>A Fitness Lab is established and procedures will be developed so this resource can support both student and adults in learning life-long fitness habits.</p>			
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## 2017-2018 Quail Hollow Middle School – School Improvement Plan Report

<b>SMART Goal (4): Math</b>	The math department will increase the overall EOG proficiency during the 2017-2018 school year to at least 60% which is a 18% increase from the 2016-2017 school year. During the 2018-2019 school year, the math department will increase the proficiency another 5%. In addition, we will increase proficiency in all subgroups by 5%.
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college and career-ready.
<b>Strategic Plan Focus Area:</b>	II. Academic growth/high academic achievement IV. Closing achievement gaps
<b>Data Used:</b>	EOG achievement and subgroup data.

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
1. Use MasteryConnect as a resource to monitor subgroup data and overall student mastery of concepts.	PLC Leaders – LaShae Tietzort, Sharon Wilson, Shante LaSanta AP – Deidra Nava	Students will show mastery of 80% or higher.	Cost of Mastery Connect (\$6000 for school)	Math Department	Ongoing  <u>Checkpoints</u> Nov 2017 Feb 2018
2. Two Multi-Classroom Leaders who have accountability for other teachers' student outcomes and support their team teachers in a variety of ways including coaching, co-teaching, modeling, reviewing student data, flexible grouping, and pulling small groups of students .	MCLs – LaShae Tietzort, Sharon Wilson	Reach EOG proficiency goal of 60%.	Title I Funds for positions	Math Department	Ongoing  <u>Checkpoints</u> Nov 2017 Feb 2018



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<p>3. Use cumulative interim assessment to monitor student progress toward meeting EOG proficiency goals.</p> <ul style="list-style-type: none"> <li>A “flex week” will follow interim testing to allow for students to move toward mastery on all taught concepts.</li> </ul>	<p>PLC Leaders – LaShae Tietzort, Sharon Wilson, Shante LaSanta AP – Deidra Nava</p>	<p>Interim #1: average at least 6th - 35% 7th - 35% 8th - 35% Interim #2: average at least 6th - 70% 7th - 72% 8th - 53%</p> <p>Subgroup proficiency should increase by at least 2.5% each assessment.</p>	n/a	Math Department	<p>Interim Dates: Nov. 2017 Mar 2018</p> <p><u>Checkpoints</u> Nov 2017 March 2018</p>
<p>4. Use Personalized Learning Time to group students by student achievement data to ensure students performing off grade level are receiving targeted support</p> <ul style="list-style-type: none"> <li>Compass Learning</li> <li>Small groups</li> </ul>	Math Department	Students in PLT math courses will meet their predicted MAP goals.	n/a	Math Department	<p>MAP Admin Dates: Sept 2017 Dec 2017 March 2018</p>
<p>5. Exceptional children</p> <ul style="list-style-type: none"> <li>Supported in the inclusive setting.</li> <li>Using the program VMath during Learning Lab (PLT) to assist in closing the achievement gap.</li> <li>EC teachers will attend PLC meetings.</li> </ul>	EC teachers Sharon Wilson	Students will meet their predicted MAP goals.	n/a	EC Teachers	<p>MAP Admin Dates: Sept 2017 Dec 2017 March 2018</p> <p><u>Checkpoints</u> Nov 2017 Feb 2018</p>



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<ul style="list-style-type: none"> <li>TransMath - math programed focused on getting the lowest EC population prepared for Math 1 in the 9th grade (provided in resource room).</li> </ul>					
<p>7. Students will participate in the 1-to-1 technology initiative to increase their 21st century skills.</p> <ul style="list-style-type: none"> <li>Compass Learning</li> <li>Discovery Ed Techbook</li> <li>MasteryConnect</li> <li>Blended Learning</li> <li>Nearpod</li> <li>Other technology based applications</li> </ul>	Math Teachers	Students will show mastery of 80% or higher.	n/a	Math Department	<p>Ongoing</p> <p><u>Checkpoints</u> Nov 2017 Feb 2018</p>



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<b>SMART Goal (5): Reading</b>	Quail Hollow Middle School will increase the overall Reading EOG proficiency to 60% during the 2017-2018 school year. In addition, we will reduce achievement gaps between White and Black/Hispanic and SWD/LEP by 5% each year.
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college and career-ready.
<b>Strategic Plan Focus Area:</b>	II. Academic growth/high academic achievement IV. Closing achievement gaps
<b>Data Used:</b>	EOG achievement and subgroup data.

