



Comprehensive Needs Assessment 2023 - 2024 School Report



**Laurens County
West Laurens Middle School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Reed Waldrep
Team Member # 2	Assistant Principal	Rosalyn Wiley-Tobler
Team Member # 3	Assistant Principal	Garrett Cannon
Team Member # 4	Instructional Coach	Glenda Thompson
Team Member # 5	Science / 8th Grade Teacher	Casey Dunn
Team Member # 6	Math / 7th grade teacher	Kiley Karmazinas
Team Member # 7	ELA / 7th grade teacher	Liz Batchelor

Additional Leadership Team

	Position/Role	Name
Team Member # 1	SPED / Social Studies	Matt Anderson
Team Member # 2	Lead SPED Teacher	Amanda Allen
Team Member # 3	Counselor	Amy Johnson
Team Member # 4	Paraprofessional	Renee Cross
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent Liaison	Jennifer Bryant
Stakeholder # 2	Community Business Leader	Rodney Soles
Stakeholder # 3	ELL Parent	ELL Parent
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	WLMS provided all stakeholders with the opportunity to give feedback using the following tools: FY 23 LCSS Parent & Family Engagement Survey given in February - March 2023, FY 23 Title 1 Spring Input meeting held in April 2023, feedback forms available during parent capacity meetings in the Fall of 2022 and Spring of 2023. Faculty members analyzed school wide data and discussed areas of weakness during PLCs throughout the school year. The WLMS leadership team met quarterly to discuss improvement goals based on areas of weakness identified during school wide data analysis.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	✓
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	✓
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	✓
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	✓
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	✓
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	✓
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	✓
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	✓
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	✓
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	✓
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	✓
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	✓
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	✓
2. Operational	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	✓
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	✓
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	✓
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	✓
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	✓
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	✓
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	✓
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	✓
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	✓
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	✓
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	✓
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	✓
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Perception data was collected from a variety of sources, listed below:</p> <ul style="list-style-type: none"> ● FY24 CNA Data Collection Analysis ● FY24 Parent and Family Engagement Survey ● WLM Staff input on Grade Level Compacts, Parent & Family Engagement Plan, SIP ● WLM Student input on Grade Level Compacts ● WLM Leadership Team Input ● FY24 Title I Spring Input Meeting ● Trend Data (Data from FY21 - FY23)
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>According to the FY24 CNA Data Collection Analysis:</p> <p>1.The Coherent Instructional System</p> <p>WLM's strengths were:</p> <ul style="list-style-type: none"> ● Instructional Standard 6 -71% Exemplary- Uses appropriate, current technology to enhance learning ● Assessment Standard 1 -74% Exemplary- Aligns assessments with the required curriculum standards <p>Coherent Instructional System is overall rated Exemplary for WLM. Of the 15 standards, 9 of them are rated exemplary, 4 are rated operational, and two areas were tied for exemplary/operational.</p> <p>WLM's weaknesses were:</p> <ul style="list-style-type: none"> ● Instructional Standard 2 - 46% Exemplary,51% Operational, 3% Emerging- Creates an academically challenging learning environment ● Instructional Standard 7 - 41% Exemplary,51% Operational, 7% Emerging- Provide feedback to students on their performance on the standards or learning targets ● *Instructional Standard 8 - 41% Exemplary,46% Operational, 13% Emerging- Establishes a learning environment that empowers students to actively monitor their own progress ● *Assessment Standard 4 - 43% Exemplary,49% Operational, 9% Emerging- Implements a process to collaboratively analyze assessment results to adjust instruction <p>This year's ratings dropped in overall percentages. While the exemplary and operational ratings remained, 12 of the 15 standards dropped from last year's percentages. In addition, the Emerging section had 8 standards that got higher ratings. The Not Evident section had 2 standards that had increases in ratings.</p>

This is the only year for the last three that had WLM with ANY ratings in the Not Evident section for Coherent Instructional System.

WLM's Trend Data - Coherent Instructional System

*Overall this area is still trending upward for most standards. There was a dip from last year's scores; however, the overall trend is better over the time frame for all but two of the standards. The most concerning dip comes from Instruction Standard 8, which is getting worse over time. Assessment Standard 4 is also a concern; while it isn't decreasing, it is staying stagnant, which is a concern.

2. Effective Leadership

WLM's strengths were:

- Planning and Organization Standard 2 -**61% Exemplary**- Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance

Effective Leadership is overall rated Exemplary for WLM. Of the 14 standards, 13 of them are rated exemplary, 1 is rated operational.

WLM's weaknesses were:

- Leadership Standard 8 - 40% Exemplary,**46% Operational, 11% Emerging, 3% Not Evident**-Provides ongoing support to teachers and other staff

While this standard is rated overall Exemplary, every single category decreased from the previous year (and Leadership Standard 8 went from Exemplary to Operational.) In addition, Planning & Organization, while rated exemplary, did show an increase in the Emerging category.

WLM's Trend Data - Effective Leadership

Leadership Standard 1 has remained stagnant on Exemplary/Operational ratings; Emerging increased by 8% and Not Evident increased by 3%.

Leadership Standard 6 has remained stagnant of Exemplary/Operational ratings; Emerging increased by 8%.

Leadership Standard 7 has remained stagnant on Exemplary/Operational ratings; Not Evident increased by 3%

Planning & Organization Standard 5 has remained stagnant on Exemplary ratings; Operational decreased by 11%; Emerging increased by 12%; Not Evident has decreased, but only by 1%.

Planning & Organization Standard 6 has decreased by 12% on Exemplary; by 4% on Operational; Emerging increased by 5%; Not Evident increased by 3%. Therefore, although this category rates overall as Exemplary, there are clear indications that this standard is trending downward, and needs to be analyzed more closely.

3. Professional Capacity

WLM's strengths were:

- Leadership Standard 5 -**43% Exemplary**- Builds leadership capacity through shared decision-making and problem-solving

The standard of Leadership Standard 5 rose to Exemplary after having been rated Operational for the previous 2 years.

