

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 43% in SY2024-25 to 47% 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 students with disability (SWD) 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 | Implementation Status | Assigned To | Target Date |
|----------------------------|-------|--|---|-----------------------------------|-------------|-------------|
| KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | | | | |
| 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)</p> <p>Science: GLP: 40.1% (-7.0) CCR: 33.1% (+0.7)Every week, the Instructional Leadership Team (ILT) comes together to address concerns brought forth by either teacher teams or individual educators, carefully analyze data from critical checkpoints, and evaluate the overall effectiveness of classroom instruction. A key tool in their process is the use of Google Walkthrough forms, which are made readily accessible to all ILT members. These forms facilitate a consistent approach to conducting walkthroughs, allowing the team to observe what is being taught in classrooms and assess whether the leadership’s established expectations are being followed. This includes ensuring that key components such as deadlines, learning objectives, and curriculum standards are being met. During these weekly meetings, the ILT shares their collective observations, highlights any issues, and uses this data to guide the direction of instructional support. Based on the discussions, teachers are assigned to specific Tiers, and leaders take on caseloads to provide targeted, differentiated support to meet the unique needs of each teacher.</p> <p>In the 2023-2024 school year, the ILT made it a point to meet every Friday at a designated time to conduct group walkthroughs. This collective effort allowed the team to directly observe classroom dynamics and identify trends across the school. As part of this process, teachers received immediate feedback, ensuring that they felt supported and visible in their instructional efforts. This ongoing strategy yielded significant improvements across the school. For example, the English Language Arts (ELA) department saw a projected percentile increase of 1.95 points, while the math department experienced a substantial projected percentile increase of 12.93 points compared to the previous academic year. These successes can be attributed in large part to the structured and collaborative efforts of the ILT.</p> | Limited Development 09/20/2023 | | |

Despite these gains, challenges have surfaced as the school works to meet the 2024-2025 School Improvement Plan (SIP) goal targets related to instructional effectiveness. One of the key obstacles has been managing time effectively to ensure that all stakeholders, including administrators and ILT members, have sufficient time to visit classrooms and provide meaningful, timely feedback—whether immediate or scheduled.

To overcome these challenges in the upcoming school year, several opportunities for improvement have been identified. A top priority will continue to be providing consistent, actionable feedback to teachers, allowing them to refine their instructional strategies and meet the evolving needs of their students. Additionally, maintaining clear communication regarding school activities and data will be essential in preparing teachers to drive student progress and achieve instructional goals. By keeping a sharp focus on these areas, the ILT aims to push forward in meeting both the immediate needs of the classroom and the broader objectives of the SIP. (Goal 2,3)

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)

The Wise Ways document identifies several key characteristics crucial for effective school leadership and instructional practices. It emphasizes the importance of strong leadership, which involves clear goal-setting, support for teachers, and data-driven decision-making. The document also highlights the need for a data-driven approach to instruction, where regular data analysis informs teaching strategies and adjustments. Collaborative culture is another critical element, stressing the importance of regular professional learning communities (PLCs) and team meetings. Clear expectations for teaching and learning, aligned with standards, and ongoing professional development for staff are also central features.

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

06/30/2026

If our school has fully implemented this indicator, it would be characterized by a cohesive and dynamic environment. The school would feature regular, transparent communication about instructional goals and expectations among all stakeholders. Teachers would engage in active collaboration, evidenced by frequent and productive team interactions. Data would be used routinely to guide instruction, with visual displays of student progress and performance readily accessible. The environment would be supportive, with teachers feeling empowered to seek help and share effective practices.

When this indicator is fully ingrained into the culture and daily life of the school, the transformation would be evident. Instructional practices and decision-making would consistently align with the goals set by the indicator. Feedback loops between teachers and leaders would be continuous, leading to regular adjustments and improvements. The entire staff would share a unified understanding and commitment to instructional goals and standards. The culture would naturally support collaboration, data use, and ongoing professional development, becoming an intrinsic part of daily operations.

