

Comprehensive Progress Report

Mission:

Whitewater Middle School creates self-aware and socially conscious leaders who think critically, communicate confidently, and act sustainably.

Vision:

Our students are creative revolutionaries who as critical thinkers and empathetic citizens create solutions for a better world

Goals:

The percent of students scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 6-8 will increase from 46% in SY2024-25 to 56% in SY2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 69% in SY2024-25 to 80% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

CMS Guardrail 3: The percent of Chronic Absenteeism will decrease from 35% in SY 2024-2025 to 25% in SY 2025-2026 (Aligns to A1.07, A4.06 and CMS Guardrail 3)

CMS Guardrail 1: The percent of student with disability students scoring Grade Level Proficient (GLP) 11.8% 2024-25 to 21.8% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

CMS Guardrail 2: The number of OSS/ISS incidents will decrease from 40% in SY 2024-25 to 20% in SY 2025-26 (Aligns to A1.07, A4.06, and CMS Guardrail 2)

CMS Guardrail 4: The school will retain 95% of its highly effective classroom teachers throughout the 2025-26(Aligns to C3.04 and CMS Guardrail 4)

CMS Guardrail 1: The percent of students scoring Grade Level Proficient (GLP) science End of Grade assessments in grade 8 will increase from 46.1% in SY 2024-25 to 60.1% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Whitewater Middle School School Improvement Team (SIT) will create a master schedule that ensures planning time and a lunch duty schedule that ensures students are safe and monitored. (Guardrail 4, CMS Goal 2 & 3)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Enrollment: 744 EL: 17% AA: 50% His: 35% SWD: 16% EL: 17%</p> <p>23 - 24 EOG Data: GLP: 37.5% (-2.2) CCR: 21.3% (+0.3)/Math: GLP: 41% (-4.2) CCR: 28% (+0.7)/Math 1: GLP: 93% (+11.7) CCR: 63.4% (+22.1)/Reading: GLP: 33% (+1.5) CCR: 13.8% (+0.4)/Science: GLP: 40.1% (-7.0) CCR: 33.1% (+0.7)</p> <p>For the 2024-2025 school year, Whitewater Middle School’s master schedule was thoughtfully designed to include dedicated times for grade-level PLCs to meet weekly. During these meetings, teachers had the opportunity to collaborate on student progress and effective teaching practices. They could also consult with coaches to address questions and refine lesson plans as a team. Additionally, teachers were assigned specific morning and afternoon duties to ensure the safety and supervision of students as they arrived at and departed from the school.</p> <p>In terms of meeting our SIP goal targets for the year, we successfully maintained a daily planning commitment of 85 minutes. We also established a structured schedule for staff to participate in morning and afternoon duties. Notably, the ELA department increased its projected percentile by 1.95, while the math department achieved a significant 12.93% increase compared to the previous year.</p> <p>Our successes this year included a reduction in incidents during transitions at the beginning, middle, and end of the day, and improved collaboration among teachers on lesson planning to better address student needs.</p> <p>Looking ahead to the 2024-2025 school year, we face the challenge of ensuring that new teachers not only understand the content but also develop the effective “teacher-moves” necessary to help students grasp challenging concepts. To tackle this challenge, we will provide the Instructional Leadership Team with training on using the relay method to support teachers in refining their skills. We will also revamp our Beginning Teacher Support program to offer enhanced support for new educators.</p> <p>Additionally, we will implement whole-staff de-escalation training</p>	Limited Development 09/20/2023		

aligned with Crisis Prevention Intervention practices and participate in the Capturing Kids' Hearts training cohort for the 2023-2024 school year. To further our commitment, we will continue to enforce duties for all staff members to ensure collective accountability for student well-being and success.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

