



BOARD REPORT
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About Quincy Middle School

QMS strives to uphold high academic expectations while supporting the social emotional needs of all our students. We would like all students and families to feel safe and cared for in our school. We place great value on student voice and their active involvement in their learning. As a staff, we believe that when students feel safe and their social emotional needs are being met, student learning is enhanced.



Our School

- 745 Students Enrolled
- 85.4% free/reduced lunch
- 52 Certificated Staff
- Race/Ethnicity
 - 0.2% American Indian/Alaskan Native
 - 0.3% Asian
 - 90.3% Hispanic/Latino
 - 8.6% White
 - 0.6% Two or more races
- 58.8% Multilingual Learners
- 11.7% Migrant students
- 14.2% Students with Disabilities



Coming Up

- 2/14 – WIDA testing window begins
- 2/16 – QMS STEAM Night
- 2/28 – Parent Night



Improvement Goals, Outcomes and Strategies

QSD Goal 2 - Culture of Safety and Belonging

During the 2021-2022 school year, 25% of all students and 35% of special education students reported that they do not feel safe at school as measured by the YouthTruth Survey. For the 2022-2023 school year, our goal is to reduce 15% of all students and 25% of special education students who self-report that they do not feel safe at QMS by June 1st, 2023.

Strategies & Activities:

- Implementation of Character Strong Curriculum
- SEL Surveys created for use in advisory to identify concerns about safety
- YouthTruth Survey: Questions pertaining to bullying

QSD Goal 4- Growth and Mastery of Priority Standards

During the 2021-2022 school year, 76% of non-TBIP students and 73% of TBIP students showed growth on STAR Reading Data. During the 2021-2022 school year 73% of all students and 64% of TBIP students showed growth on STAR Math Data. During the 2022-2023 school year 85% of non-TBIP students and 85% of TBIP students will show growth on Star Reading data as measured on the STAR Assessment by June 2, 2023. During the 2022-2023 school year 80% of all students and 75% of TBIP students will show growth on common grade-level assessments in Math and PE by June 2, 2023.

Strategies & Activities:

- Common Assessments designed in collaboration with each department/grade-level team.
- PLC (Professional Learning Communities) discussions, quarterly, around student data
- AVID WICOR Strategies used School-wide – TBIP Learning Strategies, AVID School-Wide Systems, Academic language, and literacy standards

Social Emotional Learning

Character Strong is a research based SEL curriculum that supports student learning and has a positive impact on student life. Character Strong focuses on building positive relationships between staff and students and between students at QMS. All of this is accomplished using a combination of ice breakers, “get to know you” activities, creation of community agreements, character dares and introduction and explanation of different SEL skills.

Connecting the Dots (CTD) is an intense 5-hour anti-bullying program that works with students to provide a new perspective on what school life can look like while simultaneously promoting ways for students to communicate with each other outside of their normal routine. CTD focuses on the commonalities we share, both big and little, fundamentally shifting students’ views from what makes them different to what makes them similar. CTD challenges students to be a part of the “caring majority” at school and empowers them to be a change agent at school.

STUDENT VOICE @ QMS

Classroom circles is an activity that is used in conjunction with our Character Strong program at QMS. Some of the goals of classroom circles include fostering community among staff and students, increasing student voice, providing space for SEL topics, and even using classroom circles to introduce and discuss academic topics.

As part of our school improvement planning, we have given two surveys to our students on safety at QMS. After completing the second survey, we hosted three smaller classroom circles with our staff to model the use of classroom circles, review the safety data and identify “wonderings” the staff may have. The next step in this process is to allow our students to review the data and complete a classroom circle with advisory classes so students can identify their own wonderings and help plan next steps to make QMS safer.

As a way of increasing student discourse and helping students feel more comfortable talking in class, we have continued to implement the use of Academic Language Scripts (A.L.S.). The use of these academic language scripts helps students begin the process of talking in their class. 84 students were given a survey about the use of academic language scripts, 89% of students agreed or strongly agreed with the statement “A.L.S. made it easier for me to share in class discussions,”

Building on What Others Say

- I agree with what _____ said because....
- You bring up an interesting point, and I also think....
- That’s an interesting idea. I wonder if...?
- I think.... Do you think...?
- I thought about that also, and I’m wondering why...?
- I hadn’t thought of that before. You make me wonder if...? Do you think...?
- _____ said that.... I agree, and also think....
- Based on the ideas from _____, _____, and _____, it seems like we all think that....
- That’s an excellent point, and I would add....



Collaboration & Professional Learning Communities

The increased time in collaboration has allowed our departments to dive more deeply into activities practiced by professional learning communities. These activities include identifying priority standards, creating common assessments, and quarterly review of data from common classroom-based assessments. Our staff can use the data from these assessments to plan Jackrabbit Support (intervention for students in need) as well as identify students who are highly capable. This will allow QMS to plan extensions and provide opportunities such as Math is Cool competitions to provide academic support for these students.