Quantitative and qualitative data reflecting full implementation of this indicator would paint a clear picture of its success. Quantitative data would show improvements in student performance metrics, such as higher test scores and increased percentiles. For example, Our ELA department successfully raised the projected percentile by 1.95%, while the math department saw a substantial increase of 12.93% from the previous year. However, we faced the challenge of managing time effectively to ensure that all stakeholders could visit classrooms and provide timely feedback, whether immediate or scheduled. To address this challenge, we plan to implement a system that ensures consistent feedback for all teachers. Each teacher will be assigned a coach, and all coaching conversations will be documented to track progress and support. Structured data from classroom observations and PLC meetings would indicate effective implementation of instructional practices. Qualitative data would include positive feedback from teachers about the support and collaboration they experience. Observations would reveal high levels of engagement and alignment with instructional goals, supported by testimonials, surveys, and interviews reflecting a strong culture of continuous improvement.

The Master Schedule would be meticulously organized to support the effective implementation of the indicator. It would include dedicated times for PLC meetings, professional development, and collaborative planning, ensuring that these activities are well-integrated into the

school's daily operations.

The structure of the PLC would feature regular, bi-weekly or more frequent meetings with focused agendas. These meetings would involve reviewing data, planning instruction, and discussing professional development topics. Teachers would collaborate on lesson planning, share best practices, and analyze student data together. School leaders would participate in PLCs to provide guidance, feedback, and support, making sure that the PLC structure is an integral and effective part of the school's instructional framework.

When this objective is fully met, Whitewater will have higher staff moral and lower turnover because teachers are supported and informed of the pulse of the building due to the ILT meeting to collaborate on their observations of the assigned caseloads. The use of the Teacher survey and one-on-one meetings will serve as data points to ensure the ILT is meeting the needs of the teachers and the implementation of effective practices are aligned to move Whitewater closer to the mission. The Insight Survey is demonstrate growth in the areas of Instructional Planning and Academic Expectations.

Actions

0 of 4 (0%)

9/20/23 Administration and content facilitators will meet once a week to collaborate on the observations made during walk throughs to ensure effective practices are taking place within classrooms. The team will align through whole group core action walks and district ILT professional learning. (Goal 2&3)

Jennifer Heymann
(DOE 9/7/2023)

05/20/2026

Notes:

7/9/24 Budget: \$18,000 (Curriculum Planning), \$10,000 (Workshop expenses) to contribute to the professional growth of teacher leaders.

School will use Title I funds for Curriculum Development so grade level chairs in 6-8 can plan high quality Math, ELA, and Science lessons to increase rigor of instruction for all teachers. Success of these lessons will be measured by pre and post observations, assessments, or exit tickets. List measures for success. (Goal 2&3)

Jennifer Heymann
(DOE 9/7/2023)

06/30/2026

Notes: 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.

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| 7/25/24 | ILT will analyze walkthrough data and respond by implementing practice clinics to improve teacher effectiveness which will be measured by Standard 2, 3, 4 on the North Carolina Educator Evaluation System (Goal 2&3) | | Tammillye Ward (DOE 7-1-2023) | 06/30/2026 |
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Notes:

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| 7/30/24 | Teacher leaders will model, plan planning meetings, monitor curriculum implementation and develop an assessment calendar in alignment with district expectations to ensure effective practices are taking place within classrooms which will increase achievement on district universal screeners and content common assessments. (Goal 2&3. Guardrail 1) | | Tammillye Ward (DOE 7-1-2023) | 06/30/2026 |
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Notes:

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| Implementation: | | 06/27/2024 | | |
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| Evidence | 6/27/2024 https://docs.google.com/presentation/d/1Fwm_qMgeUolwPpkIP-gE_5GCpWOQLX-S-ELSM9EFxcg/edit?usp=sharing https://docs.google.com/spreadsheets/d/1DJFJDdJzZqyE4XZfvtBKrpDZH4Fz_1bbhSp6FmCZNv4/edit?usp=sharing | | | |
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| Experience | 6/27/2024 Positive affect on the trajectory of the building because it allowed the ILT collectively to indentify trends in the building. | | | |
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| Sustainability | 6/27/2024 Schedule more frequent walk throughs outside of ILT | | | |
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| 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 |
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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>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</p> | Limited Development 09/20/2023 | | |
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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.

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.

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.

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.

Additionally, we 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. 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%

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

06/30/2026

(-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.