Enrollment: 744 EL: 17% AA: 50% His: 35% SWD: 16% EL: 17%

23 - 24 EOG Data: GLP: 37.5% (-2.2) CCR: 21.3% (+0.3)/Math: GLP: 41% (-4.2) CCR: 28% (+0.7)/Math 1: GLP: 93% (+11.7) CCR: 63.4% (+22.1)/Reading: GLP: 33% (+1.5) CCR: 13.8% (+0.4)/Science: GLP: 40.1% (-7.0) CCR: 33.1% (+0.7)

When this objective is fully achieved, our master schedule will include designated times for grade-level instruction planning. Grade-level leads or administrators overseeing each grade will prepare agendas documenting attendance and the topics discussed during PLC meetings. Specific duties will be assigned, and deadlines will be established within the PLC to ensure timely completion of tasks. This collaborative planning will focus on identifying students with high needs, addressing their requirements, and sharing and implementing effective teaching practices.

Students will be closely monitored by staff and teachers as they arrive to ensure they promptly head to their classrooms and begin their instructional activities. In the afternoon, supervision will continue to ensure student safety in the hallways, aiming to reduce negative incidents such as fighting, which will positively impact our suspension records.

Reflecting on the 2023-2024 school year, we met several SIP goal targets. Whitewater Middle School successfully maintained a daily planning commitment of 85 minutes and established a schedule for staff to fulfill morning and afternoon duties. The ELA department saw a 1.95% increase in its projected percentile, while the math department achieved a notable 12.93% increase from the previous year.

**Demetrus McDaniel
(DOE 8/22/2023)**

06/30/2026

Successes included a reduction in incidents during transitions at the beginning, middle, and end of the day. Additionally, teachers were able to collaborate more effectively on lesson planning, which better addressed student needs.

Looking ahead to the 2024-2025 school year, we face the challenge of ensuring that new teachers not only grasp the content but also develop the effective teaching strategies needed for students who struggle with concepts. To address this, the Instructional Leadership Team will receive training on using the relay method to support teachers in enhancing their skills. We will also revamp the Beginning Teacher Support program to offer more comprehensive support for new educators.

Moreover, the school will implement whole-staff de-escalation training aligned with Crisis Prevention Intervention practices and participate in the Capturing Kids' Hearts training cohort for the 2023-2024 school year. We will continue to enforce duties for all staff to foster a shared sense of responsibility for student success and well-being.

Actions		0 of 2 (0%)		
9/20/23	Whitewater will create a master schedule where scheduling and core instruction are aligned with the instructional tenets and curriculum commitments to ensure that teachers have adequate time to plan instruction effectively. (FAM-S-29, Goal 2&3)		Kenyatta Davenport	06/30/2026
<i>Notes:</i>				
7/25/24	Teacher leaders will model planning meetings, monitor curriculum implementation and develop an assessment calendar in alignment with district expectations to align with district expectations for curriculum implementation. (Goal 2&3, Guardrail 1)		Tammillye Ward (DOE 7-1-2023)	06/30/2026
<i>Notes:</i>				
Implementation:		06/27/2024		
Evidence	6/27/2024 https://docs.google.com/document/d/1J8rjmu4qhMbVdAyfcXdcWBUoEef99tI2leaX5OraU0s/edit?usp=drive_link https://docs.google.com/spreadsheets/d/1YOsIWtbXAI_3BM1uu5SeuCVUILucM5FZ5iuMRhIGNYA/edit?usp=drive_link			

Experience	6/27/2024 Positive as the master schedule provided time for instruction to happen.			
Sustainability	6/27/2024 None			