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (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.	MCLs Humanities PLC leads: Leak, Leeper, Wawer Sanduski and Jackson	Common assessment data reaching SMART goal benchmark as determined by individual PLCs.	n/a	Humanities department	Quarterly Common Assessments Interim Dates: Oct Jan Mar  <u>Checkpoints</u> Nov 2017 Feb 2018
2. Two Humanities Multi-Classroom Leaders and 1 Senior Reach Teacher who have accountability for other teachers' student outcomes and support their team teachers in a variety of ways including coaching,	MCLs Kristen Wawer Renee Meyrose  SRT Laquiana Leeper	Increase in overall Reading EOG proficiency to 60%.	Title I funds for positions	Humanities department	Ongoing  <u>Checkpoints</u> Nov 2017 Feb 2018



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co-teaching, modeling, reviewing student data, flexible grouping, and pulling small groups of students.					
3. 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.	MCLs Humanities PLC leads: Leak, Leeper, Wawer Sanduski and Jackson	MasteryConnect trackers show 80% mastery in all RL and RI standards by end of year	Cost of Mastery Connect (\$6000 for school)	Humanities department	Interim Dates: Oct Jan Mar  <u>Checkpoints</u> Nov 2017 Feb 2018
4. Professional development to increase literacy in all content areas. <ul style="list-style-type: none"> <li>• Job-embedded PD through PLC, Dept, and Staff Meetings</li> <li>• District Initiatives: Integration of <u>Notice and Note</u> (Kylene Beers and Robert Probst) Close Reading Strategies</li> <li>• William &amp; Mary 8<sup>th</sup> ELA Honors Curriculum</li> <li>• Think Alouds and Modeling</li> <li>• Get Better Faster Observation/Debrief &amp; Weekly Data Meetings PD (ILT Members)</li> <li>• Effectiveness of PD and implementation monitored through Depts, Walk-Thru forms, and PD.</li> <li>• Paideia PD and Coaching Days</li> </ul>	Meyrose, Wawer, & Leeper  ILT members	Common assessment and Interim data reaching SMART goal benchmark as determined by PLCs	n/a	All faculty  ILT Members	Ongoing  <u>Checkpoints</u> Nov 2017 Feb 2018



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<p>5. Personalized Learning time to ensure all students scoring 3 or below on their reading EOG will receive targeted literacy instruction.</p> <ul style="list-style-type: none"> <li>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> – ELA/SS will use CommonLit to support individualized targeted instruction. Teachers will support small groups within PLC.</li> <li>Compass Learning- a learning acceleration program tied to student MAP results</li> <li>Small Groups</li> </ul>	<p>ELA PLC lead in each grade</p>	<p>Students in PLT Literacy courses will meet their predicted NWEA's Measures of Academic Progress (MAP) universal screener goals.</p>	<p>n/a</p>	<p>Teachers with literacy PLTs</p>	<p>MAP Admin Dates: Sept Jan April</p> <p><u>Checkpoints</u> Nov 2017 Feb 2018</p>
<p>6. Grade Level Specific Plans</p> <ul style="list-style-type: none"> <li>Entire School- Students will participate in the 1-to-1 technology initiative to increase their 21st century literacy skills</li> <li>7<sup>th</sup> Grade – 1 MCL leads the SS &amp; ELA team to create and implement interdisciplinary units to focus on strategic alignment between ELA and SS standards to effectively integrate literacy instruction across content areas.</li> <li>6<sup>th</sup> and 8th Grade- Integrated Social Studies and Language Arts instruction specifically around Metacognition: Think Alouds/Modeling and</li> </ul>	<p>McCaughna</p> <p>ELA and SS department chair /MCLs</p>	<p>Common assessment/Interim data</p>	<p>n/a</p>	<p>Social Studies department ELA department</p>	<p>Ongoing</p> <p><u>Checkpoints</u> Nov 2017 Feb 2018</p>