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 3 (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> | | | | |
| 10/3/25 | <p>- At Whitewater Middle School we will utilize \$54,456.20 (including benefits) of Title I funds. \$2,250 for an EIT 1 differentials, \$4,500 for an EIT 2, \$16,000 for a MCL 1 differentials, and 18,250 for a MCL 2 in order to increase the percent of students scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 6-8 from 46% in School Year 2024-25 to 51% in School Year 2025-26</p> <p>- At Whitewater Middle School, we will utilize \$80,135.29 (excluding benefits) of Title I funds to hire 1.5 ELA teachers in order to decrease 6th Grade class size and increase the percentage of students scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 6-8 from 46% in School Year 2024-25 to 51% in School Year 2025-26</p> | | Tammillye Ward (DOE 9/17/2025) | 06/30/2026 |
| <i>Notes:</i> | | | | |
| Implementation: | | 06/27/2024 | | |
| Evidence | <p>6/27/2024 https://docs.google.com/document/d/1J8rjmu4qhMbVdAyfcXdcWBUoEef99tI2leaX5OraU0s/edit?usp=drive_link</p> <p>https://docs.google.com/spreadsheets/d/1YOsIWtbXAl_3BM1uu5SeuCVUILucM5FZ5iuMRhIGNYA/edit?usp=drive_link</p> | | | |

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|----------------------------|---|-----------------------------------|--------------------|--------------------|
| <i>Experience</i> | 6/27/2024 Positive as the master schedule provided time for instruction to happen. | | | |
| <i>Sustainability</i> | 6/27/2024 None | | | |
| | B2.04 | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | <p>The principal makes sure everyone understands their role in continuously elevating professional practice.(5144)</p> <p>Enrollment: 744 EL: 17% AA: 50% His: 35% SWD: 16% EL: 17% 24-26 EOG Data: GLP: 46% CCR: 23</p> <p>During the 2025-2026 school year, Whitewater Middle School (WMS) made notable progress toward its School Improvement Plan (SIP) goals, particularly in the area of math. The school demonstrated significant growth in math proficiency, reflecting the effectiveness of its instructional strategies and targeted interventions.</p> <p>One of the key successes WMS experienced was the successful implementation of small group (SG) instruction. This approach played a crucial role in improving both English Language Arts (ELA) and math outcomes. The End-of-Grade (EOG) projected data for ELA showed a 1.95-point increase, while the math EOG data revealed a more substantial increase of 12.93 points, which also included the results for Math 1. These gains reflect the school's commitment to enhancing student performance through focused instructional methods and data driven decision-making.</p> <p>Despite these achievements, WMS anticipates challenges for the 25-26 school year, particularly with staffing. One major hurdle is the shortage of certified teachers in math, which has placed pressure on the school's ability to maintain consistent, high-quality instruction.</p> <p>Additionally, the school faces the challenge of supporting new teachers</p> | Limited Development 11/25/2025 | | |

who are teaching ELA for the first time.

However, WMS has identified several opportunities to address these challenges in the upcoming school year. A strong Instructional Leadership Team (ILT) is already in place, with specific stakeholders assigned to mentor, coach, and monitor teachers. This system ensures that teachers, especially those new to their roles, receive the support and guidance needed to succeed. Moreover, WMS has taken proactive steps to hire experienced teachers for key content areas and has made strategic adjustments by shifting existing teachers to better meet the needs of the school.

With these plans in place, WMS is well-positioned to tackle the challenges ahead while continuing to build on the successes achieved in the previous school year.

How it will look when fully met:

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. 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

**Emanuel Gonzalez
(9/17/2025)**

06/14/2026

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 2025-2026 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 3 (0%) | | |
|----------------|---|--------------------|-----------------------------------|------------|
| 11/25/25 | Content coaches and Teacher leaders will model, conduct planning meetings, monitor curriculum implementation and develop an assessment calendar to increase CCR and GLP in Reading, Math, and Science on the End of Grade Assessments . (Goal 2&3, Guardrail 1&4) | | Shaquana Jenkins, (DOE 9/17/2025) | 06/14/2026 |
| <i>Notes:</i> | | | | |

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| 11/25/25 | <p>Budget: \$29,000 (0.5)Teacher, \$25,000 (2) Teacher Leader Pathway positions, \$3,000 Instructional materials, \$3000 (Instructional supplies to support teaching and learning that will be used by students and teachers.</p> <p>WMS will use Title I funds to ensure teachers have access to a content specialist to support rigorous content delivery. Title I funds will be used to purchase instructional materials to enhance and amplify the learning experience for all students. Title I funds will be used to purchase Promethean Board refresh supplies to ensure our older Promethean boards are working properly and purchase a new Promethean Board for small group classroom.</p> | | Tammillye Ward (DOE 9/17/2025) | 06/14/2026 |
| <i>Notes:</i> | | | | |
| 11/25/25 | <p>Whitewater will create a master schedule where scheduling and core instruction are aligned with the instructional tenets and curriculum commitments to ensure instructional time is maximized school wide which will have a positive impact on student growth and achievement. (FAM-S-29, Goal 3, Guardrail 1)</p> | | Shanelle Tatum (DOE 9/17/2025) | 06/14/2026 |
| <i>Notes:</i> | | | | |

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| 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 |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| <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>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</p> | Limited Development 07/25/2024 | | |

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.