Core Function:	Domain 1: Turnaround Leadership			
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Effective Practice:	Practice 1B: Monitor short-and long-term goals			
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		<p>Enrollment: 744 EL: 17% AA: 50% His: 35% SWD: 16% EL: 17%</p> <p>23 - 24 EOG Data: GLP: 37.5% (-2.2) CCR: 21.3% (+0.3)/Math: GLP: 41% (-4.2) CCR: 28% (+0.7)/Math 1: GLP: 93% (+11.7) CCR: 63.4% (+22.1)/Reading: GLP: 33% (+1.5) CCR: 13.8% (+0.4)/Science: GLP: 40.1% (-7.0) CCR: 33.1% (+0.7)</p> <p>During the 2023-2024 school year, Whitewater Middle School made strides in implementing its School Improvement Plan (SIP) goals, although there were areas that still require focus and development. The school successfully maintained a commitment to daily planning time, allocating 85 minutes each day for instructional planning. This dedicated time contributed to a modest improvement in English Language Arts (ELA), where we saw a 1% increase in the percentage of students achieving Grade Level Proficiency (GLP). However, despite our efforts, we did not achieve growth in Math 8, and our performance fell short of meeting the district's target of 17% College and Career Readiness (CCR) in Math 8. On a more positive note, we saw a notable 10% gain in Math 1 students, demonstrating some success in this area.</p> <p>The year also brought several successes related to our goals. Notably, the implementation of small group (SG) instruction played a significant role in our progress. The projected data for ELA End-of-Grade (EOG) assessments indicated an increase of 1.95%, reflecting a positive impact from our instructional strategies. In Math, the EOG projected data showed a substantial increase of 12.93%, including improvements in Math 1. These gains highlight the effectiveness of our targeted instructional approaches and support systems.</p> <p>Despite these successes, Whitewater Middle School faced challenges</p>	Limited Development 07/25/2024		
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that we anticipate addressing in the upcoming school year. One major challenge has been ensuring that all math instruction is delivered by certified teachers, alongside managing the number of new teachers in the ELA department. These factors have impacted our ability to fully meet our academic targets and maintain consistency across subjects.

To tackle these challenges for the 2024-2025 school year, Whitewater Middle School has identified several opportunities for improvement. Our Instructional Leadership Team (ILT) is equipped with dedicated stakeholders who are assigned specific roles to mentor, coach, and monitor teachers. This structured support system aims to enhance instructional quality and address gaps in teacher expertise. Additionally, we have strategically hired existing teachers for specific content areas and made adjustments to teacher assignments to better align with the areas needing the most support. These steps are designed to strengthen our instructional capacity and improve student outcomes across all subject areas.

(Goal 2&3, Guardrail 1)

How it will look when fully met:

Enrollment: 744 EL: 17% AA: 50% His: 35% SWD: 16% EL: 17%

23 - 24 EOG Data: GLP: 37.5% (-2.2) CCR: 21.3% (+0.3)/Math: GLP: 41% (-4.2) CCR: 28% (+0.7)/Math 1: GLP: 93% (+11.7) CCR: 63.4% (+22.1)/Reading: GLP: 33% (+1.5) CCR: 13.8% (+0.4)/Science: GLP: 40.1% (-7.0) CCR: 33.1% (+0.7)

At Whitewater Middle School, we have established a robust coaching structure aimed at supporting both new teachers and those identified as needing additional help. This structure involves a collaborative effort between administrators and facilitators who are dedicated to ensuring that all teachers receive the necessary support. Each teacher is paired with a coach who provides weekly observations and feedback to help them improve their instructional practices. To maintain consistency and fairness, we have developed a walkthrough document in collaboration with teachers, which outlines the key areas of focus for observations. Additionally, a detailed walkthrough schedule has been created to ensure that all feedback provided is equitable and constructive. The principal plays a critical role in monitoring both the quantity and quality of feedback to ensure that it meets our high standards.

**Tammillye Ward
(DOE 9/17/2025)**

06/30/2026

Instructional expectations have been clearly defined and communicated to all staff members, setting a clear benchmark for performance. We have implemented systems of accountability, which include varying administrative assignments and scheduled walkthroughs and evaluations. This approach helps to ensure that feedback and support are delivered consistently and effectively. Facilitators and administrators meet on a bi-weekly basis to review instruction and assess student mastery, while administrators hold separate bi-weekly meetings to discuss progress and emerging trends based on formal evaluations. In addition, the principal meets weekly with each administrator and facilitator to review content-specific and grade-level trends, ensuring that all instructional needs are addressed promptly.

