

Comprehensive Progress Report

Mission: We collaborate with all stakeholders in a student's life, to develop learners who:

- Are passionate about learning
- Display personal integrity
- Focused on academic excellence
- Demonstrate self-confidence and creativity
- Are open-minded and inquisitive
- Have a sense of social responsibility
- Are aware of the global connections of life

Vision: The Quail Hollow IB Middle School is invested in cultivating well rounded thinkers who will work towards building a collaborative global future. Falcons will engage in learning through the International Baccalaureate approach of learning profiles and approaches to learning, exposing them to rigorous academics and global experiences. We strive for all of our learners to build the tools to be success in their secondary education and our global future.

Goals:

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. ALIGN TO: A2.04

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

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

The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 62.3% in SY2024-25 to 90% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 19.4% in SY2024-25 to 23.9% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The percent of students scoring Grade Level Proficient (GLP), on Reading End of Grade assessments in grades 6-8 will increase from 40% in SY 2024-25 to 43% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02, and CMS Guardrail 1)

The school will retain 80% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The percent of OSS incidents will decrease by 10% from 378 OSS in SY 2024-25 to 341 in SY 2025-26. (Aligns to A1.07, A4.06, and CMS Guardrail 2)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Assessment of Current Implementation on May 2025:</p> <p>The administrative and instructional leadership team had weekly meetings, all of which are overseen by our principal. Throughout this period, data was utilized by educational leaders (administrators, instructional coaches, and MTSS leaders) to assess instructional requirements, deliver professional development, and standardize feedback to assist teachers with improving their practices. We anticipate challenges this upcoming school year related to staff changes and retention, which are essential for delivering coaching and appropriate training for managing data. An opportunity to tackle these difficulties is to enhance the calibration of NCEES observations and assessments to deliver coherent and significant feedback to educators throughout the academic year, therefore fostering their professional development. Observational and instructional coaching data will demonstrate the enhancement of teacher performance over time. A balance between responsibility and support will enhance teacher retention, facilitating ongoing development.</p> <p>Our 8th grade Math GLP increased 4.3 points and CCR increased 4.3 points as well. Our Math I EOC GLP increased by 9.3 points from last school year. Our Math I CCR increased by 12.1 points from last school year. Our emphasis on instructional coaching and coordinated instructional leadership initiatives helped us achieve success in this objective area. We had weekly meetings with the Administrative Team and the Instructional Leadership Team, which are led by our principal. During this period, data was used by building leaders (administrators, instructional coaches, and MTSS leaders) to determine the needs for instruction, provide professional development, and calibrate to give teachers regular feedback that will help them advance their practices. During this period, resources were redistributed as needed and staffing and instructional coaching needs were regularly reevaluated in light of personnel shortages and vacancies. Additionally, budgetary provisions were created with school, extra day, and Title I monies to establish a tutoring program, and furnish our instructional coaches with training, including onboarding for additional instructional coaches. The</p>	Limited Development 07/30/2024		

challenges we anticipate this upcoming school year are staffing shortages and retention to provide coaching and the necessary training for data. An opportunity to address these challenges in 2024-2025 is to continue to strengthen calibration of NCEES observations and evaluations to provide aligned and meaningful feedback to teachers throughout the school year to grow their practice. Data from observations and instructional coaching will show how teacher performance has improved over time. Data from student assessments will show that over time, students' comprehension of grade-level requirements will increase. There will be mechanisms in place to make sure that every teacher is aware of who to contact and can readily obtain support. A balance between accountability and support will increase teacher retention (to enable continuing growth).

How it will look when fully met:

When this objective is met, teachers will respond on the Insight Survey that there is a shared vision for excellent teaching across the school, that school leaders are committed to serving as instructional leaders, and that they receive consistent feedback and support. Instructional coaching and observation data will illustrate improved teacher performance over time. Student assessment data will demonstrate improved mastery of grade level standards over time increasing GLP by 5%. There will be structures in place so each teacher knows who to go to for support and is able to easily access that support. Teacher retention will improve as a result of experiencing a balance of support and accountability (to foster continued growth).

