

MIDDLE SCHOOL PERFORMANCE AREA B

Whitewater Middle School

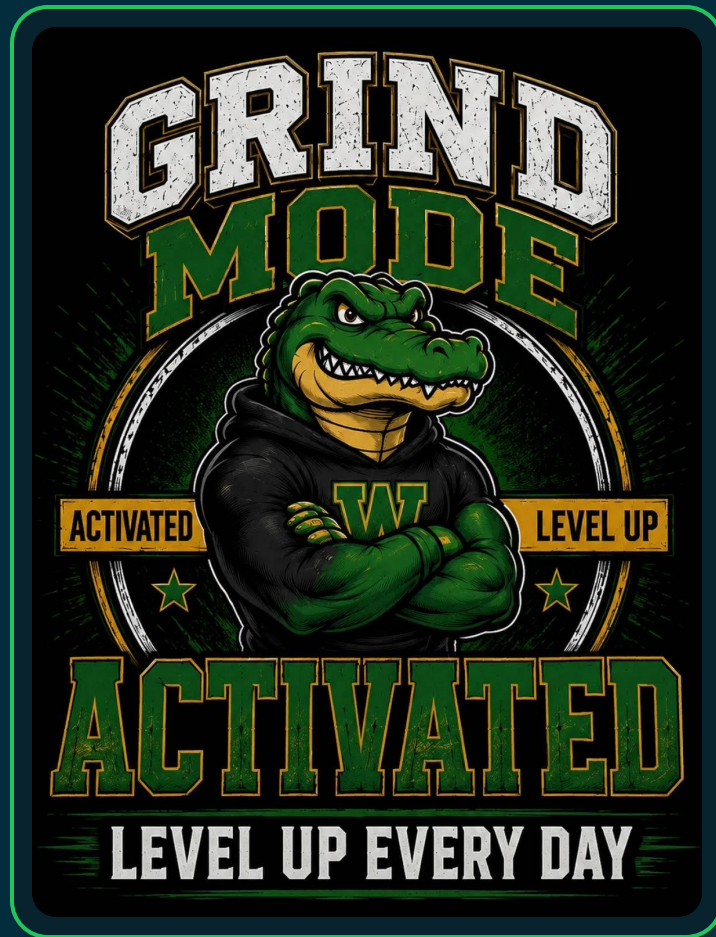
School Improvement Team Meeting

VIRTUAL MEETING LINK 9/24/2026

[VIRTUAL LINK](#)

Kenyatta Davenport | SIP Process Manager

Tammillye Ward | Principal



Meeting Agenda

01 Welcome

02 Vision & Mission

03 CMS Goals & Guardrails

04 School Improvement Goals

05 I-Ready Data & Goals

06 Financial Update

07 Quarter 1 Title IX Report

08 Upcoming Dates

Meet the Admin Team



Tammillye Ward

Principal



Anquinette Marsh

Assistant Principal



**Kenyatta
Davenport**

Assistant Principal



Derwin Calhoun

Dean of Students

WMS Vision & Mission



OUR VISION

Learning Environment

To create an innovative, inclusive, student-centered environment that supports the development of independent learners.



OUR MISSION

Student Empowerment

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

Endless possibilities start with



OUR MISSION

To create an innovative, inclusive, student-centered environment that supports the development of independent learners.

OUR VISION

To lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential.

2024 – 2029 DISTRICT GOALS



Improve Early Literacy in Grades K – 2



Improve Literacy Skills in Grades 3 – 8



Strengthen Math Performance in Math 1



Post-Grad Readiness

CORE BELIEFS

Public education is essential to democracy and necessary for economic opportunity, mobility and the broader public good.

We are responsible for building and maintaining a high performing school district.

Each student is uniquely capable and deserves an engaging, relevant, and challenging educational experience.

Our principals and teachers make the critical difference in student achievement and building a positive school community.

The school system, families, and communities are necessary partners in ensuring the academic, social, emotional and behavioral success of students.