Looking ahead to the 2024-2025 school year, Whitewater Middle School plans to develop and implement a comprehensive Beginning Teacher Plan. This plan is designed to document and detail the support provided to new teachers, aiming to enhance their capacity and effectiveness in the classroom. Furthermore, the plan will include strategies to improve teacher retention, addressing one of our key priorities. As part of our commitment to continuous improvement, we will use walkthrough feedback to track evidence of growth in key areas identified by the Get Better Faster framework and Core Actions/Instructional Look Fors. Our goal is to position Whitewater Middle School in the top quartile of Insight Survey responses regarding observation and feedback.

To support our coaches, we will offer ongoing professional development focused on core actions and the Get Better Faster coaching platform. This training will equip our coaches with the skills and knowledge needed to effectively support teachers and drive continuous improvement in instructional practices. Through these comprehensive efforts, Whitewater Middle School aims to foster a high-quality learning environment and support the professional growth of all our educators.

(Goal 2&3, Guardrail 1)

Actions

0 of 6 (0%)

7/25/24 Content coaches and Teacher leaders will model, conduct planning meetings, monitor curriculum implementation and develop an assessment calendar to increase CCR abd GLP in Reading, Math, and Science on the End of Grade Assessments . (Goal 2&3, Guardrail 1&4)

Noreen McAllister
(DOE 9/25/2023)

06/30/2026

Notes:

7/25/24 Budget: \$29,000 (TLP differentials)
Use Title I funds to recruit and retain Expanded Impact Teachers and a Multi-Classroom Leader to lead professional learning communities in math, science, and ELA with fidelity to increase the percentage of students scoring CCR in Reading, Math, and Science on the End of Grade Assessments (Goal 2&3; Guardrail 1)

Tammillye Ward
(DOE 7-1-2023)

06/30/2026

Notes:

7/25/24 Each administrator and teacher leader will meet with the principal weekly to discuss instructional trends and progress being made towards SIP action steps to ensure accountability and fidelity of implementation. (Goal 2&3, Guardrail 1& 4)

Tammillye Ward
(DOE 7-1-2023)

06/30/2026

Notes:

7/25/24 A professional development plan will be developed in collaboration with Instructional Leadership Team utilizing current and previous year data to build the capacity for teachers to deliver high-quality instruction that will lead to teacher retention and engagement. (Goal 2&3, Guardrail 4)

Tammillye Ward
(DOE 7-1-2023)

06/30/2026

Notes:

8/1/24	<p>Budget: \$ 3700(This includes the following: AAA (\$750) and Robin Merger Corp (\$1000, JW Marriott- \$1800).Workshop expenses for professional development to include conference registration, flight, hotel, travel expenses for the principal to attend leadership conference from. \$550 for instructional professional development for instructional coaches. The will attend online RELAY - Graduate School of Education Course.</p> <p>Whitewater Middle School will use Title I funds to provide focused professional development to the admin team at Whitewater Middle School throughout the school year to ensure we are developing the instructional capacity of building leaders. (Goal 2&3, Guardrail 1 FAM-S)</p>		Tammillye Ward (DOE 7-1-2023)	06/30/2026
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<p><i>Notes:</i></p> <p>6th-8th graders will increase the percentage of students scoring CCR (college and career ready) in the reading end-of-grade assessments in grades 3-8 will increase from 28.9% in June 2024 school year to 34% in June of 2025 and to 50% by June 2029 as measured by EOGs, in part, through the use of their Title I Funds.</p> <p>SAM is a professional development process using a unique set of tools to change a principal’s focus from school management tasks to instructional leadership—activities directly connected to improving teaching and learning. Principal Ward will use this training to increase her instructional impact through increase walkthroughs and documented teacher coaching sessions.</p>				
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7/25/24	<p>Administration and content facilitators will provide teachers with observation and real-time feedback/coaching, and monitor curriculum implementation to increase teacher pedagogy and instructional capacity. The Team will leverage whole group core action walkthrough schedules to ensure that feedback is consistent, timely, and relevant. (Goals 2&3,Guardrail 4)</p>		Tammillye Ward (DOE 7-1-2023)	07/01/2026
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<p><i>Notes:</i></p>				
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	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Enrollment: 744 EL: 17% AA: 50% His: 35% SWD: 16% EL: 17%</p> <p>23 - 24 EOG Data: GLP: 37.5% (-2.2) CCR: 21.3% (+0.3)/Math: GLP: 41%</p>	Limited Development 09/20/2023		