Brian Spaulding

06/30/2026

Actions

0 of 2 (0%)

8/7/24

The principal will facilitate bi-weekly Instructional Leadership Community (ILC) meetings and include time on the agenda to analyze recent instructional coaching and data, to adjust course throughout the year to provide teachers with support to ensure equitable standards-aligned instruction for all students (Goal 2, Goal 3, FAM-S 29)

Brian Spaulding

06/12/2026

Notes:

	7/30/24	The principal will develop a weekly walkthrough process with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. Coaches will utilize the CT3 and Get Better Faster models to support teacher capacity and student growth. (Goal 2, Goal 3 and FAM-S 3)		Brian Spaulding	06/15/2026
<i>Notes:</i>					
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date

Initial Assessment:

This is a new indicator for the school in the 2023-2024 school year. Overall, in Spring of 2023, the school successfully achieved a marginal increase in EOG composite proficiency. In 2022, we achieved 37.6% GLP and 22.6% CCR. In 2023, we achieved 39.1% GLP and 23.6% CCR. In both 2022 and 2023, Quail Hollow Middle School Exceeded Expected Growth. In 2022, we Exceeded Expected Growth in both Reading and Math. In 2023, we Met Expected Growth in Reading and Exceeded Expected Growth in Math.

We are focused on improving in the upcoming school year such that we Exceed Expected growth in both Reading and in Math, as well as in each demographic subgroup. In 2023, subgroups performed as follows:

- African American Students Met Growth, letter grade D
- Hispanic Students Exceeded Growth, letter grade D
- White Students Met Growth, letter grade B
- English Learners Exceeded Growth, letter grade F
- Economically Disadvantaged Students Met Growth, letter grade D
- Students with Disabilities Met Growth, letter grade F

Based on this data, we need to focus on leading our Students with Disabilities to success as they are the subgroup with the lowest proficiency coupled with Meeting (as opposed to Exceeding) Expected Growth. Challenges in this area include inexperienced staff. Our current EC Department is one of our least experienced departments consisting of two veteran teachers, two beginning teachers, and one guest teacher. Opportunities include the leadership of a fulltime psychologist (after the position was vacant for two full school years), the leadership of a Processing Coordinating Teacher with experience working in middle grades, and the addition of an Out of School Time tutoring program to provide in-person and virtual after-school tutoring services to students.

Limited Development
09/14/2023

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	When we achieve success in this area, resources will have been allocated meaningfully across the school such that we will see growth and increased proficiency across all subgroups. Specifically, our subgroup of Students with Disabilities will increase proficiency (EOG composite) by at least five percentage points each consecutive school year. Student registration data for tutoring will reflect that those students' whose data shows the most opportunity for growth are informed about and see value in tutoring options.			Brian Spaulding	06/30/2026
Actions			0 of 2 (0%)		
	9/15/25	\$18,000 dollars of Title 1 funds will be used on instructional positions to ensure proper PLC planning, coaching, and instruction are taking place. (Aligns to Goal 2 and Goal 3)		Brian Spaulding	10/01/2025
	<i>Notes:</i>				
	9/14/23	Within the 2025-26 school year, our school will implement a before/after-school tutoring program to provide additional instructional time to students based on need. (All goals).		Michelle Bennett	06/15/2026
	<i>Notes:</i>				
Implementation:			07/09/2025		
Evidence	7/9/2025	We held before and after school session each week until the week of testing to prepare students. A number of the student who attended were proficient on their EOG.			
Experience	7/9/2025	MTSS and after school team reviewed the target student list and recruited students to attend the extra tutoring sessions.			
Sustainability	7/9/2025	For the 25-26 school year we will need to continue with the approach of highlighting targeted students and if possible open the seat up to other students if not filled.			

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1C: Customize and target support to meet needs			
	B1.07	The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, inconsistencies across the school regarding procedures, expectations, adult, and student behavior have resulted in a high number of OSS assignments.	Limited Development 08/08/2024		
<i>How it will look when fully met:</i>		This objective will be fully met when student internalize school procedures and behavioral practices. Student suspension rates will decrease. Engagement should increase due the the increase in attendance.		Brian Spaulding	06/30/2026
Actions			0 of 2 (0%)		
	8/8/24	\$71,585.03 of Title 1 funds will be spent on Behavior Modification Technician and Interpreter positions to positively impact student behavior and communication.		Brian Spaulding	06/30/2026
<i>Notes:</i>					
	8/8/24	Grade level administrators will meet once a semester with students to review policy, procedure, and expectations in order to insure student understanding and alignment.		Danielle Kelly	06/30/2026
<i>Notes:</i>					

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	KEY A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Assessment of Current Implementation on May 2025:</p> <p>Educators convened for weekly Professional Learning Community meetings on Mondays and Thursdays to design lesson plans. They utilized this opportunity to also deliberate on student data and intervention methods. The MTSS team developed incentives to enhance instructor proficiency and elevate student engagement using</p>	Limited Development 07/30/2024		

iReady. Educators were awarded a memento of gratitude for the cohort that accomplished the highest number of completed courses.