GUARDRAILS



Equity over Equality:
Reducing Achievement Gaps



Safety & Security



Attending to the Whole Child:
Wellbeing & Engagement



Staffing:
High Quality Teachers

FOUR PILLARS OF EXCELLENCE



Academic Excellence



People Excellence



Operational Excellence

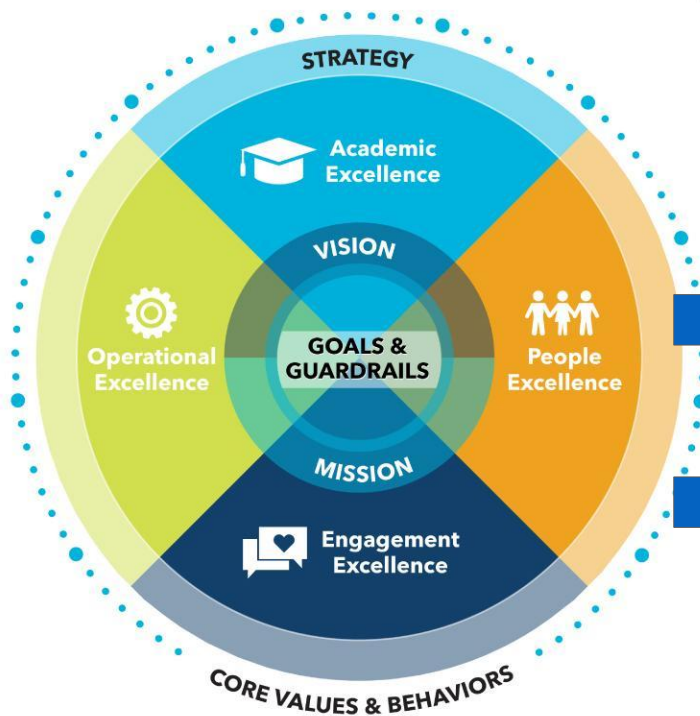


Engagement Excellence

OUR COMMITMENT TO DELIVER **EXCELLENCE** WITHOUT EXCEPTION

Goals & Guardrails

Endless Possibilities



2024-2029 GOALS

Early Literacy

Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 67% in June 2023 to 91% by June 2029

Grades 3-8 Literacy

Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 31% in September 2023 to 50% by June 2029.

Math I

Percent of students scoring CCR (college and career ready) on Math I assessments will increase from 26% in September 2023 to 57% by June 2029.

Post-Secondary Readiness

Percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 72% in June 2023 to 85% by June 2029.

Guardrails

- | | |
|---|--|
| ➤ | While ensuring schools have the resources needed to meet student needs, the Superintendent shall not neglect strategies or resources for significantly reducing achievement gap. |
| ➤ | The Superintendent shall not allow an unsafe environment in schools, at school-related events, or on transportation. |
| ➤ | The Superintendent shall not neglect social-emotional support; character development support; attendance support; or access to enrichment activities that successfully engage students. |
| ➤ | While ensuring all schools have teachers equipped to deliver high-quality instruction, the Superintendent shall neither neglect targeted nor comprehensive strategies for teacher recruitment, retention and engagement. |

Pillars of Excellence

Endless Possibilities



**Academic
Excellence**



**People
Excellence**



**Operational
Excellence**



**Engagement
Excellence**



Middle B Priority SIP Indicators / Whitewater Middle School

Instructional teams develop **standards-aligned units of instruction** for each subject and grade level.

A2.04

*Weekly PLC and Common Planning meetings where all stakeholders come prepared and actively engage in lesson planning and review to ensure standard alignment while incorporating ALD, DOK levels)

*Every PLC will incorporate an opportunity for teachers to model the lesson and receive feedback from peers and the instructional leader.

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.

A4.01

*Utilizing small groups/centers to respond to student learning needs.

*Use of learning task cards during small groups.

*Weekly data meetings where all stakeholders come prepared and actively engage to discuss student artifacts

*½ day quarterly Data dives are in place in response to MVPA

Leadership Team consisting of the principal, teachers who lead the instructional teams, and other professional staff meet regularly (at least twice a month) to review implementation of effective practices.

B1.03

-Weekly ILT meeting to discuss data trends and teacher performance.

-Regular calibration walks amongst Admin debrief, reflect and respond to data as well as provide immediate feedback to staff

-Coaching caseloads trackers will document continuum of support.

The school has established a team structure among teachers with specific duties and time for instructional planning.

B2.03

-Master Schedule includes time for teacher and PLC lead to meet twice a week.

-½ Day Quarterly Data dives are in place in response to MVPA

-Support staff (ML, EC) collaborates within PLC's to discuss relevant student data trends

.

The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive, and actionable feedback for teachers.

B3.03

-Regular calibration walks amongst Admin debrief to reflect and respond to data as well as provide immediate feedback to staff.