(-4.2) CCR: 28% (+0.7)/Math 1: GLP: 93% (+11.7) CCR: 63.4% (+22.1)/Reading: GLP: 33% (+1.5) CCR: 13.8% (+0.4)/Science: GLP: 40.1% (-7.0) CCR: 33.1% (+0.7)

For the 2023-2024 school year, Whitewater Middle School has strategically invested funds in enhancing its human capital. This investment includes the addition of Expanded Impact Teachers (EITs), Master Classroom Leaders (MCLs), a full-time Technology Facilitator, and Behavior Modification Technicians (BMTs). These roles are aimed at leveraging effective practices to support and improve the educational environment.

As we evaluate the extent to which we met our School Improvement Plan (SIP) goal targets, we see a mixed but promising picture. Whitewater Middle School successfully employed qualified teachers in the roles of MCLs and EITs. We also have a dedicated Technology Facilitator and three Behavior Modification Technicians, along with a School Resource Officer (SRO) to support our students.

In terms of academic performance, our English Language Arts (ELA) department achieved a 1% increase in the Grade-Level Proficiency (GLP) rate. While there was no growth in Math 8, we saw a 10% gain in Math 1 students. However, we did not meet the district's target of a 17% College and Career Readiness (CCR) rate in Math 8. Despite these challenges, Whitewater Middle School remains committed to enhancing the Social-Emotional Learning (SEL) capacities of both students and staff.

Reflecting on our successes, the ELA department increased its projected percentile by 1.95 points. The math department saw a significant improvement, with its projected percentile rising by 12.93 points from the previous year. These achievements highlight our progress, despite the challenges.

Looking ahead to the 2024-2025 school year, we anticipate addressing a significant challenge: the reduction in funds compared to what was available during the pandemic. To navigate this, the administrative team has engaged with school stakeholders to identify the most pressing needs and prioritize spending to ensure we continue to support our goals effectively.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

Enrollment: 744 EL: 17% AA: 50% His: 35% SWD: 16% EL: 17%

23 - 24 EOG Data: GLP: 37.5% (-2.2) CCR: 21.3% (+0.3)/Math: GLP: 41% (-4.2) CCR: 28% (+0.7)/Math 1: GLP: 93% (+11.7) CCR: 63.4% (+22.1)/Reading: GLP: 33% (+1.5) CCR: 13.8% (+0.4)/Science: GLP: 40.1% (-7.0) CCR: 33.1% (+0.7)

)When this objective is fully implemented, Whitewater Middle School anticipates a significant enhancement in our teachers' capacities. This improvement will manifest in several key areas. First, our teachers will experience a marked enrichment in their lesson planning abilities. This will lead to the creation of more thoughtful, comprehensive, and engaging lesson plans that align with best educational practices. These meticulously designed plans will not only adhere to the highest standards but will also be customized to address the diverse needs of our students, ensuring that every learner has the opportunity to thrive.

Moreover, the overall quality of teaching in our classrooms will reflect these improvements. Teachers will be equipped with effective instructional strategies, innovative teaching methods, and a deeper understanding of how students learn. This will foster a dynamic and engaging learning environment, where students are actively involved and motivated. Consequently, we expect to see a notable increase in our End-of-Grade (EOG) Test scores. The enhanced teaching methods and well-structured lesson plans will better prepare our students for these assessments, leading to higher performance and improved test scores. This comprehensive approach to boosting teacher capacity and instructional quality will ultimately drive the academic success of our students and the school as a whole.