Our data indicates implementation of the core curriculum with integrity - both for academics and behavior - needs to continue to be our priority. Our reading RIT Growth Projections 54.4% did not meet and 45.6% met. Math RIT growth projections 51.2% did not meet and 48.8% met. The MTSS Academic Team used MAP, the universal screener, at the beginning of the year to assess and tier students. The team triangulated data and developed intervention plans in the Branching Minds platform and baselined students in AIMSWeb. Our Students in Tier III (6th Grade) increased by 95%, moved up 28.5% in the tier, and lost 5% of their progress. Sixth graders in Tier II had a 50% rise, with 27% moving up to Tier I, 28% losing ground, and 20% moving down to Tier III. Our seventh-grade Tier III students saw a 45% growth increase, 5% transition to Tier II, and 45% decrease in growth. We had a 50% growth in our Tier II, 25% of which went to Tier I, 25% of which lost growth, and 4% of which went to Tier III. Of our eighth-grade Tier III kids, 56% saw growth increase, 44% went to Tier II and III, and 11% saw growth decrease. Therefore throughout the year, interventionists provided lessons and supplemental support through digital platforms designated by the Standard Treatment Protocol. Interventionists also pulled small groups for more intensive instruction.. The MTSS A Team monitored growth through the Middle of Year and End of Year MAP Testing. We were successful in strengthening core instruction in the classroom setting and we saw positive movement between the tiers. The challenges we face for the 2024-2025 school year is making sure to give intensive intervention to every student who needs it in Tier II and Tier III due to the extensivel numbers. The opportunities that exist to address these challenges are to have at least one interventionist per grade level. Additionally, more allocated time in PLCs to embed interventions and scaffold instruction would be more inclusive to underperforming students.

How it will look when fully met:

When this goal is fully met, students' academic needs will be met via systematic implementation of core instruction and supplemental and intensive interventions, such that students will exceed growth targets for I-Ready assessments and exceed expected growth as measured by EVAAS at the end of the school year. With I-Ready as our universal screener, we will achieve 95% or higher participation at Fall, Winter and Spring to have accurate data to inform instructional decision-making. We will triangulate I-Ready data with EVAAS projections, and past EOG proficiency to determine which level of academic support is most appropriate to support their growth. Teachers will differentiate core instruction in response to broad trends and will facilitate small groups on at least a weekly basis to address more specific trends (within class) needs. Instructional specialists will provide individual interventions to students at the top tier of support and will progress monitor. At the school level, we will progress monitor by tracking student achievement of I-Ready growth goals from Fall to Winter and Winter to Spring. Ultimately, this will lead us as a full school to Exceed Expected Growth as measured by EVAAS.

Brian Spaulding

06/30/2026

Actions		0 of 4 (0%)		
7/30/24	Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 2 and FAM-S 3)		Brian Spaulding	12/01/2025
Notes:				
7/30/24	The MTSS Team/ILC will oversee all aspects of MTSS once a week, including but not limited to, providing the interventions for Tier 3 candidates to increase overall student progress. (Goal 2)		Brian Spaulding	06/15/2026
Notes:				
7/30/24	Student Services will review monthly D/F reports, absenteeism reports, and GSI reports showing which courses have the highest amount of failures to create academic supports and interventions for PLCs. (Goal 2, Guardrail 3)		Brian Spaulding	06/15/2026
Notes:				
8/27/24	For our ATSI action step we will be employing the following research-supported strategies at our school. Engage in professional development pertaining to Instructional Coaching for our Coaching Team as a means of developing leaders' capacity to bring about instructional best practices and strengthening the overall achievement of students with disabilities within our school. (SWD). (Goal 2).		Brian Spaulding	06/15/2026
Notes:				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Assessment of Current Implementation on May 2025: The leadership team/PLC leads provided data dives in PLC meetings throughout the school year to provide strategic coaching and small group action plans to all grade levels. Teachers created data trackers that included previous assessment scores. We have observed that certain core content curricula frequently lack a clear structure. To tackle these problems, we consciously positioned staff to meet the diverse demands of each team and department. This also ensured the availability of standardized planning and comprehensive instructional planning.	Limited Development 07/30/2024		