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<p>annotation as well as the Research Paper Unit.</p> <ul style="list-style-type: none"> <li>1 MCL leads ELA and SS team in 6<sup>th</sup> grade. 1 MCL and SRT share ownership over 8<sup>th</sup> Grade ELA and SS.</li> <li>2 Humanities MCLs and SRT work together to ensure vertical alignment is strong between all 3 grade levels.</li> </ul>					
<p>7. Exceptional children will be supported in the Fusion resource setting, 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.</p>	EC teachers	Students will meet their predicted MAP goals	n/a	EC teachers,	<p>MAP Admin Dates: Sept Jan April</p> <p><u>Checkpoints</u> Nov 2017 Feb 2018</p>
<p>8. Social Studies classes implement strategic literacy instruction, including read-alouds and various levels of complex texts. They will utilize the district DBQ project to increase rigor</p>	SS Department Chair, PLC leads	Due to increased literacy instruction, school-wide mastery on NCFE exam will increase to 75%	n/a	SS department, ELA department	<p>Ongoing</p> <p><u>Checkpoints</u> Nov 2017 Feb 2018</p>
<p>9. ESL classes and class with LEP students will implement strategic literacy instruction including varied levels of complex text, appropriately scaffolded assignments, and progress monitoring.</p>	Penagos, Meyrose, Dept Chair, PLC Leads	2017-2016 ESL/LEP Total Composite score will increase 5% for 9% overall proficiency.	n/a	Penagos, Meyrose, Dept Chair, PLC Leads	<p>Ongoing</p> <p><u>Checkpoints</u> Nov 2017 Feb 2018</p>





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10. Students in 7 <sup>th</sup> and 8 <sup>th</sup> grades who have scored 2 or 1 on the reading EOG will be paired with a reading mentor through the North Star Literacy program with a priority on 7th grade students who scored a level 2. They will receive one-on-one reading mentorship during PLT once a week.	Wawer	Students who participate in the North Star reading program will meet or exceed their expected growth on the Reading MAP assessment.	n/a	Wawer, Reading mentors.	Ongoing <u>Checkpoints</u> Nov 2017 Feb 2018
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<b>SMART Goal (6):</b>	In the 2017 – 2018 school year, Quail Hollow Middle School will increase overall grade level proficiency on the Science EOG and NCFE to 75% (A, B, C on NCFE) with no more than a 10-point gap in student proficiency between PLC members at each grade level. In 2017 – 2018, PLCs will increase proficiency in SWD and ELL subgroups to 40% and with African American and Hispanic to 65% (less than 10% from overall proficiency).
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college and career-ready.
<b>Strategic Plan Focus Area:</b>	II. Academic growth/high academic achievement IV. Closing achievement gaps
<b>Data Used:</b>	Interim Assessment Data (Common Assessment Data) EOG and NCFE achievement data EVAAS teacher data

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
1. Use MasteryConnect asa data analysis tool to monitor individual teacher data, tailor instruction to individual student's mastery level, and to monitor overall/subgroup achievement data. · “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. · Specific subgroup targeted remediation to aide in closing achievement gap.	PLC Leaders – Barton- Metzger, B Faris and C Smith ILT member – Plaisance	75% of students will demonstrate proficiency on the Science EOG and NCFE  Interim 1 mastery for taught content All - 70% B/H – 60% EC/ELL – 30%  Interim 2 mastery for taught content All - 75% B/H – 65% SWD/ELL – 40%	MasteryConnect – provided through Title 1 funds - @\$6000	Science Team	Interim Dates: 11/28-12/13/19-3/22  <u>Checkpoints</u> Dec 2017 Mar 2018



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2. 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 MCLs	Same as Strategy 1	PD PLC time	Science Teachers	May 2018  <u>Checkpoints</u> Dec 2017 Mar 2018
3. 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	May 2018  <u>Checkpoints</u> Dec 2017 Mar 2018
4. 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	May 2018  <u>Checkpoints</u> Dec 2017 Mar 2018
5. Students will participate in 1-to-1 technology initiative to increase their use of 21 <sup>st</sup> century skills -Discovery ED -Simulators -Research -Testing/Qualifiers/Re-testing	Science Teachers	Same as Strategy 1	PD during PLC	Science Teachers	May 2018  <u>Checkpoints</u> Dec 2017 Mar 2018



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<b>SMART Goal (7): Culture</b>	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: · Improvement on ratings on the Insight Survey as compared to 2017 Spring results in the areas of Learning Environment (6.3 in 2016 Spring, 4.6 in 2017 Spring, 7.0 in 2018 Spring), and Peer Culture (7.7 in 2016 Spring, 6.9 in 2017 Spring, 8.5 in 2018 Spring), while not experiencing a decrease in other areas measured by the Insight Survey · A 10% overall reduction in discipline incidents and acts. In 2016-2017, there were 573 acts and 521 incidents. · An increase in the percentage of total incidents by students who only have one incident. In 2016-2017 school year only 20% of all incidents occurred by a student who did not have multiple incidents (67% had three or more). In 2017-2018, this will increase to 40%. · A 10% reduction in OSS assignments. In 2016-2017, there were 61 Short Term Suspensions. · A 10% reduction in racial disparity between OSS assignments for African American students. In 2016-2017 school year 59% of all suspensions were African American students. · A response rate of 90% or more of faculty members and students agreeing on the Insight Survey/CMS Student Survey that they feel safe when they are at school.
<b>Strategic Plan Goal:</b>	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service
<b>Strategic Plan Focus Area:</b>	Areas I, II, III, and IV
<b>Data Used:</b>	Historic discipline data, Insight Survey results