In evaluating our progress towards the 2023-2024 School Improvement Plan (SIP) goals related to this indicator, we find both successes and challenges. We have successfully implemented roles such as Master Classroom Leaders (MCLs) and Expanded Impact Teachers (EITs), and we have a full-time Technology Facilitator, three Behavior Modification Technicians (BMTs), and a School Resource Officer (SRO). These additions have positively impacted our school environment.

In terms of academic performance, Whitewater Middle School saw a 1% increase in the Grade-Level Proficiency (GLP) for English Language Arts (ELA). While there was no growth in Math 8, we observed a 10% gain in Math 1 students. Despite not meeting the district's goal of a 17% College and Career Readiness (CCR) rate in Math 8, these

**Tammillye Ward
(DOE 9/17/2025)**

06/30/2026

improvements in ELA and Math 1 reflect some of the progress made.

The successes of the year include a 1.95-point increase in the projected percentile for the ELA department and a 12.93-point increase in the projected percentile for the math department compared to last year. These gains indicate a positive trajectory in instructional quality and student engagement.

Looking ahead to the 2024-2025 school year, one of the challenges we face is the reduction in funds compared to the support we received during the pandemic. To address this, the administrative team has actively engaged with school stakeholders to identify the most pressing needs and to strategize the most effective use of available resources. This collaborative approach will help us navigate financial constraints while continuing to support and enhance our educational objectives.

Actions

0 of 2 (0%)

9/20/23 Within the 2025-2026 school year, our school identified the following resource inequity, Instruction/ Training, as a result, our school plans to mitigate this inequity by Instruction/ Training engage in RELAY/NCILA professional development to increase leader capacity around instructional best practices. (Goal 2&3, &4)

Tammillye Ward
(DOE 7-1-2023)

06/30/2026

Notes:

9/28/24 Whitewater Middle School will have quaterly data presentations that highlight and focus on the progress of our subgroups to monitor the academic growth and achievement of our subgroups. (Goal 2&3, Guardrail 4)

Vertina Rhim, (DOE
9/25/2023)

06/30/2026

Notes:

Implementation:

06/26/2024

Evidence

6/26/2024
https://drive.google.com/file/d/1kCuFlw5eGaAmj5q4fFYo-Bf_XAJmF6_I/view?usp=drive_link

Experience

6/26/2024
This learning experience was positive as the members of the ILT were able to be trained together to have a common language when providing feedback to teachers.

Sustainability	6/26/2024 Continue to review the protocols set and implementing them with fidelity.			
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Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs			
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Enrollment: 783 EL: 17% AA: 48% His: 39% SWD: 16%

23-24 EOG Data: GLP: 37.5% (-2.2) CCR: 21.3% (+0.3)/Math: GLP: 41% (-4.2) CCR: 28% (+0.7)/Math 1: GLP: 93% (+11.7) CCR: 63.4% (+22.1)/Reading: GLP: 33% (+1.5) CCR: 13.8% (+0.4)/Science: GLP: 40.1% (-7.0) CCR: 33.1% (+0.7)

During the 2023-2024 school year, Whitewater Middle School (WMS) made efforts to meet its School Improvement Plan (SIP) goals, particularly in the areas of math and English Language Arts (ELA) growth. However, the school faced several challenges in reaching these targets. In terms of math, the SIP goal for the 2022-2023 school year was to achieve 62% growth in the Math MAP assessments, but the actual performance fell short, with only 49% of students meeting the growth target. For the 2023-2024 school year, WMS set a more ambitious goal of 70% growth, but the final results showed a decrease to 35%. Additionally, the school did not meet the district goal for Math 8 College and Career Readiness (CCR), which was set at 17%.