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 11.4% in SY2021-22 to 19.7% in SY2022-23 and 28.0% in SY2023-24. The 8th grade math goal was to reach 28% CCR which is a 9% increase from last year. This year we reached 23.7% CCR, so we are short of our goal, however it is 4% higher than last year. Some of the successes we experienced is that we exceeded our EVAAS projections in both GLP and CCR. We also were able to use the data from our MAP GLP and CCR scores which decreased from 88.3% to 78% and our CCR decreased from 51.7% to 44.1% to guide instruction and identify students that weren't meeting their predictions. Our MVPA scores also show that 37.9% of students had correct answers and 20.8% of students were projected to pass the EOG's. However, 0 students were projected to pass based on EVAAS projections.. This helped teachers engaged in ongoing professional development with the DUSI (Data Use for School Improvement) Team to understand MAP and EVAAS data to differentiate instruction, teach the curriculum with integrity and plan professional learning sessions which will enable Core content teachers to utilize up-to-date trackers to analyze data across unit mastery, MAP scores, MAP EOG projections, historic EOG scores/percentiles, and EVAAS projections which will help prioritize actions, including small group support. The challenges we anticipate for the 2024-2025 school year is student attendance and shortened class periods. Some opportunities that exist is creating more time to dive into the MAP and MVPA data so that PLCs can create differentiated, instructional opportunities for students.. Creating groups for remediation as well as creating more tutoring opportunities for students. We can also work with the MTSS and student services team to decrease student absences.

The leadership team will provide guided data dives 3 times in PLC meetings throughout the school year to provide strategic coaching and small group action plans to all grade levels. (Goal 1)

<p>How it will look when fully met:</p>	<p>When this aim is completely accomplished, the average student engagement rate throughout the school will be 95%, with 90% of the teachers who are prioritized having this level of engagement (80% of the students). Throughout the academic year, we will keep using the Coaching Tracker to gather this data and create targeted, unique professional development programs based on the findings. To achieve complete implementation, resources are required, such as ongoing assistance for coach development from CT3 coaches. Hence, i-Ready data will indicate that we are "on track" to achieve our math proficiency target, which is for eighth-grade math students to show that they are prepared for college and careers on the 2025 EOG.</p>		<p>Brian Spaulding</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>1/16/25</p>	<p>Budget: Will utilize \$2774.51 to purchase copy paper from CMS AIJ Warehouse for Instructional Supplies for staff.</p> <p>Supplies will be used to equip teachers to support students in their learning. We will supply teachers with copy paper to plan and distribute lesson worksheets to students to provide the effective instructional resources for all learners.</p>		<p>Brian Spaulding</p>	<p>06/20/2025</p>
<p><i>Notes:</i> School Smart Goal: The percent of students scoring CCR on reading EOG assessments in grades 6-8 will increase from 34% 2023-2024 to 39% SY 2024-2025.</p> <p>School Smart Goal: The percentage of students scoring CCR on Math 1 assessments will increase from 69%.3 in SY 2023-2024 to 72.9% in 2024-2025. Aligns to Goal 2 and Goal 3</p>				
<p>7/30/24</p>	<p>The leadership team will provide guided data dives 5 times in PLC meetings throughout the school year to provide strategic coaching and small group action plans to all grade levels. (Goal 2 and Goal 3)</p>		<p>S. Wilson, L. Pavlic, M. Sinclair</p>	<p>05/01/2026</p>

Notes: The first data dive will be after the first benchmark. To prepare for the data dive, teachers have started data trackers that include previous EOG scores, current EVAAS predictions, and fall I-Ready scores with EOG predictions.

8/29/24 Teachers will also participate professional development throughout the school year with the District Data Team to comprehend data to differentiate instruction, teach the IB curriculum with integrity, and culturally responsive lessons. (Goal 2, FAM-S 29, Title I)

Brian Spaulding

06/01/2026

Notes: Staff has participated in several IB professional developments this school year.