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.

Despite these successes, Whitewater Middle School faced challenges 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)

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

06/30/2026

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.

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 | 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 |
| <i>Notes:</i> | | | | |
| 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. \$3500 Principal Ward will attend the ASCD conference to bring back strategies to increase student achievement. (Goal 2&3, Guardrail 4) | | Tammillye Ward (DOE 7-1-2023) | 06/30/2026 |
| <i>Notes:</i> | | | | |

| | | | | |
|---|---|--|--------------------------------------|------------|
| 8/1/24 | <p>Budget: Model Schools Conference in Orlando, FL Registration Budget is \$3700(This includes the following: AAA (\$750)/ Registration \$995/R Marriot Orlando Center - Host Hotel (\$1783).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 |
| <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> | | | | |
| 7/25/24 | <p>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)</p> | | Noreen McAllister (DOE 9/25/2023) | 06/30/2026 |
| <p><i>Notes:</i></p> | | | | |
| 7/25/24 | <p>Budget: \$54,456.20 (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)</p> | | Tammillye Ward (DOE 7-1-2023) | 06/30/2026 |

Notes:

7/25/24 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)

Tammillye Ward
(DOE 7-1-2023)

07/01/2026

Notes:

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3A: Diagnose and respond to student learning needs

| | 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 |
|--|-----|-------|--|-----------------------|-------------|-------------|
|--|-----|-------|--|-----------------------|-------------|-------------|

Initial Assessment:

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

24-25 GLP 46& CCR 23%

During the 2025–2026 school year, Whitewater Middle School (WMS) continued its efforts to meet the goals outlined in its School Improvement Plan (SIP), with a particular focus on improving student growth in math and English Language Arts (ELA). Overall, 53.9% of students did not demonstrate Grade Level Proficiency (GLP). In ELA, 461 of the 744 students tested (62%) did not meet proficiency, and in math, 342 of the 742 students tested (45%) did not meet proficiency.

To address these gaps with the Students with Disabilities subgroup, the master schedule ensures that all Exceptional Children General Curriculum teachers have dedicated time to participate in content-based PLCs. Resource teachers are using scaffolded, standards-aligned, grade-level materials, and ECGC teachers are engaging in continuous professional development on effective co-teaching models and responsive scaffolding practices. They will receive on-going training to support effectively scaffolding standard aligned assignments.

One notable achievement from the past year was the successful implementation of small-group instruction in select classrooms. This strategy allowed teachers to provide targeted, individualized support—particularly for students who were initially projected not to pass their End-of-Grade (EOG) assessments. As a result, several of these students met or exceeded expectations, demonstrating the impact of intentional, focused instructional practices.

Looking ahead to the 2025–2026 school year, WMS recognizes several ongoing challenges. A significant hurdle has been the high number of new and guest teachers in core tested areas such as math and ELA. This turnover has contributed to instructional inconsistency and made it difficult to ensure that all students receive high-quality teaching throughout the year.

Despite these challenges, WMS is optimistic. The school is now 95% staffed with certified teachers, creating a strong foundation for stability and improvement. To support these educators, WMS plans to provide earlier and more targeted professional development focused on effective classroom strategies, systems, and structures. Additionally, Multi-Classroom Leaders (MCLs) and Educator Instructional Team (EIT) teachers will serve as PLC leads and mentors, offering sustained coaching and support to ensure that new teachers are equipped to

Limited Development
07/09/2024

meet student needs.

These combined efforts aim to strengthen instructional quality, improve student outcomes, and support continued progress toward SIP Goals 2 and 3, while aligning with Guardrails 1, 3, and 4.

How it will look when fully met:

Enrollment: 783 EL: 17% AA: 50% His: 35% SWD: 16% EL: 17%

24-25 GLP 46& CCR 23%

For the 2025-2026 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 I Ready assessment to track student progress and identify gaps in learning. To address social-emotional learning (SEL) needs, Educators Handbook 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 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.