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
1. Revised culture team staffing structure with two Behavior Modification Technicians (BMTs) and an ISS Assistant, to provide increased availability for in-the-moment conferencing, mediation, and support to deescalate potential negative behaviors. Focusing one BMT on supporting 6th	Andre Plaisance, assistant principal	A 10% overall reduction in discipline incidents and acts. In 2016-2017 there were 573 acts and 521 incidents, monitored monthly by Year-to-Date reporting in the Portal	Exchange of 0.8 ADM to purchase one BMT position Purchase one lead BMT position with Title I	BMTs: Mr. Rouse (7th and 8th Gr), Mr. Dillard (6th Gr) ISS: Mr. Dawson	Position exchange submitted annually Title I funding proposal submitted summer 2016.



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grade students to ensure cultural routines are established early.			funds		<u>Checkpoints</u> Nov 2017 Feb 2018
<p>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</p> <ul style="list-style-type: none"> <li>• “Support call” system and tracking slips used to proactively address negative behaviors</li> <li>• Paper discipline referral form</li> <li>• All discipline referral forms submitted by faculty members within 48 hours of the incident</li> <li>• All discipline referrals processed by BMTs within 24 hours of receipt</li> <li>• All discipline referrals responses provided to teachers within 24 hours.</li> </ul>	Mr. Rouse and Mr. Dillard, BMTs Mrs. Nava and Mr. Plaisance, APs	Improved rating of 7.0 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. Instituting mini Insight Surveys to monitor teachers responses to be more proactive	Cost of printing referral forms and Support Call forms	Mrs. R. Neill, Principal	Duration of the school year CheckpointD ec 2017 Feb 2018
<p>3. BMTs will attend grade level meetings weekly to collaborate with teachers</p> <ul style="list-style-type: none"> <li>• Monitoring of discipline trends through Google forms on 7th/8th and</li> </ul>	Mr. A. Plaisance, Assistant Principal Mrs. D. Nava, Assistant Principal	A 10% overall reduction in discipline incidents and acts. An increase in the percentage of total incidents by students who only have one incident	None	Mr. Rouse and Mr. Dillard, BMTs Mr. H. Dillard, BMT Grade Level	



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by team on 6 <sup>th</sup> <ul style="list-style-type: none"> <li>• Development of Behavior Intervention Plans with incentives for positive behavior as needed</li> <li>• Proactive communication with families when negative behavior begins</li> </ul>				and Team Teacher Leaders.	
4. Increased frequency of positive reinforcement incentives organized by an Incentive Committee <ul style="list-style-type: none"> <li>• Fall Field Days</li> <li>• Sports Season Pep Rallies</li> <li>• College Visits</li> <li>• Grade Level VIP Passes</li> <li>• Treat bags</li> <li>• Student dance/assemblies</li> </ul>	Mr. Plaisance and Mrs. Nava APs Grade Level and Team Teacher Leaders.	A 10% overall reduction in discipline incidents and acts.	\$500 Funds will be raised by the PTSA and School-Based Fundraisers	Grade Level Leaders: Mrs. A. Gordon, Ms. H. Jackson, Mrs. Barton-Metzger, Mrs. Ray, Ms. Leeper	Monthly  <u>Checkpoints</u> Nov 2016 Feb 2018
5. Partnership with external team members: <ul style="list-style-type: none"> <li>• CMC Behavioral Health to have a therapist at QHMS up to four days per week, based on caseload</li> <li>• Substance Abuse Prevention (SAP) Counselor “housed” at the school</li> </ul>	Mrs. R. Neill, Principal	10% reduction in overall discipline incidents	None	CMC Behavioral Health Team, Mrs. S. Laney, Therapist Ms. J. Edwards, SAP Counselor	Annual AssignmentC heckpointDec 2017 Feb 2018