8/27/24 Core content teachers will be able to use the most recent data trackers to analyze data across unit mastery, IReady scores, EOG projections, past EOG scores/percentiles, and EVAAS projections in order to prioritize actions, including small group support. (Goal 2, FAM-S 29, Title I)

Brian Spaulding

06/15/2026

Notes:

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3C: Remove barriers and provide opportunities

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

Assessed Current Implementations on May 2025:

Our counselors and leadership team arranged field trips for our feeder elementary schools to come to Quail for a tour and to learn about middle school. Our EC department also visited the feeder elementary schools for transition meetings with parents to assist and prepare our EC students for middle school. Our challenge this year was making sure that we had enough support staff available to assist our ML population.

This past school year our students showed growth in Math I in comparison to the previous year our GLP went up from 89.5 to 98.6 which suggest our students grew. We attribute this success to use of the CMS math rubric and screener assessment to appropriately place students, as well as to the emphasis on critical thinking and implementation of the curriculum with integrity throughout instruction. The school leadership team used the district rubric to identify students who would thrive in the higher level math course to challenge all students to reach their full academic potential while eliminating bias to the greatest extent possible. We hosted a meeting for 5th grade counselors to explain the course placement process for Math and provided course placement explanations on our drafted course registration cards for 24-25. With this in mind through our new Title-I funded partnership with SchermCo, we hosted in-person information sessions specifically aligned to the needs of our Spanish speaking families to ensure they are empowered to make informed decisions about their students' academic course options. Providing the tools required to assist our Spanish-speaking kids and their families is one of the challenges we foresee for the 24–25 school year to ease their transfers. Moreover, staffing issues (teacher shortage) may affect teachers' capacity to work together and plan during school hours when they are all present at the same time. As we approach the upcoming academic year, we have the opportunity to further solidify our PLC emphasis for our students.

Limited Development
09/16/2022

Eighth grade Math 8 students will be scheduled to model the high school foundations/Math I course, increase proficiency/growth, and provide support to enrich or remediate all Math 8 students as they transition to the Math I in high school. (Goal 2, Guardrail 3)

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

Growing "diagonal data" over time will serve as a demonstration of full execution in this aim area. This indicates that when we examine each subject area's competency for a grade level cohort of pupils, with each passing academic year, that proficiency will rise. Each academic year, we would want to see at least a five percentage point gain in Grade Level Proficiency (GLP). Over time, this enhanced competency should be attained by consistently outpacing growth projections. To do this, a three-pronged strategy for promoting student success will be ingrained into our school's culture: 1) family involvement initiatives to inform families about middle school expectations and ways to assist learning at home (such as the formation of healthy sleeping habits and disciplined.

Strategic Scheduling/Staffing Plan

PD Plan: Counselor and Student Services Teams PD around Endorsements and Scheduling

Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)

Brian Spaulding

06/30/2026

Actions

1 of 2 (50%)

7/30/24

The Math IL will use the district rubrics for NC Math 1, Honors Math and grade level Math to appropriately place all 7th & 8th grade math students. (Goal 2, Goal 3)

Complete 10/03/2024

Brian Spaulding

10/03/2024

Notes: At the end 23-24 school year Math IL used the 23-24 Rubric to place students in Math 1 and parents were notified. At the end of July Math IL received 24-25 rubrics for NC Math 1, since parents were already notified, we kept placement the same. Students were given a quiz within the first 15 days to see if we agreed with placements before the 20 day rule.

8/8/24 Student Services will host information sessions specifically aligned to the needs of our ML families to ensure they are empowered to make informed decisions about their students' academic course options, discipline procedures, and absenteeism. Aligned to Guardrail 3

Samantha Witteman

06/30/2026

Notes: Counselors meet with "Safe Space" group every other week for nine weeks.

Implementation:

07/30/2024

Evidence

6/10/2024
Parent survey and sign-in sheet from the spring progress report card night.

Experience

6/10/2024
We worked alongside Schermco to send out parent surveys via ParentSquare and passed out paper copies in homerooms. Also, we worked alongside Schermco during our spring progress report card night with a focus on Hispanic heritage.

Sustainability

6/10/2024
We need the funds to continue this partnership with Schermco.

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4A: Build a strong community intensely focused on student learning

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Limited Development
07/30/2024

Assessment of Current Implementation on May 2025:

Teachers implemented strategies from Capturing Kids Heart in their classrooms. The Capturing Kids Heart was a reliable method for evaluating the emotional condition of students on a variety of levels. To ensure that all students and staff are informed, we had to reset for the second semester. The challenge was to ensure that the CKH approach was implemented in all courses during the school day. Nevertheless, we are making steady progress in light of the fact that this is a multiyear endeavor. MTSS created incentives to build teacher capacity and increase student engagement with iReady.

As of June 2024, our disproportionately for black students decreased by 3.8% (15.2% as compared to 19% in 22-23. Our rate of suspensions for African American and Hispanic students is significantly higher than the rate of suspensions for White students. The Student Services Team has taken the lead on Attendance and Chronic Absenteeism In 2022-2023 our school Chronic Absenteeism percentage was 41.61%. This school year 2023-2024 it slightly decreased to 40.78%. In 2022-2023, our African American subgroup Chronic Absenteeism was 45.93% and in 2023-2024 it increased to 49.86%. Chronic Absenteeism for our white students in 2022-2023 was 21.43% and this past year 2023-2024 it is 32% which increased. There were Bi-weekly meetings to discuss how to support each teacher reaching out to parents/families via Parent Square, emails, phone calls. School Counselors met with students during weekly check-ins for emotional support. Addressing ISS/OSS using AM Detention, Lunch Detention, Community Service, and off-grade level detention to keep students within the educational process. BIP and MTSS-B referrals for students at Tier 2 & Tier 3 with parent conferences to ensure communication. We were successful in communicating with parents via social media to reduce ISS/OSS using a tiered approach to keep students inside the educational process. We are continuing to execute our three tiered Attendance Plan to decrease our number of chronically absent students by 30% from 2022-23. Staff used the Kickboard platform to provide consistent positive reinforcement to students, to quantify which students earn participation in monthly incentives, and to document behavior

infractions. Homeroom teachers' use of Parent Square to communicate with absent children and assist their return to class was another achievement. Quail Hollow is facing several challenges for the 24-25 school year such as: supporting families to contact for absences in advance using the application online, and promoting conflict resolution, peer mediation, and positive parent interventions for students and families to be involved with the discipline communication(s) to further support academic progression. Opportunities to address these challenges include the improvement of the logistics of culture and climate communications for parents and families using in-person or online presentations. New-to-the-school staff will be trained in the No-Nonsense Nurturer framework for Student Engagement (Center for Transformative Teacher Training, CT3, Four-Step Model) to achieve consistency among teachers in reinforcing school-wide expectations and implement school-wide interventions and consequences/interventions Back to School communications for family/parent and staff to share expectations for students and code of conduct.

How it will look when fully met:	There will be an established system for MTSS in place with all members of the Student Services Team trained to implement supplemental and intensive interventions. Staff members will have professional development in trauma informed care and school culture. There will be a platform utilized to ensure students who need support (based on data) have plans in place. We will see a reduction in discipline referrals by 10%.		Brian Spaulding	06/30/2026
Actions		0 of 3 (0%)		
8/7/24	Administration will create cafeteria procedures to allow teachers duty free lunch.		Danielle Kelly	10/01/2025
<i>Notes:</i>				
8/29/24	QHMS will follow a tiered attendance plan in an effort to reduce the number of chronically absent students by 10%. Attendance Plan: https://docs.google.com/document/d/1R8nFDqdh-T_hmu9hpT9vzhC9B8-lZePS2s1AXyE9ZwA/edit?usp=sharing (Aligns to: Goal 2, Guardrail 3).		Meghan Anderson	06/15/2026
<i>Notes:</i>				
7/31/24	The administrative team will create and facilitate a structured professional development plan for teachers to execute Capturing Kids Hearts and new school procedures to enhance the school culture. (Guardrail 1, and Guardrail 4, FAM S -30)		Jennifer Rose	06/30/2026
<i>Notes:</i>				
Core Function:	Domain 4: Culture Shift			
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals			