Whitewater middle school will exceed growth in the subgroup of SWD (Students with Disabilities) for the 25-26 school year. This outcome will happen due to the focused standard aligned instruction that EC teacher will give to all scholars. Our school wide MTSS gator time will also provide additional need based instruction to ensure learning gaps are being met. Whitewater Middle School has a focused, incentive based plan to ensure that our SWD uses the I-Ready platform to support their growth by providing personalized instruction.

**Emanuel Gonzalez
(9/17/2025)**

06/14/2026

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 2025-2026 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.

| | | | | |
|---|--|--|---------------------------------------|------------|
| 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 from Staples \$1300 Novel set order for 8th grade ELA. Scholars will use the book for a small group book study to reinforce the standards. \$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, EdPuzzle) will be purchased to help increase student engagement through differentiation and accountability. | | Kenyatta Davenport (DOE 9/17/2025) | 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 | SWD - 100% of teachers will complete and utilize the lesson plan internalization document to strengthen, enhance and develop instructional support plans that will lead to improved instructional delivery. The internalization document will include a section focused on subgroup support (SWD, ML and AIG). The Exceptional Children and Multilingual teachers will work with content teachers to create focused supports for each lesson. (Goal 2&3 and Guardrail 1&4) | | Kenyatta Davenport (DOE 9/17/2025) | 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> | | | | |

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|---------------|---|--|--------------------------------------|------------|
| 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> | | | | |
| 10/3/25 | At Whitewater Middle School we will use the \$39,696.30 (including benefits) of Title I funds to hire a BMT (Behavior Modification Technician) to reduce OSS infractions by (from__ to __) and to increase positive behavior initiatives and minimize loss of instruction in the classroom. | | Tammillye Ward (DOE 9/17/2025) | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 10/3/25 | At Whitewater Middle School we are going to spent \$3,741 of Title I funds for teacher professional development on (vendor purpose, amount TBD) in order to increase the percent of students scoring Grade Level Proficient (GLP) on reading End of Grade assessments in grades 6-8 from 46% in School Year 2024-25 to 51% in School Year 2025-26 | | Emanuel Gonzalez (9/17/2025) | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 10/3/25 | We will utilize 4,775.63 (vendor, purchase and amount TBD) of title 1 funds to purchase supplies or materials for daily instructional use in order to increase GLP on Reading GLP from 46% to 56% on 2025-2026. | | Ayeshia Jackson | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 10/3/25 | We will utilize \$2,500 (vendor, purchase and amount TBD) of title I funds to purchase computer software and supplies in order to GLP on Reading from 46% to 56% percentage on 2025-2026. | | Simoneque Shearin | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 10/3/25 | We will utilize \$1,987.00 (vendor, purchase and amount TBD) of title I funds to purchase furniture equipment in order increase CCR in Math 1 from 69% to 80% percentage on 2025-2026. | | Tammillye Ward (DOE 9/17/2025) | 06/30/2026 |
| <i>Notes:</i> | | | | |

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|---------------|---|--|-----------------------------------|------------|
| 10/3/25 | We will utilize \$37,056.78 (Including Benefits) of Title I funds to (TBD) to increase CCR in Math 1 from 69% to 80% percentage on 2025-2026. | | Tammillye Ward (DOE 9/17/2025) | 06/30/2026 |
| <i>Notes:</i> | | | | |

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| Core Function: | Domain 3: Instructional Transformation |
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| Effective Practice: | Practice 3B: Provide rigorous evidence-based instruction |
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| KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
|-----|-------|--|-----------------------|-------------|-------------|
|-----|-------|--|-----------------------|-------------|-------------|

