

2021-2022 State of the School Report

Southwest Middle School



Principal Name

Merita Little

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	33.7	31.4	21.8	62.5	<5	8.9
	CCR	17.6	16.0	10.2	39.6	<5	<5
Grade 7	GLP	38.0	29.1	26.9	71.9	6.3	10.9
	CCR	18.8	10.3	12.2	45.3	<5	<5
Grade 8	GLP	35.0	32.8	25.0	57.6	10.3	<5
	CCR	16.7	10.6	14.6	30.3	<5	<5
School	GLP	35.6	31.1	24.6	64.0	6.2	7.5
	CCR	17.6	12.3	12.5	38.2	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 6	GLP	24.5	21.9	15.2	47.9	<5	5.4
	CCR	13.3	8.6	7.3	37.5	<5	<5
Grade 7	GLP	30.7	17.5	24.7	61.5	9.0	8.7
	CCR	19.6	9.6	13.6	41.5	<5	<5
Grade 8	GLP	14.3	12.1	11.0	29.3	<5	<5
	CCR	5.7	6.1	<5	13.8	<5	<5
Math I	GLP	65.5	63.3	64.0	69.6		
	CCR	26.2	30.0	16.0	30.4		
School	GLP	23.2	17.4	16.8	46.8	<5	5.5
	CCR	13.0	8.1	7.5	31.0	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	56.4	56.4	46.7	75.8	21.9	20.5
	CCR	46.8	45.8	36.4	66.7	11.0	11.4

EOG School Composite	33.6
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Meet or exceed growth expectations in overall reading, math, and science as evidenced by 2021-2022 EVAAS results. Aligns to: 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.

Increase our NC EOG GLP Reading composite from 35.6 to 40.0. Aligns to: A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Aligns to: 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).

Increase our NC EOG GLP Math composite from 23.2 to 30.0. Aligns to: A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Aligns to: 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).

Increase our overall NC EOG composite score for reading, math, and science from 33.6 to 38.0 Aligns to: 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. Aligns to: A2.01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

III. CHIEF CHALLENGES

- Curriculum and Instructional Alignment (standards-aligned instruction): Due to an increase in staff absences, there has been a lack of consistency with instructional planning and delivery and regular progress monitoring of core instruction.
- Student Support Services (emotional well-being of staff and students): There has been an increase in staff absences, student negative behaviors, and student service assessments connected to mental health
- Tiered Instructional System (MTSS): Due to staff and student absences, aggressive progress monitoring and fidelity with the implementation of research-based interventions has been problematic

IV. PLANS FOR THE YEAR: SIP ACTIONS

Instructional Alignment: Utilization of the district incentive plan that allows for teacher coverage has been helpful, as we have seen a decrease in the number of classes dispersed throughout an entire school day

Tiered Instructional System: An instructional lab has been embedded in our current daily schedule, including research-based interventions and regular progress monitoring with fidelity by select staff members

Social and Emotional Well-Being: Required daily SEL lessons have created a safe space for students. Students are being open about their thoughts and feelings, and are seeking help to address social and emotional needs. Our student services team has set up additional opportunities for safe space through group and individual support sessions and daily SEL lessons.