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Assessment of Current Implementation on May 9, 2025:</p> <p>Quail utilized the CMS communication platform, Parent Square. Families participated in reciprocal home/school contact as a manifestation of the collaboration between families and school staff to facilitate students' utmost achievement. Through ParentSquare, families got communication in their preferred language and could effortlessly exchange messages with particular instructors and staff regarding concerns or questions. Teachers regularly communicated with families on students' academic progress, strategies for supporting learning at home, and upcoming testing schedules. Families frequently connect with the Parent Portal on PowerSchool to monitor grades weekly, with instructors maintaining current grades as an additional communication tool. Quarterly Progress Report Pick-Up Nights have become a school tradition, providing a regular chance for families and staff to engage in person to support children.</p> <p>Quail Hollow Middle School worked to accomplish its goal of communicating regularly with families and parents of students through a variety of methods. As of June 2024, our families' engagement with Parent Square is a celebration. We were intentional in our communication with families from Open House in August 2023 to reiterate the importance of Parent Square. We had 52% of our parents download the parent square app online and 68% of our parents interacted with Parent Square to communicate.</p> <p>By shifting all club, sports, and field trip information to ParentSquare, it motivated students and families to get connected. Some of the successes we had were each quarter we had a Family Engagement event (Progress Report Pick Up Night) we had over 200 attendees during these events. Parents were able to meet with their child's teacher to discuss the curriculum and student progress. During this event teachers also shared how parents could continue to support their</p>	Limited Development 07/30/2024		

child at home and also gave MAP/Benchmark test scores updates. We made sure these events consisted of resources for Spanish speaking families such as interpreters, and other support. One of our continued challenges is our limited number of bilingual staff members to serve the many Spanish speaking families in our school community. We have an opportunity moving into the upcoming school year to focus on increased engagement of our Spanish speaking families through events and communication efforts. This will be a continued goal for our Family Engagement Action Team. (Goal 1, Guardrail 3)

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>When fully met, 70% of families will engage in two-way home/school communication as an artifact of the partnership between families and school staff to lead students to the highest level of success. With the use of Parent Square, families will receive communication in the language of their choice and can easily message back and forth with individual teachers and staff members with questions or comments. Teachers will consistently (weekly for daily classes and every other week for A/B classes) send updates to families about what students are learning at school, how learning can be supported at home, and upcoming assessment dates. Families will also actively utilize the Parent Portal in PowerSchool to monitor grades on at least a weekly basis (with teachers keeping those grades up to date as another tool for communication). Quarterly Progress Report Pick-Up Nights will be events that become a part of the school tradition a regular opportunity for families and teachers to connect in-person to encourage students. Knowing that MAP data is a strong progress monitoring tool, that data will be discussed among teachers and families just as much as grades, with a shared goal for all students to exceed their EVAAS growth projections. Participation surveys will show that our Spanish speaking families have the tools and access they need to engage just as much as our English speaking families.</p>		<p>Brian Spaulding</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>7/31/24</p>	<p>The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (Goal 1, Guardrail 3)</p>		<p>Brian Spaulding</p>	<p>10/03/2025</p>
<p><i>Notes:</i></p>				

7/31/24	The Family Engagement Action Team will lead the school staff to successfully implement quarterly family events for families to connect with individual teachers about student academic performance as it relates to grades and MVPA growth in an effort to build partnerships with families toward achieving academic growth goals. (Goal 2, FAM-S 3)		Brian Spaulding	05/11/2026
<i>Notes:</i>				
8/16/24	<p>Budget: \$2000 Food for Parent Event \$4223.36 Materials for Curriculum Nights</p> <p>The school will use Title I funds to ensure families receive support throughout the school year to ensure their learners are proficient or above proficient in Math and ELA assessments, and the Instructional Coaches will facilitate Family Literacy Nights and Math Night throughout the school year to provide overview and take home (materials) strategies of the curriculum. Aligns to Goal 2 and 3.</p>		Brian Spaulding	06/15/2026
<i>Notes:</i>				
9/15/25	Parents will have access to their children's iReady reports and progress and they will be able to offer support at home by means of additional and extensive interventions. Weekly newsletters will be developed and made available be each grade level, and they will consist of upcoming due dates, weekly learning objectives, and announcements regarding the grade level on ParentSquare.		L. Pavlic	06/15/2026
<i>Notes:</i>				
Implementation:		07/09/2025		
Evidence	7/9/2025 all 3 progress report nights were held and attendance was taken.			
Experience	7/9/2025 We had several progress report pick up nights that paired with student engagement events to increase the number of parents present.			

Sustainability

7/9/2025 we will expand opportunities for parents to engage with their students education not just pick up items.

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