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|----------------------------|--|--|-----------------------------------|--|--|
| <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)</p> <p>Math: GLP: 41% (-4.2) CCR: 28% (+0.7)</p> <p>Math 1: GLP: 93% (+11.7) CCR: 63.4% (+22.1)</p> <p>Reading: GLP: 33% (+1.5) CCR: 13.8% (+0.4)</p> <p>Science: GLP: 40.1% (-7.0) CCR: 33.1% (+0.7)</p> <p>During the 2023-2024 school year, Whitewater Middle School (WMS) made notable progress toward its School Improvement Plan (SIP) goals, particularly in the area of math. The school demonstrated significant growth in math proficiency, reflecting the effectiveness of its instructional strategies and targeted interventions.</p> <p>One of the key successes WMS experienced was the successful implementation of small group (SG) instruction. This approach played a crucial role in improving both English Language Arts (ELA) and math outcomes. The End-of-Grade (EOG) projected data for ELA showed a 1.95-point increase, while the math EOG data revealed a more substantial increase of 12.93 points, which also included the results for Math 1. These gains reflect the school's commitment to enhancing student performance through focused instructional methods and data-driven decision-making.</p> | Limited Development 07/08/2024 | | |
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Despite these achievements, WMS anticipates challenges for the 2024-2025 school year, particularly with staffing. One major hurdle is the shortage of certified teachers in math, which has placed pressure on the school's ability to maintain consistent, high-quality instruction. Additionally, the school faces the challenge of supporting new teachers who are teaching ELA for the first time.

However, WMS has identified several opportunities to address these challenges in the upcoming school year. A strong Instructional Leadership Team (ILT) is already in place, with specific stakeholders assigned to mentor, coach, and monitor teachers. This system ensures that teachers, especially those new to their roles, receive the support and guidance needed to succeed. Moreover, WMS has taken proactive steps to hire experienced teachers for key content areas and has made strategic adjustments by shifting existing teachers to better meet the needs of the school.

With these plans in place, WMS is well-positioned to tackle the challenges ahead while continuing to build on the successes achieved in the previous school year.

This aligns with Goals: 2 & 3/ Guardrails 1 & 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 is focused on ensuring that all teachers are fully equipped to deliver standards-aligned lessons and assessments with confidence. A key goal is for

**Noreen McAllister
(DOE 9/25/2023)**

06/14/2026

every teacher to articulate how their lessons connect to state standards, ensuring that they can demonstrate clear alignment between instruction and the required curriculum. Additionally, teachers will be expected to internalize each lesson before teaching, thoroughly understanding the material so they can deliver it in the most effective and engaging way possible.

Teachers will also be trained to execute lessons that scaffold students' learning, moving them from foundational knowledge to more complex, grade-level tasks. By holding true to the required curriculum and employing instructional methods that build on students' skills, teachers will help students make meaningful progress toward meeting standards. This approach will ensure that all lessons are aligned with state expectations while being accessible and challenging for students at every level.

A critical component of this plan is the use of real-time data collection to monitor student progress. Teachers will assess where students stand in relation to mastering the content and use this data to identify gaps in understanding. Based on these assessments, teams of teachers will develop and implement "re-looping" strategies designed to revisit and reinforce key concepts, ensuring that all students are given the opportunity to close learning gaps and achieve mastery.

The ultimate goal of these initiatives is to see a 10% increase in student performance on the End-of-Grade (EOG) assessments. Additionally, the school aims for all students to exceed their EVAAS predicted scores, demonstrating significant academic growth across the board. These improvements will reflect the school's commitment to rigorous, data-driven instruction and a focus on ensuring that every student has the support they need to succeed.

In terms of staff culture and feedback, Whitewater Middle School is also striving to be recognized as a leader within the district for its academic rigor. The school's success in implementing a challenging and standards-aligned curriculum will be reflected in staff responses to the CMS Insight Survey. Specifically, the school aims to be in the top quartile in the district for staff responses to the statement, "My school implements a rigorous academic curriculum," showcasing the staff's belief in the high-quality instruction happening at Whitewater. This

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

| Actions | | 0 of 7 (0%) | | |
|---|---|--------------------|--------------------------------------|------------|
| 7/8/24 | <p>Budget: \$29,000 (0.5)Teacher, \$25,000 (2) Teacher Leader Pathway positions, \$5,000 Instructional materials, \$5000 (Promethean Board refresh supplies and new Promethean Board for small group classroom) \$8104.21 - Quill 000 (Instructional supplies to support teaching and learning that will be used by students and teachers. \$5743 for Poster Maker from AGC Education. \$5000 CMS Transportation to pay for field trip bus expenses through out the year. The Field trips will help to extend and enrich the learning experience for scholars. This poster maker will be used to make anchor charts and other instructional resources to enhance the learning environments and support small group instruction for students.</p> <p>WMS will use Title I funds to ensure teachers have access to content specialist to support rigourous content delivery. Title I funds will be used to purchase instructional materials to enhance and amplify the learning experience for all students. Title I funds will be used to purchase Promethean Board refresh supplies to ensure our older Promethean boards are working properly and purchase a new Promethean Board for small group classroom.</p> | | Noreen McAllister (DOE 9/25/2023) | 06/30/2026 |
| <p><i>Notes:</i> 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> | | | | |
| 7/25/24 | <p>Whitewater will create a master schedule where scheduling and core instruction are aligned with the instructional tenets and curriculum commitments to ensure instrustional time is maximized school wide which will have a positive impact on student growth and achievement. (FAM-S-29, Goal 3, Guardrail 1)</p> | | Tammillye Ward (DOE 7-1-2023) | 06/30/2026 |
| <p><i>Notes:</i></p> | | | | |