WLM's weaknesses were:

- Professional Learning Standards 1-6 all dropped from Exemplary ratings to Operational ratings this year, except Standard 2 (but was only Exemplary at 43% while Operational was 42%).

WLM's Trend Data - Professional Capacity

Despite the dip in ratings this year, the trend data shows that Professional Capacity is trending upward over time. The only areas that are not showing overall growth are

standards 5 and 6. Five is an area of concern since there is a slight decrease over time in Exemplary ratings, while there is an increase in Emerging by 4%. Standard 6 only

has 2 years of data, but show a decrease of 13% Exemplary ratings from last year; (this is consistent with the decrease in ratings across all standards from last year).

4. Family and Community Engagement

WLM's strengths were:

- Family & Community Engagement Standard 2 -**42% Exemplary**- Establishes structures that promote clear & open communication between the school and stakeholders

There isn't a clear strength in this area; Standard 2 was tied at a 42% rating between Exemplary and Operational. Standard 4 was 48% Exemplary, but was outranked by Operational at 51%.

WLM's weaknesses were:

- Family & Community Engagement Standard 5 - 28% Exemplary,**49% Operational, 23% Emerging, 0% Not Evident**- Develops the capacity of families to use support strategies at home that will enhance academic achievement

This standard has been consistently low for WLM across the last 3 years. While last year's scores rose and had some exemplary ratings, they dropped back down this year. In addition, the area of Not Evident rose in standards 1, 2, 3, and 4. The areas of Not Evident also rose in standards 3 and 6.

WLM's Trend Data - Family and Community Engagement

This standard has been a weakness for WLM over the past three years, and Standards 1, 3, and 5 are trending downward with Exemplary ratings. In addition, Standards 1 - 4 are trending upward in the number of Emerging ratings.

5. Supportive Learning Environment

WLM's strengths were:

- Instructional Standard 2 - 54% Exemplary - Creates an academically challenging learning environment
- School Culture Standard 1 - 56% Exemplary - Develops, communicates, and implements rules, practices, and procedures to maintain a safe

environment.

These areas have been consistently strong over the last 3 years at WLM.

WLM's Weaknesses were:

- School Culture Standard 3 - 41% Exemplary, 38% Operational, 21% Emerging, 0% Not Evident - Establishes a culture that supports the college and career readiness of students

- School Culture Standard 5 - 40% Exemplary, 40% Operational, 19% Emerging, 1% Not Evident - Recognizes and celebrates achievements and accomplishments of students and staff

While all of these standards rated at Exemplary this year, every single standard dropped from last year's ratings. In addition, the Emerging ratings went up in Instructional Standards 1, 2, and 8, as well as in School Culture Standards 1 -5. School Culture Standards 1 -4 spiked significantly in this area. The Not Evident category ratings also rose in Instructional Standards 1 and 8, School Culture Standards 1, 2 (significantly), and 5. The Not Evident rating in Planning & Organization also rose in Standard 1.

WLM's Trend Data - Supportive Learning Environment

This area has an overall Exemplary rating, and is showing growth across every standard over time; however, there is an area of concern - School Culture Standards 1, 3, and 5 show an increase in the Emerging ratings over time.

According to the FY24 Parent and Family Engagement Survey Analysis:

- WLM's strengths are making families feel welcome, and 80% of parents had visited the school or participated in a school parent engagement activity or event at the school
- WLM's weaknesses are parent visits for school wide parent engagement activities, parent participation in other decision making opportunities, and information getting home to parents about ways they can help their child's learning at home.
- Parents responded that math (32%), reading (24%), and writing (18%) should be the focus for our FY24 SIP.
- Parents responded that improving math skills (50%) and increasing literacy skills (46%) should be the focus of the FY24 compact.
- 56% of parents want Title 1 parent engagement money to be spent on educational resources for parents to use at home.
- 70% of parents wanted training for teachers and staff on building relationships between parents and schools. Another 58% wanted staff trained in how to reach out, communicate, and work with parents.

These numbers and strengths/weaknesses are in line with the last three years' data. Parent responses are holding steady with the same requests and percentages.

According to the WLM Staff input on Grade Level Compacts, Parent & Family Engagement Plan, SIP:

1. Grade Level Compact Feedback:

- 6th Grade ELA Teachers - want a focus to be on reading fluency and comprehension
- 7th Grade ELA Teachers - want a focus on developing reading comprehension skills
- 8th Grade ELA Teachers - want a focus on reading informational texts and integration of ideas
- 6th Grade Math Teachers - want to continue their same focus as the last three years - number system fluency, as it relates to computation, fractions, and decimals

- 7th Grade Math Teachers - want to focus on number system fluency as it relates to solving real-world problems that involve multi-step thinking
- 8th Grade Math Teachers - want to focus on number system fluency as it relates to equations and proportional reasoning

2. Parent and Family Engagement Plan:

- Teachers were pleased with the current PFEP. Parents offered no feedback on the PFEP.

3. SIP:

According to the WLM Student input on Grade Level Compacts:

- Student input indicated that the focus should be on analyzing conflicting elements of character and plot (across all three grade levels. All three grade levels also indicated a need for content vocabulary.
- Students input indicated a need that the focus should be on word problems in the 7th and 8th grades. Sixth grade students indicated needs in surface area, volume, and ratio/proportions.

According to the End-of-Year WLM Leadership Team Meeting:

- Math teachers were very concerned about the new GSE Standards for FY24. The first concern is the "real-world scenarios" that are a large part of the required standards. This is very new to most of our teachers, and they are unsure how to implement everything with fidelity. The second concern was with the gifted/advanced content students. The teachers are very concerned that when students get to eighth grade, they will not be prepared for the advanced math class since they will not have been differentiated with instruction until they reach the 8th grade. The teachers are concerned that both of these issues may negatively impact student performance on the Georgia Milestones Assessment.

According to the FY24 Spring Input Meeting:

- Parents attending the meeting were overall pleased with WLM and its compact, PFEP, and SIP. They thought meeting times, methods of communication, and academic focus were all good. Parents wanted reading and math to be focus areas. Parents also wanted meetings to go along with more student participation.

Overall Summary of Perception Data:

Based on all the data presented here, WLM needs to work on the areas of supporting teachers in instructional strategies and monitoring instruction to make sure strategies are being implemented. We also need to continue to bridge the gap between school and family, and continue to provide support and resources for parents at home.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)

- Counseling Information
- School Based Mental Health Counseling Information
- PBIS Data
- Master Schedule - Connections Classes, Gifted/Advanced Content Classes, RTI classes
- PLC Schedule

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")

Counseling Information:

According to the data gathered from the 2 school-based counselors, FY23 has seen an increase in students presenting the following issues - anxiety; lack of socialization skills (not wanting to come to school, not interested in social interaction, knowing how to appropriately interact with peers, like "mean teasing", but not knowing its mean/inappropriate; claims of: depression, anger issues, anxiety; lack of intrinsic motivation.

According to the data gathered from the 2 school-based counselors, FY23 has seen a decrease in parental involvement and a decrease in appropriate/expected parental guidance/parenting skills.

The counselors keep logs with notes to keep up with and document students who are "referred" to see them or who "ask" to see them. There is no documented school-wide system of documentation or system to oversee this. Students who are Tier 2/Tier 3 in the MTSS platform may have data entered into the SST progress monitoring tab in SLDS; however, many Tier 2 students only have notes entered into the counselor's notes log. Administration refers students to the counselors when they have been placed on behavior contracts. Teachers may request T2 behavioral services through the MTSS process. However, there is not a consistent process of referring students for T2/T3 behavioral services, nor a consistent process to document the interventions on these students.

Students who are referred for outside services (tutoring, mental health/school-based social worker, APEX, etc.) are primarily by parental request (usually APEX), immediate crisis. Again, there isn't a formal process for these situations.

School Based Mental Health Counseling:

There were 120 total School Based Mental Health Counseling incidents for FY23. Of those, the vast majority (90) were either check-ins, follow-ups, staff meeting, or securely. Only 2 moved beyond secondary action level.

There has not been a mental health counselor on-site until FY24. As of FY24, a counselor will be on-site each day.

PBIS:

Our PBIS program offers weekly rewards for positive lunchroom behaviors, and quarterly rewards to students who have met behavioral goals. These rewards are usually in the form of an outside activity day. In addition, there are yearly rewards for those who have met goals for the entire year. One of those events is a dance and the other is an outside activity day.

Based on our data, it doesn't seem that the PBIS program is very effective. Most students are meeting all goals, but are rarely recognized (other than they can attend the weekly/quarterly/yearly events. Meanwhile, the ones who are

breaking the rules/not meeting behavioral expectations continue to show problems with discipline. In addition, the trend data shows that discipline is increasing each year. The number of discipline referrals has increased by 331 referrals (840 for FY23 from 509 for FY21). Possible contributing factors are that in FY23 students moved into a new building, which means there are possible "growing pains" associated with the move. However, a jump of 331 referrals over a three year span is still worthy of further analysis. Another possible factor is

Master Schedule:

Connections Classes-

Our FY23 Master Schedule consists of a five-period day including four academic blocks and one block of Connections (rotated on an A/B schedule; these Connections also change each 9 week grading period so that a child has 8 different Connections classes within the school year.) Connections classes include PE, Health, Agriculture, Outdoor Education, Music/Chorus, Band, and various computer/technology-based classes.

Gifted/Advanced Content Classes-

Students are referred for Gifted Testing based on a school-wide rubric filled out by teachers at the end of Semester 1. All students have information entered into the spreadsheet (academic averages, Lexile, IXL Diagnostic). The spreadsheet gives them an overall ranking, and students are tested based on their ranking (top 5%). Students may also be considered for testing based on teacher, parent, or self evaluation. Testing occurs each February - March with placement happening the following school year.

All students who qualify for Gifted Classes are served in each of their academic classes. Math classes for Gifted/Advanced Content are accelerated. FY24 may see some changes in this due to the new math standards.

RTI classes-

ELA-RTI students were served with increased learning time by a reading interventionist through System 44 or Read 180 during one of their Connections blocks (either A or B day). # kids out/in this year....

Math-RTI students are served in one of their Connections blocks (either A or B day) by a Math interventionist. Each day, she teaches a block of IXL, then works on skills/gaps differentiated for each students, and finishes each day with pre-teaching skills that will be addressed in the math class that week. # kids out/in this year....

Based on teacher feedback, the pre-teaching piece works very well for these students. We also have had several students close their gaps and earn their way out of needing any RTI interventions.

SPED-

Students are referred for testing for special education services based on either parent request or a failure to meet criteria under Tier 3 services. If a student is considered eligible for an individualized education plan, they are placed in the appropriate classroom setting (no change - consultative, collaborative/co-taught classroom, self-contained, resource or a combination resource/collaborative class, or other specialized classroom setting - for example, one student in sixth grade remained in his classes, but with a para-pro all day).

Some students receive Lindamood-Bell and/or Study Skills based upon their reading needs.

	<p><u>ELL-</u> Students who are considered ELL report to our ELL teacher during one Connection (either A or B Day) to receive English language help. If needed, they may come each day (both A and B Day Connection), or on a schedule made up by the ELL teacher. Based on need, some students will receive English tutoring from a Spanish-speaking district teacher.</p> <p><u>Sports/Clubs-</u> We have several sports and clubs offered at WLMS. Sports include cheerleading, football, basketball, baseball, soccer, cross-country, track & field, golf, and tennis. Informational packets are passed out during the school day, but all try-outs and practices are held after school. Clubs include Chorus, BETA, FCA, FFA, TSA, and Art. Club days are offered before and/or after school. No clubs days are held during the school day, which may impact participation in some clubs and/or events.</p> <p>PLCs: PLCs are typically held twice monthly during grade-level planning. Topics are determined based upon the needs identified during the CNA each spring as well as needs identified during the year as needed. Strategies given to teachers during PLCs are expected to be implemented and checked in the TKES notebook and/or during observations.</p> <p>Process Data Trend Data Summary Process data has not really been used to make decisions in counseling, mental health referrals, or PBIS initiatives. Based on the trend data in office referrals, the PBIS program is not having a positive effect. Process data has not impacted the master schedule with the exception of RTI classes, and that did not happen until FY23. For FY23, achievement data for each quarter was analyzed by the team to determine who needed RTI Tier 2 and/or 3 for academics. One weakness observed has been behavioral RTI; no consistent data/communication/records have been kept or monitored, which means no consistency in that area.</p>
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What achievement data did you use?	<ul style="list-style-type: none"> ● FY23 GMAS Scores ● FY23 Beacon Formative Assessments scores ● FY23 Reading Inventory Proficiency Report ● FY23 Reading Inventory Proficiency Growth Summary Report ● Trend Data (FY18 - FY22 - not including FY20 - no data for FY20)
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What does your achievement data tell you?	<p>FY23 GMAS Scores - ELA</p> <ul style="list-style-type: none"> ● OVERALL TOTALS: 8% "Distinguished", 35% "Proficient", 38% "Developing", 20% "Beginning" <p>ELA scores decreased this year. Our 1's and 2's increased while our 3's and 4's decreased.</p> <p>SPED Totals ELA: (87 students total): 67% "Beginning"; 24% "Developing; 5%</p>
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"Proficient"; 1% "Distinguished"

ELL Totals ELA: (10 students total): 70% "Beginning"; 20% "Developing"; 10% No Score

FY23 GMAS Scores - Math

- OVERALL TOTALS: 15% "Distinguished", 37% "Proficient", 38% "Developing", 10% "Beginning"

From FY22, Level 4's dropped 3%; Level 3's dropped 1%; Level 2's rose 4%; Level 1's dropped 2%.

SPED Totals Math: (87 students total): 59% "Beginning"; 31% "Developing"; 5% "Proficient"; 2% "Distinguished"

ELL Totals Math: (10 students total): 50% "Beginning"; 30% "Developing"; 20% "Proficient"

FY23 Spring Beacon - ELA

OVERALL TOTALS:

- 6th Grade: 18% "Prepared", 64% "Near Target", 18% "Support Needed"
- 7th Grade: 23% "Prepared", 48% "Near Target", 30% "Support Needed"
- 8th Grade: 26% "Prepared", 50% "Near Target", 24% "Support Needed"

FY23 Spring Beacon - Math

OVERALL TOTALS:

- 6th Grade: 17% "Prepared", 61% "Near Target", 21% "Support Needed"
- 7th Grade: 18% "Prepared", 45% "Near Target", 37% "Support Needed"
- 8th Grade: 22% "Prepared", 43% "Near Target", 35% "Support Needed"

FY23 Reading Inventory Proficiency Report

- OVERALL:

These numbers are slightly lower than last year.

FY23 Reading Inventory Proficiency Growth Summary Report

- OVERALL: From the initial RI test to the last RI test, advanced scores rose by 6%, proficient scores rose by 1%, basic scores dropped by 1% and below basic dropped by 5% - These are slightly better than last year's scores.

Trend Data

In ELA, data shows that the GMAS scores have decreased. The number of Level 3's and 4's are decreasing overall, while the numbers 2's are rising. (With the exception of FY18 to FY19 - that year shows an increase in scores).

However, in 6th grade, FY22 did show a 1% rise in Level 4's.

The overall ELA Achievement Levels from FY18 to FY22 by grade level:

Overall Levels - L1 - Decreased by 2%; L2 - Increased by 2%; L3 - Decreased by 1%; Decreased by 1%

6th - L1 - Decreased by 2%; L2 - Increased by 2%; L3 - Increased by 3%; L4 - Decreased by 2%

7th - L1 - No change; L2 - Increased by 4%; L3 - Decreased by 3%; L4 - Decreased by 1%

8th - L1 - Decreased by 3%; L2 - Increased by 2%; L3 - No change; L4 - Increased by 1%

Average Lexile levels for 6th grade have decreased each year. Average Lexile levels for 7th grade increased slightly from FY18 to FY19, but since then have

	<p>decreased. Average Lexile levels for 8th grade rose from FY18 to FY19 and since then have decreased slightly each year, but are still higher over time.</p> <p>6th - Decreased from 1011 to 982 (-29 points)</p> <p>7th - Decreased from 1128 to 1095 (-33 points)</p> <p>8th - Increased from 1155 to 1161 (+6 points)</p> <p>The percentage of students on or above the CCRPI Lexile level by grade level:</p> <p>6th - Decreased from 57% to 48%.</p> <p>7th - Decreased from 65% to 61%.</p> <p>8th - Decreased from 65% to 60%.</p> <p>The average narrative writing scores (based on a 4 pt scale) by grade level:</p> <p>6th - Increased from 2.08 to 2.54 (+.46)</p> <p>7th - Decreased from 2.28 to 2.21 (-.07)</p> <p>8th - Increased from 2.02 to 2.72 (+.7)</p> <p>The average Extended Writing Scores 1 (based on a 4 pt scale) by grade level:</p> <p>6th - Decreased from 2.23 to 2.07 (-.16)</p> <p>7th - Decreased from 2.37 to 1.77 (-.6)</p> <p>8th - Decreased from 2.29 to 2.11 (-.18)</p> <p>The average Extended Writing Scores 2 (based on a 3 pt scale) by grade level:</p> <p>6th - Decreased from 2.24 to 2.01 (-.23)</p> <p>7th - Decreased from 2.27 to 1.75 (-.52)</p> <p>8th - Decreased from 2.24 to 2.03 (-.21)</p> <p>In Math, data shows that the GMAS scores took a dip in FY19 and FY20, but are trending back upward now.</p> <p>The overall Math Achievement Levels from FY18 to FY22 by grade level:</p> <p>Overall Levels - L1 - Decreased by 3%; L2 - Decreased by 3%; L3 - Increased by 2%; Increased by 3%</p> <p>6th - L1 - Decreased by 3%; L2 - Decreased by 3%; L3 - Increased by 7%; L4 - No change</p> <p>7th - L1 - Decreased by 3%; L2 - No change; L3 - Decreased by 1%; L4 - Increased by 3%</p> <p>8th - L1 - Decreased by 1%; L2 - Decreased by 5%; L3 - Increased by 1%; L4 - Increased by 5%</p>
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What demographic data did you use?	<ul style="list-style-type: none"> ● ELL population ● Gifted/AC population ● IEPs ● Active 504s ● Tier 2 - 3 RTI students ● ASPEN Incident and Action Reports ● Demographic Data from Office Referrals ● Local Poverty Information (GOSA Report Card)
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What does the demographic data tell you?	<p>ELL Students ELL students are served through one-to-one instruction with the ELL teacher at least once per day during their Connections block. Our ELL numbers are trending upward, with most new students speaking little to no English, moving in from other countries. For FY24, we have 8 projected students who will be served in the ELL program. On the ACCESS test, no students showed a drop in scores. Three of 11 students showed growth of less than one band. Two students moved more than one band. The other six students had zero growth.</p> <p>Gifted /Advanced Content Population 6th - 8th grade students who meet gifted eligibility are scheduled into 4 academic classes under the Advanced Content model. Other high-achieving students are scheduled into these classes, along with the gifted students. Gifted numbers have been falling slightly, and the projections seem to be following that trend of smaller numbers of gifted students. Trend data has shown that gifted instruction is not always differentiated appropriately. This year teachers were supposed to incorporate the PBL Project Curriculum, which enhances learning for gifted students. Our teachers did not utilize this curriculum. While some teachers are differentiating their lessons, it is not consistent, nor is it monitored effectively.</p> <p>IEPs Students with IEPs are primarily served through the collaborative model in a co-taught classroom. We do offer two resource classrooms for students who need more intensive and/or more individualized instruction. There is one self-contained classroom for students who are unable to be served in a standard classroom setting; however, these students do go out to Connection classes, accompanied by paraprofessionals.</p> <p>504s WLM currently has 67 students served with a 504.</p> <p>Tier 2 - 3 RTI Students RTI Math students were served by a math interventionist in a Connections block, either A or B day (meet every other day for the entire Connections block- 70 minutes). RTI Reading students were served by a reading interventionist in a Connections block, either A or B day (meet every other day for the entire Connections block- 70 minutes). RTI Reading uses System 44 and Read 180. Math utilized IXL as part of the RTI process. The number of students receiving T2 or T3 interventions changed throughout the year as monitoring of these students deemed appropriate. Students are primarily identified based on Student Tracker Quarterly data meetings. This data includes most current GMAS ELA and Math scores and the most current scores in the following areas: Beacon Reading and Math, IXL diagnostic, Reading Inventory Lexile, academic subject grades. Students in 7th grade have been referred for more Tier 2/3 services than any other grade level. This has been the trend over the last three years based on the data.</p> <p>Aspen Incident & Action Reports & Other Relevant Behavioral Data <u>Incident Report</u> The highest incident per grade levels are: (any incident 20 and above is listed): 6th - 40 - In Class Disruption; 38 - Lack of Cooperation; 29 - Insubordination; 21 - Fighting; [Rough/Horseplaying - 19; Picking on Others/Verbal or Physical</p>
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- 18]
 7th - 50 - In Class Disruption; 41 - Insubordination; 25 - Picking on Others/Verbal or Physical; 24 - Disrespect to Staff; 20 - Fighting; [19 - Rough/Horseplaying]
 8th - 27 - Insubordination; 21 - Disrespect to Staff; [18 - Fighting; 17 - In Class Disruption; 16 - Lack of Cooperation]

Action Report
 The action report shows the most frequently used actions in each grade level are:
 6th - 118 - In School Suspension; 40 - Out of School Suspension; 32 - Counseled; 20 - Suspended from Riding the Bus< 10 Days;

In 6th grade, 19 students were placed on CDP/Behavior Contract
 7th - 125 - In School Suspension; 47 - Out of School Suspension; 42 - In School Suspension< 1 Day; 24 - Counseled; 23 - Suspended from Riding the Bus < 10 Days;

In 7th grade, 21 students were placed on CDP/Behavior Contract
 8th - 107 - In School Suspension; 44 - Out of School Suspension; 19 - Suspended from Riding the Bus< 10 Days

In 8th grade, 15 students were placed on CDP/Behavior Contract

Other Relevant Behavioral Data
 658 of WLM students have NOT been referred to the office this year.
 46 students are responsible for 43% of the office referrals at WLM.
 75 students are responsible for 60% of the office referrals at WLM.
 95 students are responsible for 68% of the office referrals at WLM.
 Black males at WLM have a 57% chance of receiving at least one office referral.
 WLM had more students referred to a tribunal hearing than any other school in LCSS with a total of 42. 74% of tribunals resulted in placement at alternative school.
 270 referrals (39%) were initiated by office staff. 40% of the referrals were NOT written by teachers.
 48 (6%) of office referrals occurred after students were enrolled at alternative school.

Demographic Breakdown of Referrals to Office (Percentages by Total Population)
 White males - 32%
 White females - 11%
 Black males - 57%
 Black females - 30%
 Other males - 37%
 Other females - 28%

Office Referrals Trend Data
 In FY21, we had 509 office referrals.
 In FY22, we had 699 office referrals.
 In FY23, we had 840 office referrals.
 This is an alarming trend upward

GOSA Trend Data (FY20-FY22)
 Based on the GOSA report card, enrollment numbers are holding fairly steady over the last three years; while there are fluctuations each year, overall

	<p>enrollment holds close to 950 on average.</p> <p>The Limited English Proficiency students have held steady at 2%.</p> <p>The Free/Reduced Lunch eligibility has held steady at 85%.</p> <p>Students with Disability - average of 11.2%</p> <p>Migrant population holds fairly steady at either 0% - 1%.</p> <p>Our female to male ratio is close to 50% each.</p> <p>Race/ethnicity numbers have maintained as well at -</p> <p>Asian - 2%</p> <p>Black - average of 26%</p> <p>Hispanic - average of 4%</p> <p>Native American/Alaskan Native - 0%</p> <p>White - average of 66%</p> <p>Multiracial - average of 3%</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● According to the CNA survey trend data, Assessment Standard 1, aligning assessments with required curriculum standards is a strength. ● According to the CNA survey trend data, Instruction Standard 6, using appropriate, current technology to enhance learning is a strength. ● According to achievement trend data, overall math achievement on Georgia Milestones is increasing. <p>Challenges:</p> <ul style="list-style-type: none"> ● Achievement trend data shows that ELA Achievement scores, Lexile levels, and Extended Writing scores have dropped overall. 7th grade shows the most concerning decreases. ● SPED and ELL ELA scores are very low. ● According to the CNA survey trend data, Instruction Standard 1, providing a supportive and well-managed environment conducive to learning is a weakness. ● According to the CNA survey trend data, Instruction Standard 8, establishing a learning environment that empowers students to actively monitor their own progress is a weakness. ● Math teachers need support in the new Math Standards according to the Leadership Team discussions.
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● According to the CNA survey trend data, Planning & Organization Standard 2, using a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance is a strength. <p>Areas of concern:</p> <ul style="list-style-type: none"> ● According to the CNA survey trend data, the greatest challenge is Leadership Standard 8, providing ongoing support to teachers and staff. ● Based on the trend data in achievement, challenges include initiating and managing change to improve staff performance and student learning, using systems to ensure effective implementation of curriculum, assessment,
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Strengths and Challenges Based on Trends and Patterns

	instruction, and professional learning practices, and using processes to systematically analyze data to improve student achievement. While all these processes are in place, perhaps changes need to be made to ensure that the practices are most effective because achievement is dropping in ELA overall achievement, Lexile scores, and extended writing.
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Strengths: (These overall were not as highly rated strengths as other categories)</p> <ul style="list-style-type: none"> ● According the CNA survey trend data, most areas of professional capacity are continuing to improve over time. <p>Areas of concern:</p> <ul style="list-style-type: none"> ● According to the CNA survey trend data, Professional Learning Standard 5, allocating resources and establishing systems to support and sustain effective professional learning is a weakness. ● According to the CNA survey trend data, Professional Learning Standard 6, monitoring and evaluating the impact of professional learning on staff practices and student learning is a weakness. ● According to process data, monitoring and implementation of strategies presented in PLs also has not been done consistently ● Math teachers will need support in the new math standards based on conversations with math teachers at trainings and Leadership Meetings.
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Strengths:</p> <ul style="list-style-type: none"> ● According to the CNA survey trend data, Family and Community Engagement Standard 4, communicating academic expectations and current student achievement status to families is a strength. This also is supported by parent responses to surveys in our trend data. <p>Areas of concern:</p> <ul style="list-style-type: none"> ● According to trend data in parent meetings, surveys, and communication, parents feel a disconnect between school and parent relationships. They want to be more included. ● According to trend data in parent meetings, surveys, and communication, parents want help at home for their children with homework, test practice, and more availability of resources.

Strengths and Challenges Based on Trends and Patterns

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● According to the CNA survey trend data, School Culture Standard 1, developing, communicating, and implementing rules, practices, and procedures to maintain a safe orderly learning environment is a strength. ● WLM has two specialized instructional support services classes for students who need extra support in math and reading. In addition, we have a LindaMood Bell teacher who pulls students who needs extra support in addition the RTI class. Finally, we have a Connections class for students who need academic plus organizational/mentoring support (providing skills in homework, organization, and mentoring guidance). <p>Areas of concern:</p> <ul style="list-style-type: none"> ● Based on the achievement trend data creating an academically challenging environment is an area of concern in ELA. ● According to the CNA survey trend data, School Culture Standard 5, recognizing and celebrating achievements and accomplishments of students and staff is an area of concern.
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● Use of programs that enhance the learning of students, and making a positive outcome on academic success, especially in the RTI Reading program <p>Areas of concern:</p> <ul style="list-style-type: none"> ● Teachers are struggling to support ELL students. ● Gifted numbers are decreasing. Despite efforts at implementing a more rigorous and differentiated gifted curriculum, the data shows that many gifted classes are not being taught any differently than other classes. The new program that was supposed to be implemented this year, the PBL Project, was not utilized by the gifted teachers.
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● Math GMAS scores have increased <p>Areas of concern:</p> <ul style="list-style-type: none"> ● GMAS ELA scores (achievement, Lexile, and writing) are decreasing over time. ● SPED students are still not showing much growth.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>WLMS Special Education program is well established with teachers that have multiple years of experience and training. All grade levels have established content specific co-taught classes. In addition to these co-taught classes, there are special enrichment classes that help to accelerate students in both math and reading. With English Language Learners, we have developed an effective ESOL program in which students are given enrichment courses to help with their comprehension skills and language acquisition. Economically disadvantaged and ESOL students are heterogeneously grouped within their regular education classes. WLMS feels that this grouping helps to diversify our classrooms and set expectations at a higher level for traditionally under performing students. WLM includes children from all major racial and ethnic groups when identifying student with exceptional needs.</p>
Challenges	<p>One of the major challenges for WLMS is identifying and supporting the diverse needs of our Special Education population. Because of the vast differences in exceptionalities here at WLMS, we are sometimes stretched thin serving all SPED students in the area of their need. Another challenge for WLMS as it pertains to ESOL students is the training of teachers to best serve non-English speaking students. The number of ESOL students at WLMS is growing. Our teachers need additional training to develop supports and modifications in the regular education setting for these students. Teachers also need more support from the ESOL teacher with implementing strategies and helping ELL students with reading and understanding instructions and assignments. WLM monitors the growth of all students with exceptional needs, but especially students from major racial and ethnic groups as these students traditionally may not show as high a rate of growth as students from other areas. Cultural sensitivity and embedding relevant background knowledge into the curriculum is helping to address those needs.</p>

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Student extended writing scores have been dropping over time.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Although the numbers are trending downward, there are still a high percentage of students at Levels 1 and 2 on the GMAS.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Discipline referrals are growing each year.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Student extended writing scores have been dropping over time.

Root Cause # 1

Root Causes to be Addressed	Teachers are not required to use consistent instructional practices across the grade levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Teachers assign writing, but do not have a standard rubric/requirement for giving student feedback to improve writing practices.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program

Root Cause # 2

Impacted Programs	Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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Overarching Need - Although the numbers are trending downward, there are still a high percentage of students at Levels 1 and 2 on the GMAS.

Root Cause # 1

Root Causes to be Addressed	The GMAS Math test has multiple word problems, and the majority of students scoring one and two are weak readers so they are unable to interpret how to do the math because they can't read the problem.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students scoring Levels one or two on the GMAS have not learned prerequisite skills which causes gaps in knowledge.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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Overarching Need - Discipline referrals are growing each year.

Root Cause # 1

Root Causes to be Addressed	Lack of consistency in behavioral structures and procedures.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Root Cause # 1

Additional Responses	
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School Improvement Plan 2023 - 2024



**Laurens County
West Laurens Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Laurens County
School Name	West Laurens Middle School
Team Lead	Glenda Thompson
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student extended writing scores have been dropping over time.
Root Cause # 1	Teachers assign writing, but do not have a standard rubric/requirement for giving student feedback to improve writing practices.
Root Cause # 2	Teachers are not required to use consistent instructional practices across the grade levels.
Goal	For the FY24 school year, 65% of students will score an average of 2.2 or higher on the extended writing component of the Georgia Milestones Achievement Test.

Action Step # 1

Action Step	Professional learning opportunities will continue to be offered to teachers throughout the year to teach and strengthen writing strategies into all academic classrooms. Research: https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf Evidence: Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda Sign in sheets
Method for Monitoring Effectiveness	Growth in student achievement based on quarterly reviews
Position/Role Responsible	Instructional Coach Assistant Principals Principal
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Continue to conduct Data Digs into student performance related to literacy and ELA standards to identify struggling students and inform writing practices. Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf Evidence: Strong
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Minutes
Method for Monitoring Effectiveness	Identify student growth Identify teacher growth Data spreadsheet
Position/Role Responsible	Instructional Coach Assistant Principals Principal
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Continue to have Silent Sustained Reading in one academic class across all grade levels coupled with teacher-led reading conferences with individual students. Research: https://files.eric.ed.gov/fulltext/EJ1053594.pdf Evidence: Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observation, Lesson Plans
Method for Monitoring Effectiveness	Increased student Lexiles on Reading Inventory Lexiles and EOY GMAS Lexile
Position/Role Responsible	Instructional Coach Assistant Principals Principal
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Laurens County Library
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Action Step # 4

Action Step	Implement Vertical Alignment across the ELA subject areas teachers. Research: https://files.eric.ed.gov/fulltext/ED507587.pdf Evidence: Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting Notes Sign ins Vertically aligned documents
Method for Monitoring Effectiveness	Observation of consistent writing processes across grades Student achievement on GMAS and Assesslets Vertically aligned documents
Position/Role Responsible	Instructional Coach Administrator Lead Teachers
Timeline for Implementation	Quarterly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Teachers will be expected to implement research-based writing strategies into their classrooms. Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf#page=18 Evidence: Strong
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Classroom observations
Method for Monitoring Effectiveness	Lesson Plan Feedback Formative Assesslet Data
Position/Role Responsible	Administrators Instructional Coach
Timeline for Implementation	Weekly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Although the numbers are trending downward, there are still a high percentage of students at Levels 1 and 2 on the GMAS.
Root Cause # 1	The GMAS Math test has multiple word problems, and the majority of students scoring one and two are weak readers so they are unable to interpret how to do the math because they can't read the problem.
Root Cause # 2	Students scoring Levels one or two on the GMAS have not learned prerequisite skills which causes gaps in knowledge.
Goal	During the FY24 school year 90% or more of WLM students will score above a 2 or higher on the mathematics GMAS.

Action Step # 1

Action Step	Continue to have monthly Data Digs to identify struggling students and inform instructional practices. Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf Evidence: Strong
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign ins Minutes
Method for Monitoring Effectiveness	Identify student growth Identify teacher growth Data spreadsheet
Position/Role Responsible	Instructional Coach Assistant Principals Principal

Action Step # 1

Timeline for Implementation	Monthly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Continue to implement more individualized, differentiated, and small group instruction within math classes. Research: https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/u_03-2019.asp Evidence: Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans Classroom observations Coaching cycles
Method for Monitoring Effectiveness	Growth in student achievement on Beacon Math, IXL Diagnostic/Snapshot, common assessments, and GMAS.
Position/Role Responsible	Instructional Coaches Assistant Principals Principal

Action Step # 2

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide professional development to all Math teachers, including all special education teachers and paraprofessionals, in the implementation of the new math standards. Research: https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf Evidence: Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign ins Agenda Lesson plans
Method for Monitoring Effectiveness	Notes/discussion from PLC sessions Student achievement on common assessment data and GMAS
Position/Role Responsible	Instructional Coach Administration

Action Step # 3

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Discipline referrals are growing each year.
Root Cause # 1	Lack of consistency in behavioral structures and procedures.
Goal	During the FY24 school year, discipline referrals will not exceed 700 office discipline referrals (ODR).

Action Step # 1

Action Step	Teachers will monitor classes during transitions. Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf#page=50 Evidence: Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Observation of transitions
Method for Monitoring Effectiveness	Tracking of ODRs
Position/Role Responsible	Instructional Coach Assistant Principals Principal
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Increase supervision of lunch periods by all staff. Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf#page=50 Evidence: Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Observation of lunch supervision
Method for Monitoring Effectiveness	Tracking of ODRs
Position/Role Responsible	Administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide support personnel to monitor and counsel at-risk students. Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=47 Evidence: Moderate
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Log of contacts
Method for Monitoring Effectiveness	Tracking of identified students
Position/Role Responsible	Administrator
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The Root Cause analysis was discussed among members of the WLMS Leadership team with guidance from Program Director Julie Dyar. The team developed the action plan for the SIP. Surveys were sent out to parents, staff, other school leaders, paraprofessionals, specialized instructional support personnel, community leaders, and other stakeholders in order to gain their input into the School Improvement Plan. Meetings were held with groups of teachers, support staff, students, and parents to get feedback as well.
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	The FY24 WLMS School Improvement Plan establishes goals based on the above overarching needs and details action steps that will be undertaken to accomplish the goals. Each action step identifies the above subgroups (ED, SPED, EL, migrant, LEP and homeless) specifically to ensure that all populations are included. ELL training will be embedded into at least one PL each month, with special EL only PLs periodically, where teachers, paraprofessionals, and other school personnel will participate in the training. All teachers at WLM are certified in the field they are teaching, with the exception of the Chorus teacher, who is working toward certification and has support from a mentor and the Instructional Coach in the interim.
3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	WLMS will be on one bell schedule for the entire school allowing for a five period day with Connections on an A/B schedule. Connections will be 90 minutes long while academic classes will be 65 minutes. An additional math class will be offered to 7th grade bubble students to decrease class size and allow a smaller teacher:student ratio. Students who need Tier 2 and Tier 3 interventions will be placed in a Connections Reading or Math class to receive more individualized instruction in the areas where they have learning gaps. There is also an ELL class, a Study Skills Class for low-performing students with IEPs, and 3 resource classes for students with IEPs who need additional supports in behavior or academics.
4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance	Not applicable

criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Not applicable.
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	WLMS, in conjunction with WLHS, hold a yearly orientation for students in the 8th grade. The orientation includes course counseling, pathway counseling, and tours of the high school. WLMS also holds an annual 6th grade orientation for all upcoming students. This orientation is an informational session for students and parents to bridge from elementary to middle school. All WLMS students also complete a career inventory when enrolled.
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	WLMS has an effective progressive discipline policy that is systematic for the entire school. Students are given three chances for minor offenses before they are sent to the office. During these three chances, students are counseled about their behavior and parents are notified of the students infraction. All school staff are also trained in and utilize PBIS, which also guides student behavior. PBIS initiatives include mentoring, rewards/incentives for students who exhibit positive behaviors. Students who receive more than 3 referrals are also placed on MTSS behavioral tier 2 or 3 to receive more intensive interventions.

ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>Professional Development:The establishment of and development of Professional Learning Communities are a priority for the district and for WLMS. Formal PLC sessions by grade level are held at least twice each month with informal PLC sessions held weekly by grade level content area. The WLMS Instructional Coaches and Administrators provide monitoring and support of instructional strategies highlighted at each formal PLC session. Instructional Coaches provide feedback on weekly lesson plans and are available to observe classrooms to provide support to individual teachers. Topics for formal PLC session for FY24 include: Increasing literacy in all classrooms, especially increasing writing skills, use of instructional technology, data discussion (monthly), Lexiles, MTSS, ESOL/EL students, students\ social and emotional needs, building parent capacity, and various sessions on parent engagement.</p> <p>Parent Involvement:Various strategies will be used to increase parent involvement in FY23.</p> <ul style="list-style-type: none"> ● Fall and Spring Title 1 meetings ● Parent Engagement activities ● Information sent to parents consistently through social media, Google Classroom, and Remind ● Provide parents of English Learners information, documents, and flyers in their preferred language ● Provide quarterly English Learners parent involvement meetings ● Provide resources for English Learners parents to help strengthen literacy strategies for their student <p>Reviewing Progress:</p> <p>The WLM Title 1 Coordinator and Instructional Coaches will be responsible for monitoring overall student progress and the meeting of the SIP goals for FY23.</p> <ul style="list-style-type: none"> ● Maintain progress monitoring documents on all students which will include: Reading Inventory reports, IXL data (ELA and Math), Read 180 progress data, Linda Mood Bell progress data, math push-in interventionist data, monthly student tracker meetings ● Be a contributing member of the MTSS committee. The MTSS committee meets quarterly to review progress made by students in interventions to determine next steps. ● Be an active participant in monthly teacher led data PLCs. ● The leadership team will meet once monthly to discuss needed information and data, and will meet at least once per quarter to review the goals and action steps to monitor progress and determine whether adjustments or changes need to be made to the SIP/Goals/Action Steps. ● At the end of the year, the leadership team will use the data collected throughout the year in each grade level to determine if the current goals have been met, and then discuss whether we will continue working on the current goals with adjustments, or create new goals. <p>Resources:All purchases made using Title 1 funds will be tied to the</p>
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ADDITIONAL RESPONSES

	<p>overarching needs, goals and action steps addressed in the WLMS Comprehensive Needs Assessment and School Improvement Plan and will provide a viable instructional program for each student being served. Resources will address the needs of all students and will be supplemental, allowable and allocable, as well as being necessary and reasonable. All resources whether purchased using Title 1 funds or district or school funds must be used for either instruction, professional development, or parent engagement.</p> <p>Updated School Improvement Plans are posted on the school website so that they are readily available to parents and the public. School Improvement Plans will be translated to the extent practicable, in a language that the parents can understand. Other invitations, flyers, documents will be translated for parents.</p>
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