In ELA, WMS also struggled to reach its SIP growth targets. For the 2022-2023 school year, the goal was 50% growth on the ELA MAP assessment, but the actual performance was 36%. The following year, WMS aimed for 70% growth, yet only achieved 38%, indicating a slight improvement but still falling short of expectations. While the school did see incremental gains in ELA, these results highlight the need for continued focus on strengthening instructional strategies and closing learning gaps.

Despite the challenges in meeting these targets, there were some notable successes during the school year. One key achievement was the successful implementation of small group instruction in select classrooms. This approach allowed teachers to provide more individualized support to students, particularly those who were not originally projected to pass their End-of-Grade (EOG) assessments. As a result, some of these students were able to meet or exceed expectations, showcasing the effectiveness of this targeted instructional strategy.

Looking ahead to the 2024-2025 school year, WMS anticipates several challenges that will need to be addressed to improve student

Limited Development
07/09/2024

outcomes. One major obstacle has been the large number of new and guest teachers in key test-taking content areas, such as math and ELA. This high turnover rate has made it difficult to maintain consistency in instruction and ensure that all students receive high-quality teaching throughout the year.

However, WMS is optimistic about its ability to overcome these challenges in the upcoming school year. The school is now 95% fully staffed with certified teachers, which provides a strong foundation for success. To support these new teachers, WMS plans to offer professional development (PD) earlier in the year, focusing on equipping educators with the strategies, systems, and structures they need to perform effectively in the classroom. Additionally, Multi-Classroom Leaders (MCLs) and Educator Instructional Team (EIT) teachers will serve as Professional Learning Community (PLC) leads and mentors, providing ongoing guidance and support to ensure that new teachers are well-prepared to meet the needs of their students. These efforts aim to create a more stable and supportive instructional environment, leading to better student growth and achievement in the 2024-2025 school year.

This aligns with Goals: 2&3/Guardrails: 1, 3, 4.

How it will look when fully met:

Enrollment: 744 EL: 17% AA: 50% His: 35% SWD: 16% EL: 17%

23 - 24 EOG Data: GLP: 37.5% (-2.2) CCR: 21.3% (+0.3)/Math: GLP: 41% (-4.2) CCR: 28% (+0.7)/Math 1: GLP: 93% (+11.7) CCR: 63.4% (+22.1)/Reading: GLP: 33% (+1.5) CCR: 13.8% (+0.4)/Science: GLP: 40.1% (-7.0) CCR: 33.1% (+0.7)

For the 2024-2025 school year, Whitewater Middle School will implement a comprehensive approach to identify and support students in need of academic and social-emotional interventions. Universal screeners will play a crucial role in determining which students require additional assistance. For academic intervention, the school will use the MAP (Measures of Academic Progress) assessment to track student progress and identify gaps in learning. To address social-emotional learning (SEL) needs, the Panorama survey will be utilized, providing insights into students' emotional well-being. Additionally, attendance and behavior reports will be regularly reviewed to identify students who may need intervention due to chronic absenteeism or disciplinary

**Jennifer Heymann
(DOE 9/17/2025)**

06/14/2026

issues.

Once identified, students requiring Tier 2 (supplemental) and Tier 3 (intensive) interventions will be placed into appropriate support programs using Branching Minds, a platform designed to monitor student progress and match students with evidence-based interventions. These interventions will be delivered through the school's dedicated SEL/Intervention Block, which will occur four times per week. During this time, students will receive targeted support based on their individual academic or behavioral needs, with the goal of improving their performance and overall school experience.

The Student Support Team (SST) will meet twice a month to review data points related to behavior, attendance, and academics. During these meetings, the team will analyze student progress and make data-driven decisions about adjusting or enhancing interventions as needed. Students will be moved between intervention tiers based on their progress, ensuring that they receive the appropriate level of support at all times. Teachers and facilitators will lead research-based interventions in both math and ELA, aligning their strategies with the district's Standard Treatment Protocol to ensure consistency and effectiveness in addressing student needs.