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| 7/25/24 | Whitewater Middle School will partner with Multi-Lingual and Exceptional Children Department to create ongoing professional development and planning support for teachers of ML students to increase growth of specified student groups on the end of grade assessments. (Goal 2&3, Guardrail 1) | | Tammillye Ward (DOE 7-1-2023) | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 7/25/24 | Teachers will utilize various data points to provide differentiated instruction to increase student growth on content common assessments. (Goal 2&3, Guardrail 1) | | Tammillye Ward (DOE 7-1-2023) | 06/30/2026 |
| <i>Notes:</i> 2/12/25: Feb. SIP Review: Weekly Data Meeting have been implemented since the beginning of the school year. There are clear protocol and procedures for weekly data meetings however they are not implemented with fidelity. We need to increased ownership with teachers and content leads. For the 3rd quarter we will create customized agenda for weekly data meetings. | | | | |
| 7/25/24 | Whitewater Middle School will 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 to ensure differentiated centers/small group instruction are embedded in the Core Classroom and all supplements must be alignment with the standard(s), pacing of CMS curriculum. (Goal 2&3, Guardrail 1 and 4) | | Tammillye Ward (DOE 7-1-2023) | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 9/29/25 | Duty Free Lunch: Whitewater Middle School provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06) | | Tammillye Ward (DOE 9/17/2025) | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 9/29/25 | Bullying Prevention: Whitewater Middle School will participate in the full implementation of Capturing Kids Hearts to provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06) | | Tammillye Ward (DOE 9/17/2025) | 06/30/2026 |
| <i>Notes:</i> | | | | |

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| Core Function: | Domain 4: Culture Shift |
| Effective Practice: | Practice 4C: Engage students and families in pursuing education goals |

| | KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
|--|-----|-----------------------------------|---|---|-------------|-------------|
| | | <p><i>Initial Assessment:</i></p> | <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)</p> <p>Math: GLP: 41% (-4.2) CCR: 28% (+0.7)</p> <p>Math 1: GLP: 93% (+11.7) CCR: 63.4% (+22.1)</p> <p>Reading: GLP: 33% (+1.5) CCR: 13.8% (+0.4)</p> <p>Science: GLP: 40.1% (-7.0) CCR: 33.1% (+0.7)</p> <p>During the 2023-2024 school year, Whitewater Middle School made significant efforts to engage parents and the school community through a series of events and communication platforms. One of the School Improvement Plan (SIP) goals was to host 9 parent events, but the school successfully organized 6 events, slightly falling short of the target. Despite this, the events that were held were highly relevant to the needs of the school, focusing on topics such as the Gator Gear Up, Open House, Curriculum Night, and a specialized ML Curriculum Night. These events were aimed at fostering stronger connections between the school and families, and providing valuable information to support student success.</p> <p>In addition to these in-person events, Whitewater used the Parent Square platform to maintain ongoing communication with parents and the broader school community. Over the course of the school year, a total of 568 school-wide posts were made via Parent Square, ensuring that families stayed informed about key updates and happenings at the school. Principal Ward also played a pivotal role in keeping parents engaged, sending out 184 posts through Parent Square, specifically on Sunday evenings, to share important information about upcoming events, set expectations, and offer support to families.</p> <p>Despite these efforts, one of the primary challenges faced was low parent participation at events. This was a recurring concern, as it</p> | <p>Limited Development 07/08/2024</p> | | |

limited the school's ability to fully connect with its parent community and meet the engagement goals outlined in the SIP.

Looking ahead to the 2024-2025 school year, Whitewater is exploring several opportunities to address this challenge. One initiative will be conducting a survey of both parents and staff to gather feedback on the types of events they would prefer, ensuring that future events are more aligned with their interests and schedules. Additionally, the school plans to offer more flexible event times to accommodate the needs of working parents, making it easier for them to attend and participate in school activities. By implementing these strategies, Whitewater aims to increase parent engagement and make meaningful progress toward achieving its SIP goals in the coming year.