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6. Continued use of the No-Nonsense Nurturing (NNN) framework from the Center for Transformative Teacher Training (CT3) to provide training for teachers to build positive, productive classroom cultures.	Rachael Neill, Principal Ms. Meyrose, Mrs. McCaughna, Mrs. Wilson, and Mrs. Nava	All members of the Instructional Leadership Team, BMTs, and two cohorts of teachers will complete the NNN online course. The NNN framework will be integrated into the Beginning Teacher Support Program. Two additional members (four total) of the Instructional Leadership Team will be trained to “Real-Time Coach” teachers in alignment to the NNN framework. 10% reduction in overall discipline incidents each school year (200 or fewer incidents in 2016-2017)	\$2000 for online NNN course licenses. Approximately \$17,000 of Title I funds to train ILT in the “Real-Time Coaching Approach”	4 Real-Time Coaches, 30 Teachers, Instructional Leadership Team, BMT	NNN training complete by October 1, 2016. Real-Time Coaching begins by November 1, 2016. Checkpoints: Dec 2017, Feb 2017
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Mastery Grading Procedures Plan – <b>Required for All Schools</b>					
<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.				
<b>Strategic Plan Focus Area:</b>	Academic growth/high academic achievement				
<b>Data Used:</b>	Common Assessment Data, Data disaggregation				
<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
1. Common assessments <ul style="list-style-type: none"> <li>Pre- and post- assessments created in MasteryConnect aligned to objectives.</li> </ul>	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  <u>Checkpoints</u> Nov 2017 Feb 2018
2. Data disaggregation <ul style="list-style-type: none"> <li>Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. RTI)</li> <li>MasteryConnect as a resource to monitor student progress.</li> </ul>	Rachael Neill - Principal Deidra Nava – AP Andre Plaisance – AP PLC & Multi-Classroom Leaders	Students will show mastery of specific objectives.	Cost of Mastery Connect	Faculty	Duration of school year MAP Assessment Dates Qtly Interim Assessments <u>Checkpoints</u> Nov 2017 Feb 2018





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3. Flexible grouping (in MCL cohorts and other participating PLCs) <ul style="list-style-type: none"> <li>Process of grouping students according to academic need by objective</li> </ul>	PLC & Multi-Classroom Leaders	PLC's will be flexibly group students based on common assessment data, MAP data, and pre-assessments.	\$0	Faculty	Duration of school year  <u>Checkpoints</u> Nov 2017 Feb 2018
4. Additional learning opportunities <ul style="list-style-type: none"> <li>Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 80%)</li> </ul>	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.	\$0	Faculty	Duration of school year  <u>Checkpoints</u> Nov 2016 Feb 2017
5. Late and make-up work <ul style="list-style-type: none"> <li>School expectations for holding students accountable for completing assignments</li> </ul>	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  <u>Checkpoints</u> Nov 2017 Feb 2018
6. Grade reporting <ul style="list-style-type: none"> <li>Set expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable)</li> <li>Monthly gradebook checks from administration</li> </ul>	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  <u>Checkpoints</u> Nov 2017 Feb 2018



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### Quail Hollow Middle School - 600 Waiver Requests

Request for Waiver
<p>1. <b>Insert the waivers you are requesting</b></p> <ul style="list-style-type: none"><li>• <i>Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]</i></li></ul>
<p>2. <b>Please identify the law, regulation or policy from which you are seeking an exemption.</b></p> <ul style="list-style-type: none"><li>• <i>115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]</i></li></ul>
<p>3. <b>Please state how the waiver will be used.</b></p> <ul style="list-style-type: none"><li>• <i>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.</i></li></ul>
<p>4. <b>Please state how the waiver will promote achievement of performance goals.</b></p> <ul style="list-style-type: none"><li>• <i>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.</i></li></ul>



## 2017-2018 Quail Hollow Middle School – School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Rachel Neill		
Assistant Principal Representative	Andre Plaisance		
Assistant Principal Representative	Deidra Nava		
Instructional Support Representative	Jaime McCaughna		
ILT – Humanities Co-Chair	Renee Meyrose		
ILT – Humanities Co-Chair	Kristen Wawer		
ILT – Math Co-Chair	Lashae Tietz		
ILT – Math Co-Chair	Sharon Wilson		
ILT – Science Co-Chair	Merideth Barton-Metzger		
Teacher Representative	Richard Stone		
Teacher Representative – 8 <sup>th</sup>	Clarette Gray		
Teacher Representative – 7 <sup>th</sup>	Samantha Slater		
Teacher Representative – Electives	Melonie Robinson		
Parent Representative	Laura Case		
Parent Representative	Sylvia Colvin		
Parent Representative	Chris Klapheke		
Parent Representative	Brittany Knox		
Parent Representative	Jay McBride		
Parent Representative	Jason Moore		
Parent Representative	Jason Tuttle		09 / 25 / 2017