Success in these interventions will be measured by several key outcomes by the end of the 2024-2025 school year. First, all teachers will be expected to implement effective teaching practices that align with grade-level and content-specific standards. When students do not meet expectations in academics, attendance, or behavior, the school will have a systematic yet personalized response in place, ensuring that interventions are tailored to the individual needs of each student.

In terms of measurable goals, the school aims to achieve a 25% decrease in the number of students classified as chronically absent, signaling improved student engagement and attendance. Additionally, WMS seeks to reduce behavior incidents by 10%, creating a more positive school climate and reducing disruptions to learning. Another key objective is to decrease the number of students identified as Students with Disabilities (SWD), as effective interventions should help prevent students from being misidentified or over-identified as needing special education services. Finally, success will be reflected in the

Branching Minds tier movement report, with a targeted increase in the number of students moving from Tier 3 (intensive interventions) to Tier 1 (core instruction), demonstrating improved academic and behavioral outcomes across the student body. This aligns with Goals: 2&3/Guardrails: 1, 3, 4.

Actions		0 of 6 (0%)		
7/9/24	100% of teachers will utilize Branching Minds to document students progress in MTSS framework to increase documented supports of interventions which will increase student growth on common assessments. Teachers will receive ongoing training in Branching Minds. Teachers will be given time during weekly data meetings to update Branching Minds with relevant progress monitoring data. (Goal 2&3, Guardrail , TSI, FAM-S 3)		Emanuel Gonzalez (9/17/2025)	06/12/2026
<i>Notes:</i>				
7/9/24	Budget: \$4600 Supplies and Instructional materials \$3018 (Nearpod) Instructional software programs to increase student engagement. \$2900 *EdPuzzle Instructional software programs to increase student engagement. \$1000- Quill Purchase utility carts to store small group materials(Goal 2 & 3) Whitewater Middle School will use Title I funds for Instructional Materials to support student growth and increase student engagement. Instructional enhancement programs (Nearpod, SmartPass, EdPuzzle) will be purchased to help to increase student engagement through differentiation and accountability.		Jennifer Heymann (DOE 9/7/2023)	06/12/2026
<i>Notes:</i> Middle School will increase the percentage of students scoring CCR (college and career ready) on Math 1 as measured from the EOC will increase from 0.5 in June 2024 to 5.0 in June 2025, with an end goal of 57% by June 2029, through the use of their Title I Funds. 6th-8th graders will increase the percentage of students scoring CCR (college and career ready) in the reading end-of-grade assessments in grades 3-8 will increase from 28.9% in June 2024 school year to 34% in June of 2025 and to 50% by June 2029 as measured by EOGs, in part, through the use of their Title I Funds.				
7/25/24	100% of teacher will complete and utilize the lesson plan internalization document to strengthen, enhance and develop instructional support plans that will lead to improved instructional delivery. (Goal 2&3 and Guardrail 1&4)		Noreen McAllister (DOE 9/25/2023)	06/30/2026
<i>Notes:</i>				

7/25/24	Whitewater Middle School will create a master schedule that will allow for consistent, uninterrupted data meetings and content planning meetings on a weekly basis to increase instructional pedagogy of teacher and academic growth of students. (Goal 2&3 and Guardrail 1&4)		Noreen McAllister (DOE 9/25/2023)	06/30/2026
<i>Notes:</i>				
7/25/24	Whitewater Middle School will host monthly Teacher Leader meetings to monitor leadership impact, student growth and provide professional development. (Goal 2&3 and Guardrail 1&4)		Tammillye Ward (DOE 7-1-2023)	06/30/2026
<i>Notes:</i>				
9/8/24	Whitewater Middle School is a TSI school will implement evidenced-based interventions that align with the Standard Treatment Protocol to increase overall performance of the following subgroup: AIG, African American, Students with Disabilities and Multi-Lingual. (Goal 2,3, Guardrail 1, FAMS 3)		Noreen McAllister (DOE 9/25/2023)	06/30/2026
<i>Notes:</i>				