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 (WMS) is dedicated to enhancing parent involvement through a series of comprehensive measures. Recognizing the importance of strong family engagement in student success, WMS has designed several strategies to create more opportunities for parents to connect with the school. These efforts are aimed at fostering a supportive school community where parents, teachers, and staff work together toward common goals for student achievement.

One of the key initiatives for increasing parent involvement is the implementation of quarterly Parent-Teacher Conferences. These

**Emanuel Gonzalez
(9/17/2025)**

06/14/2026

conferences will provide structured opportunities for parents to meet with teachers, discuss their child's progress, and address any concerns. By establishing regular touchpoints throughout the year, WMS hopes to keep parents informed and involved in their child's academic journey, ultimately leading to better outcomes for students.

In addition to in-person meetings, WMS will make use of the ParentSquare platform to maintain consistent communication with families. Weekly parent update posts will be sent out, offering reminders, upcoming events, and important school news. This consistent communication ensures that parents are always in the loop about what's happening at the school and how they can support their child's education.

The student support team at WMS will also play a significant role in engaging parents. They will host monthly meetings on timely and informative topics such as PowerSchool access, grading policies, effective study strategies, and the importance of attendance. These meetings are designed to provide parents with the tools and knowledge they need to support their children's academic and personal growth.

Finally, WMS will actively seek parent input by conducting two parent surveys throughout the year. These surveys will be instrumental in collecting parent feedback on the school's goals and aspirations, ensuring that the school's efforts align with the needs and desires of the community. These initiatives align with Whitewater Middle School's commitment to Goals 2 & 4 and Guardrails 1 & 4, which emphasize the importance of family engagement and student success.

Actions

0 of 4 (0%)

| | | | | |
|---|---|--|----------------------------------|------------|
| 7/8/24 | <p>Budget: \$4000 Student agendas (home-school communication), \$1900 (refreshments for monthly parent events. This includes Magnet Science Night in November \$884 Chick-Fil a nuggets, \$700 Food Lion Refreshments, ML Family Night in December (\$350 Redneck Rician LLC). \$800 Jason Deli Box lunches for Open House on 8/19/25. \$2000 Supplies and Materials, \$700 for food, Multilingual Parent Night, \$1750 food (Food lion/ Jason's Deli) for Parent Volunteers for April Career Fair, \$1000 for food for International Night/EOG Prep night in May. \$500 for Jason Deli or Panera for parents to attend Spring School Improvement Team Nomination meeting.</p> <p>Whitewater Middle School will use Title I funds to ensure families receive support throughout the school year to ensure their learners are proficient or above proficient MVPA and EOG assessments, and WMS will facilitate relevant parent professional development throughout the school year to provide overview and take-home (materials) strategies of the curriculum.</p> | | Tammillye Ward (DOE 7-1-2023) | 06/12/2026 |
| <p><i>Notes:</i> 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 2025 school year to 34% in June of 2026 and to 50% by June 2029 as measured by EOGs, in part, through the use of their Title I Funds.</p> | | | | |
| 7/30/24 | Grade levels will collaborate on a monthly newsletter highlighting content focus for the month and other grade level events to increase home-school communication. (FAM-S- 30) (Goal 2&3) | | Suzanne El (9/4/2023) | 06/30/2026 |
| <p><i>Notes:</i></p> | | | | |
| 7/30/24 | Whitewater Middle School will host monthly parent engagement events to strengthen the Home to School connection and increase communication. (Goal 2 & 3(FAM-S- 3) | | Tammillye Ward (DOE 7-1-2023) | 06/30/2026 |
| <p><i>Notes:</i> 12/20/2024: Whitewater Middle School has hosted the following events</p> <ul style="list-style-type: none"> -8/14/24 6th Grade Open House 75 Attendees -8/22/24 Open House 754 Attendees -10/15 Parent Student Lunch 150 Attendees -12/11/2024 Magnet Open House and STEAM Night 250 Attendees | | | | |
| 7/30/24 | Whitewater Middle School will create and implement a school-wide communication plans that will include easily accessible information and reminders to parents weekly on checking PowerSchool for updated grades and assignments. (Goal 2 &3, FAM-S 30) | | Tammillye Ward (DOE 7-1-2023) | 06/30/2026 |

Notes: