



# Whitewater Middle School Goals and Action Steps 2025-2026

GOALS	ACTION STEPS	SUCCESS CRITERIA	DATA SOURCES
<p>By May 2026, we will increase achievement for all students as measured by:</p> <ol style="list-style-type: none"> <li>1. The percentage of students for each Milestones assessment who earn a proficient (3) or distinguished (4) rating.</li> <li>2. The percentage of students scoring at or above grade level as measured by the Lexile Measure of the Milestone Assessment.</li> <li>3. A standards analysis of district common benchmark assessments compared to the previous PLC data.</li> </ol>	<ol style="list-style-type: none"> <li>1. Core content teachers will collaborate through PLC (professional learning communities) to discuss the progress of student achievement and growth when looking at classroom common assessments and district commo</li> <li>2. Each department will teach vocabulary in context and create DOK 2 and 3 level questions aligned to the rigor of the standards.</li> <li>3. Direct instruction in the curriculum/content about literacy standards and practicing reading skills (minimum once per week)               <ol style="list-style-type: none"> <li>a. Cold reading/ Close reading a text for understanding/purpose (Reader Response) (Word problems in math)</li> <li>b. Summarize</li> <li>c. Identify main idea, theme/central idea; annotation</li> <li>d. Identify and apply key vocabulary</li> </ol> </li> <li>4. Continue to look at the performance of our ECS students on benchmark assessments to better target remediation and enrichment opportunities for this subgroup.</li> <li>5. Implement at least one common lab per nine weeks in science with questions appearing on common unit school based assessment.</li> <li>6. Implement at least three common DBQ's in Social Studies Classrooms throughout the school year.</li> <li>7. Utilize assessment blueprints to create common formative or summative assessments (depending on subject) focusing on balancing DOK questions with the rigor and the wording of the standards.</li> <li>8. Utilize AI to adjust the Lexile Level of reading passages to differentiate learning (keeping in mind that we build student capacity to tackle grade level text)</li> <li>9. MTSS Team identifies students not meeting grade level expectations for scheduling purposes (Read 180, Reading Plus, Math Connections, IXL)</li> <li>10. Implement Accelerated Reader to develop independent reading skills and allow students to set goals.</li> <li>11. Implement the Fayette 5.</li> <li>12. Increase academic instructional minutes by implementing a new bell schedule.</li> </ol>	<p>Georgia Milestone achievement level of 3's and 4's in Math, ELA, Algebra 1, Physical Science, and GA Studies will increase by 3%</p> <p>Unit summative assessments and/or DSC assessment standards analysis will improve compared to previous year's data.</p> <p>Students will check out at least 21,800 books from our media center (increase by 5%).</p>	<p>GA Milestones Data (EOG)</p> <p>PLC agendas and notes</p> <p>DSC Data (District Assessments)</p> <p>Common Summative/Formative Assessments</p> <p>MTSS agendas and notes</p> <p>Reading Plus Data</p> <p>GA Milestones Data</p> <p>Media Center Circulation Data</p> <p>AR Program Usage</p> <p>STAR Math Data</p>
<p>Maintain a positive school climate and culture by focusing on supporting students, staff, and families.</p>	<ol style="list-style-type: none"> <li>1. Build community by incorporating PBIS and team building.</li> <li>2. Recognize students by increasing positive communication home (refrigerator notes, postcards, digital recognition, etc.)</li> <li>3. Increase the percentage of students participating in clubs, athletics, and fine arts.</li> <li>4. Continue PBIS matrix, schoolwide discipline plan, and redelivery of consistent behavioral expectations.</li> <li>5. Continue Town Hall Meetings at lunch to communicate behavioral expectations and recognize students for various achievements.</li> <li>6. Continue Chatter and Chow for staff.</li> <li>7. Utilize platforms (Parent Square, School Website, The Weekly Wildcat, and Social Media) to share and communicate the positive cultural events, student recognitions, and happenings at WMS.</li> <li>8. Provide parents with opportunities for in-person or virtual parent teacher conferences.</li> </ol>	<p>85% or above satisfactory rating from parent and teacher surveys</p> <p>At least one social media post (Facebook and Instagram) per week</p> <p>PBIS lessons</p>	<p>Social Media</p> <p>Character Education &amp; PBIS Lessons</p> <p>Team/Grade Level Meetings</p> <p>Positive Parent Contacts</p> <p>PBIS Data (TFI)</p> <p>District/School/State Surveys</p>

## Alignment to District Strategic Plan

- 1.1.1.a. Pilot curriculum plans and refine units of instruction in mathematics, science, and social studies.
- 1.1.1.b. Maintain a collaborative process for regularly reviewing interim assessments and item banks, using data insights to guide instructional decisions
- 1.1.1.c. Improve leaders' understanding of instructional practices to support effective classroom instruction to improve student achievement. (Fayette 5)
- 1.1.1.d. Use formative and interim assessment data in PLCs to inform instructional adjustments and strengthen instruction
- 1.1.1.h. Engage teacher teams and content leaders to research and draft success criteria for each priority standard in ELA and Math, ensuring alignment across grade levels and consistency in expectations.
- 1.1.3.a. Integrate content-specific literacy practices, including both reading and writing, into instructional units across all subject areas to support deep comprehension and communication.
- 1.1.3.b. Provide targeted implementation support and professional learning to embed discipline-specific writing strategies, alongside reading practices, into instruction across all content areas.
- 1.1.5.a. Use the Plan-Do-Check-Act cycle to monitor school improvement plans every 45 days, by comparing common formative and summative assessment data to determine trends and next steps.
- 1.1.5.c. Participate and/or lead school staff in professional learning to support effective use of assessment data to improve instruction.
- 2.1.1.e. Conduct a communication audit focused on Parent Square and other digital platforms to improve clarity, coordination, and reduce message fatigue among stakeholders.

## Monitoring Dates

Our School Improvement Leadership Team will formally review and discuss the data on the following dates:

- August 25, 2025
- September 29, 2025
- October 27, 2025 (45 day Review)
- December 8, 2025
- January 12, 2026
- February 9, 2026
- March 23, 2026
- May 18, 2026

Our PLC Teams will monitor and discuss data related to district benchmark assessments and individual/team progress towards meeting our SIP Goals during the Content PLC meetings (every Thursday during the school year).

The principal and the school administrative team discuss progress towards goals weekly, as data is available, during our administrative team meetings (every Friday during the school year).