

FY25 WJMS Improvement Plan

Goal Area I: Student Achievement & Readiness

Performance Objective A: Increase mastery of standards in all content areas through high quality curriculum, instruction, and assessment

Performance Objective B: Increase Student Engagement

Performance Objective C: Increase college, career, and life readiness

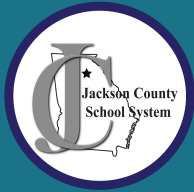
Overarching Need: Math

41.45% of students in 6th grade not performing at expected levels of proficiency on 6th grade math EOG.
45.13% of students in 7th grade not performing at expected levels of proficiency on 7th grade math EOG.
34.52% of students in 8th grade not performing at expected levels of proficiency on 8th grade math EOG.
3.15% of students in 8th grade not performing at expected levels of proficiency on Algebra C&C EOC.

Root Cause(s):

- Lack of Differentiated Instruction
- Low Student Engagement in Math
- Insufficient Use of Formative Assessment Data to Inform Instruction

Goal: Increase the percentage of students in all grade-levels performing at the proficient & distinguished level by 5% on math EOGs and a 5% increase of students performing at the distinguished level on the Algebra EOC.



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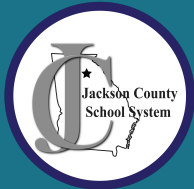
Action Step: Implement small-group interventions focusing on foundational math skills. (Achievement: Expand Support and Resources)

Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Coherent Instruction ▾	Use regular progress monitoring assessments (e.g., bi-weekly quizzes, Delta Math) to track student improvement. Document the frequency and quality of interventions provided.	Math intervention specialists, math teachers. Asst. Principal	Improvement in student scores on MAP and formative assessments. Reduction in the number of students identified with significant skill gaps. Documented intervention logs.

Action Step: Provide professional development for teachers on differentiating instruction to meet the needs of all learners. (A, C, & E: Expand Support & Resources, Strengthen Collaborative Community, & Embrace Innovative Methods)

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Coherent Instruction ▾	Conduct classroom observations and review lesson plans to ensure differentiation is occurring. Analyze student work samples to check for differentiation in assignments.	Principal and assistant principals.	Improvement in student scores on MAP and formative assessments. Observation notes indicating use of differentiated instruction. Varied student work samples reflecting different levels of challenge. Feedback from students and teachers on the effectiveness of differentiation.

Action Step: Incorporate flexible grouping and tiered assignments to challenge students at their appropriate levels (A & E: Elevate Academic Excellence & Enhance Student Engagement)



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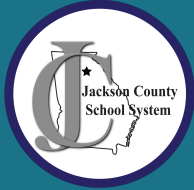
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Coherent Instruction ▾	Conduct classroom observations and review lesson plans to ensure differentiation is occurring. Analyze student work samples to check for differentiation in assignments.	Principal and assistant principals.	Improvement in student scores on MAP and formative assessments. Observation notes indicating use of differentiated instruction. Varied student work samples reflecting different levels of challenge. Feedback from students and teachers on the effectiveness of differentiation.

Action Step: Regularly analyze formative assessment data with PLCs (e.g., exit tickets, quizzes) to adjust instruction (A & C: Develop leadership capacity & strengthen collaborative community)

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Professional Capacity ▾	Work with PLC Leaders to Review data from formative assessments and progress monitoring tools (Delta Math) regularly. Check teacher action plans and lesson adjustments based on data analysis.	PLC/Data teams, including teachers, and administrators.	Documentation of data analysis meetings. Adjusted lesson plans reflecting data-driven decisions. Student performance improvements on MAP.

Action Step: Use district common assessments to identify trends and areas of need across grade levels (A & E: Elevate Academic Excellence & Support Professional Goals)

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
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	<p>Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted</p>	<p>Professional Capacity ▾</p>	<p>Review data from common assessments regularly. Check teacher action plans for remediation based on data analysis.</p>	<p>PLC/Data teams, including teachers, and administrators.</p>	<p>Documentation of data analysis meetings. Remediation plans reflecting data-driven decisions. Student performance improvements on MAP.</p>
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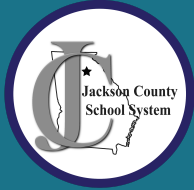
Action Step: Integrate real-world applications and problem-solving activities to make math more relevant and engaging. (E: Enhance student engagement & Embrace Innovative methods)

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
	<p>Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted</p>	<p>Professional Capacity ▾</p>	<p>Observe classrooms for the use of engaging instructional strategies (e.g., real-world applications, interactive activities). Collect student feedback through surveys or focus groups.</p>	<p>Classroom teachers and administrators</p>	<p>Increased participation rates in math activities. Positive feedback from students regarding math instruction. Higher levels of student effort and engagement observed during lessons.</p>

Goal Area I: Student Achievement & Readiness

Performance Objective A: Increase mastery of standards in all content areas through high quality curriculum, instruction, and assessment

Performance Objective B: Increase Student Engagement



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Performance Objective C: Increase college, career, and life readiness

Overarching Need: Literacy

- 25.82% of 6th graders not reading on grade level as indicated by the 6th grade ELA EOG
- 22.46% of 7th graders not reading on grade level as indicated by the 6th grade ELA EOG
- 16.55% of 8th graders not reading on grade level as indicated by the 8th grade ELA EOG

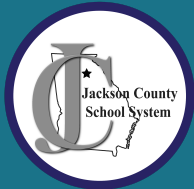
Root Cause(s):

- Gaps in Foundational Literacy Skills
- Lack of Differentiated Reading & Writing Instruction
- Inconsistent Use of Data to Inform Instruction

Goal: Increase the percentage of students in all grade-levels performing at the proficient and distinguished levels by 5% on ELA EOGs.

Action Step: Address Gaps in Foundational Literacy Skills by Implementing targeted literacy interventions for students identified as having gaps in foundational skills. (Achievement: Expand Support and Resources)

Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
N/A	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Coherent Instruction ▾	Review previous grade level Milestones data and MAP assessment data to identify literacy gaps. Track progress of students receiving interventions through regular progress monitoring reports. Conduct observations of intervention sessions to ensure	ELA Teachers Literacy Coach Intervention Teachers Administrators	Improvement in students' reading levels as measured by MAP (e.g., Lexile scores). Increase in the percentage of students moving out of intervention groups as they meet grade-level expectations. Positive trends in formative assessments specific to foundational literacy skills.



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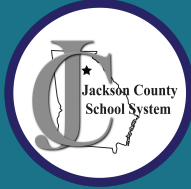
			fidelity to the program.		
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Action Step: Enhance Differentiated Reading & Writing Instruction by Providing ongoing professional development focused on differentiated instruction techniques in ELA. (A, C, & E: Expand Support & Resources, Strengthen Collaborative Community, & Embrace Innovative Methods)

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
N/A	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Professional Capacity ▾	Observe classroom instruction to ensure differentiation strategies are being implemented. Review lesson plans for evidence of differentiated instruction tailored to diverse learners. Collect and analyze student work samples for differentiation and growth in reading and writing skills.	Teachers Administration	Increase in student engagement and participation in differentiated tasks. Positive shifts in student performance data, especially among lower-performing students.

Action Step: Consistent Use of Data to Inform Instruction by Establishing a consistent system for collecting, analyzing, and using data to guide ELA instruction. (A & C: Develop leadership capacity & strengthen collaborative community)

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities	Professional Capacity ▾	Schedule regular data team meetings to review assessment data and adjust instruction. Monitor the use of formative assessment tools and the adjustments made based on	Data Team Leads (Grade-Level Chairs or ELA Department Heads) Teachers Assistant Principal	Evidence of data-informed instructional decisions in teacher lesson plans and classroom practices. Documented student growth in MAP data, showing



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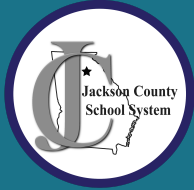
	Gifted		data. Track the implementation of data-driven instructional plans.		improvement in targeted areas. Reduction in the number of students not meeting benchmarks due to timely interventions.
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Action Step: Integrate Literacy Across the Curriculum by Promoting literacy development in all content areas to reinforce reading and writing skills across the curriculum. (E: Enhance student engagement & Embrace Innovative methods)

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Coherent Instruction ▾	Conduct cross-disciplinary classroom observations focusing on literacy integration. Review lesson plans during PLC meetings from non-ELA subjects to ensure inclusion of literacy strategies. Create local Literacy Team to develop school-wide system for implementing, analyzing CER	Content-Area Teachers Department Heads Administrators	Increased use of literacy strategies in non-ELA classrooms, as evidenced by observation notes and lesson plans. Improvement in student literacy skills across content areas, measured by interdisciplinary assessments. MAP Data

Action Step: Monitor and Reflect on Progress by Continuously monitoring the effectiveness of instructional strategies and interventions, and make adjustments as needed. (A, C, E: develop leadership capacity, promote teamwork, & support professional goals)

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
na/	Economically disadvantaged Homeless English learners	Effective Leadership ▾	Schedule and conduct quarterly data reviews to assess progress toward the ELA goal.	Principal/Asst Principals PLC/Data Teams Instructional Leadership Team	Steady progress toward the 5% improvement goal, as indicated by MAP data reports.



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	<p>Migrant Race/Ethnicity/Minority Students with disabilities Gifted</p>		<p>Collect and analyze feedback from teachers, students, and parents on the effectiveness of strategies. Adjust action steps based on data review and feedback.</p>		<p>Documented adjustments to instructional strategies based on ongoing data analysis. Overall improvement in ELA EOG scores, demonstrating the effectiveness of the implemented strategies.</p>
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Performance Objective A: Increase mastery of standards in all content areas through high quality curriculum, instruction, and assessment

Performance Objective B: Increase Student Engagement

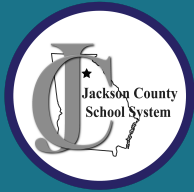
Performance Objective C: Increase college, career, and life readiness

Overarching Need: 8th grade Georgia Studies and HS Physical Science

- 46.81% of 6th graders not performing on grade level as indicated by the 8th grade Georgia Studies EOG
- 59.07% of 8th graders not performing on grade level as indicated by the 8th grade HS Physical Science EOC

Root Cause(s):

- Lack of clear quality Tier I literacy instruction.
- Lack of consistent writing instruction



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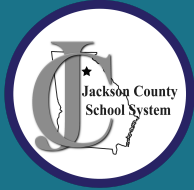
Goal: Increase the percentage of students in 8th grade performing at the proficient and distinguished levels by 5% on Georgia Studies EOG and HS Physical Science EOC.

Action Step: Strengthen Tier I Literacy Instruction Across Content Areas by Integrating explicit literacy instruction in both Georgia Studies and HS Physical Science classes.

Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
N/A	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Coherent Instruction ▾	Regular reviews of lesson plans during PLC meetings to ensure integration of literacy strategies. Classroom observations focusing on the use of literacy instruction in content areas.	Georgia Studies and HS Physical Science Teachers Principal/Asst Principals	Improvement in student performance on formative assessments and common assessments that require reading and writing within the content areas. Increased engagement and comprehension in content-based reading activities.

Action Step: Implement Consistent Writing Instruction Across the Curriculum by utilizing CER (Claim, Evidence, Reasoning) writing instruction practices across all 8th-grade content areas, with an emphasis on analytical writing in Georgia Studies and HS Physical Science.

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
N/A	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Professional Capacity ▾	Collect and review student writing samples from both subjects to monitor progress. Track teacher adherence to the writing initiative	Georgia Studies and HS Physical Science Teachers Administrators	Improved student performance on writing tasks within Georgia Studies and HS Physical Science assessments.



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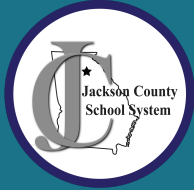
			through lesson plans and classroom observations.		
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Action Step: Use Data to Inform Instruction and Interventions by Establishing a consistent process for using data to drive instruction and interventions in 8th grade Georgia Studies and HS Physical Science.

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Professional Capacity ▾	Regular data analysis meetings to review student progress and adjust instructional plans. Track the impact of interventions on student performance over time.	PLC/Data Teams (Georgia Studies and HS Physical Science Teachers) Principal	Increase in the number of students meeting or exceeding proficiency levels in targeted areas as shown by formative assessments. Positive trends in EOG and EOC scores, reflecting the effectiveness of data-driven interventions.

Action Step: Engage Students in Active Learning and Critical Thinking by Enhancing instructional practices in Georgia Studies and HS Physical Science to promote active learning and critical thinking.

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Supportive Learning E... ▾	Observe classrooms for the use of active learning strategies and critical thinking activities. Collect student feedback on engagement and learning experiences.	Georgia Studies and HS Physical Science Teachers Principal/Asst Principal	Increased student engagement and participation in class activities. Higher levels of critical thinking and problem-solving skills evident in student work and assessments.



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Goal Area V: Positive Culture and Climate

Performance Objective A: Create and maintain a safe, welcoming, inclusive and supportive environment for students, staff, parents, and community.

Performance Objective B: Promote social and emotional support for JCSS students and staff

Performance Objective C: Establish and maintain clear and high expectations of excellence for JCSS students and staff.

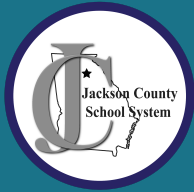
Overarching Need: Attendance

11% of students have missed more than 10% of the school year in FY24 leading to a lack of connection to peers and staff, engagement on school activities, and a decreased access to mental health and wrap-around services.

Root Cause(s):

- Lack of connection to school due to inability / limited ability to develop relationships with peers and staff
- Increased mental health needs that cannot be handled at the school (Crisis Intervention) and necessitate outside services and partners
- Lack of academic accountability and understanding of impact on student achievement.

Goal(s): Decrease the number of students in FY25 that miss more than 10% of the school year by 2%.



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Action Step: Utilize Positive Behavioral Interventions and Supports (PBIS)

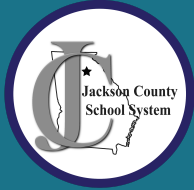
Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
School -level	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Supportive Learning E... ▾	Track PBIS points or rewards earned specifically for attendance. Monitor overall attendance rates and correlate them with the introduction of PBIS attendance initiatives.	PBIS Team Attendance Clerk Teachers School Administrators	Increase in the number of students achieving positive attendance benchmarks. Reduction in the percentage of students missing more than 10% of the school year.

Action Step: Implement Early Intervention and Monitoring Systems by Developing and utilizing systems to identify and intervene with at-risk students early in the school year.

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
District School level	Economically disadvantaged Homeless English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted	Family and Community E... ▾	Track the number of students flagged by the early warning system and the interventions provided. Monitor changes in attendance rates following early interventions.	Attendance Monitoring Team School Administrators	Reduction in the number of students flagged for chronic absenteeism as the school year progresses. Increased parental engagement and responsiveness to early communication efforts.

Action Step: Create a Positive and Engaging School Culture by Developing initiatives that make school a more positive and engaging environment, encouraging regular attendance.

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
District School -level	Economically disadvantaged Homeless	Supportive Learning Envi... ▾	Track attendance rates in correlation with the	PBIS Team Student Council	Increased student participation in school activities and clubs.



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	<p>English learners Migrant Race/Ethnicity/Minority Students with disabilities Gifted</p>		<p>introduction of new school activities and incentive programs. Gather student feedback on the school culture and its impact on their desire to attend regularly.</p>	<p>Teachers School Administrators</p>	<p>Higher overall attendance rates, especially during periods of high engagement (e.g., after-school events).</p>
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Goal Area V: Positive Culture and Climate

Performance Objective A: Create and maintain a safe, welcoming, inclusive and supportive environment for students, staff, parents, and community.

Performance Objective B: Promote social and emotional support for JCSS students and staff

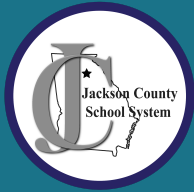
Performance Objective C: Establish and maintain clear and high expectations of excellence for JCSS students and staff.

Overarching Need:

To build a positive school culture that promotes responsible behavior, respect, and safety across all areas of WJMS through consistent implementation and reinforcement of the PBIS program.

Root Cause(s):

- **Inconsistent Reinforcement:** There is a lack of uniformity in how the PBIS expectations (Pride, Attitude, Work, Safety) are reinforced by staff across different school environments (e.g., classrooms, hallways, cafeteria, restrooms, buses).



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- **Limited Student Buy-In:** Students may not fully understand or internalize the PBIS expectations due to insufficient opportunities for positive reinforcement or a lack of clarity in communication.
- **Environmental Factors:** In high-traffic areas like hallways and the cafeteria, the physical environment and the high volume of students can make it challenging to consistently enforce expectations, leading to lapses in behavior.

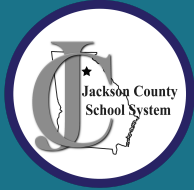
Goal: Enhance the school-wide culture at WJMS by ensuring that 90% of students consistently demonstrate positive behavior aligned with the PBIS expectations (Pride, Attitude, Work, Safety) across all school settings by the end of the academic year, as measured by a reduction in behavior referrals, increased positive reinforcement reports, and student and staff surveys.

Action Step: Teacher Training and Calibration on using PAWS card.

Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
N/A	ALL	Professional Capacity ▾	Provide professional development for all staff on the consistent use of PAWS cards, including how to track behaviors, issue tickets, and provide feedback to students.	Admin Team	Regularly calibrate expectations across grade levels and departments to ensure uniformity in how positive and negative behaviors are recognized.

Action Step: Regular Monitoring and Feedback Loops

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
N/A	ALL	Professional Capacity ▾	Establish a system for teachers to regularly submit data on PAWS card usage	ILT and Admin Team	Use this data in ILT & PLC meetings to identify trends, celebrate successes, and address areas where



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					additional support or adjustments are needed.
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Action Step: Student and Parent Engagement					
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
N/A	ALL	Family and Communit... ▾	Communicate the PAWS card system to students and parents through Curriculum Night, newsletters, and classroom discussions	Teachers and Admin Team	Reinforce the importance of the system by showcasing monthly PBIS events and rewards, encouraging students to actively engage in tracking their behavior, and involving parents in recognizing and celebrating their child's positive behavior at home

Action Step: Use of SmartPass program					
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
School Level	ALL	Supportive Learning E... ▾	Data from SmartPass program	Asst. Principal Safety and Security	Reduce the number of students in halls, restrooms, etc and missing class time.