-Coaching caseloads trackers will document continuum of support consistently..

-Teachers will participate in Peer walks and video reflections.

-Principal will host monthly meeting with TLP teacher to develop leadership and coaching skills.

I-Ready Reporting - Goal 95% (28 Extension Scholars)

ELA - Reading

98%

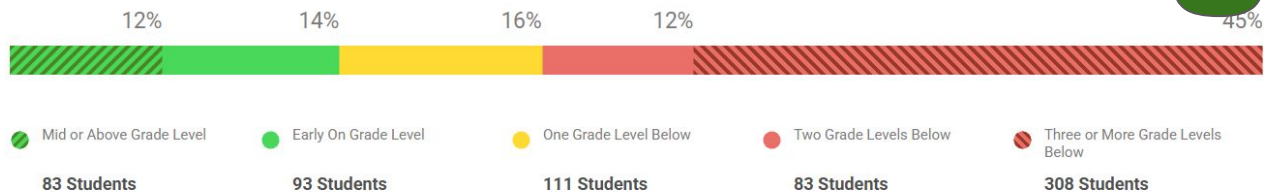
Math

97%

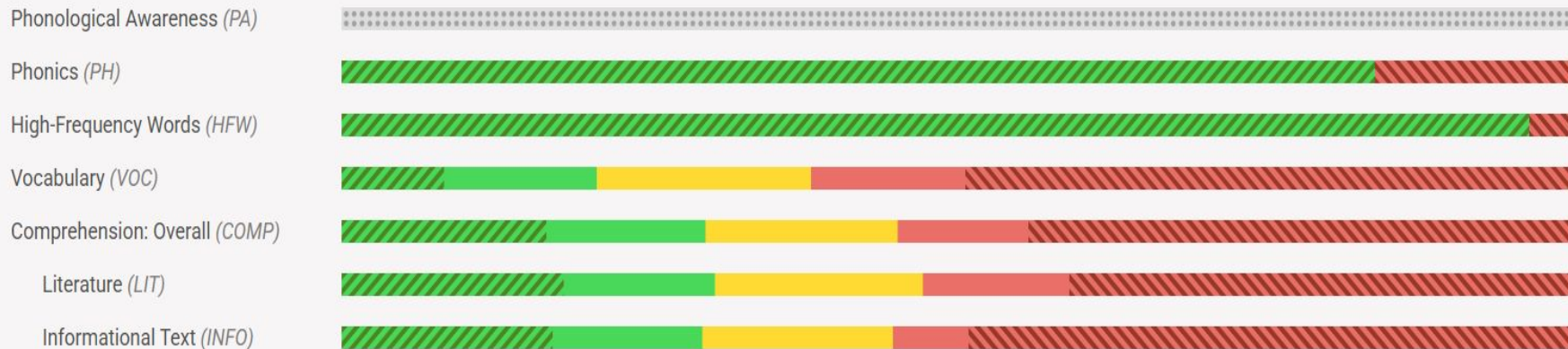
Overall Placement

Students Assessed/Total: 678/723

Reading



▼ Placement by Domain

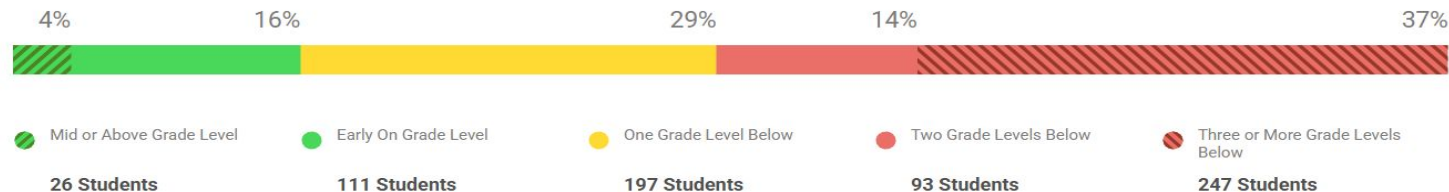


Not assessed (due to grade or domain exempted)

Overall Placement

Students Assessed/Total: 674/723

Math



▼ Placement by Domain



Mission:

To create an innovative, inclusive, student-centered environment that supports the development of independent learners.

Vision:

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

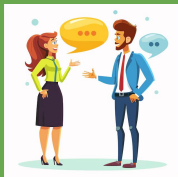


WMS Values

- We value High Expectations for Students and Staff.
- We value our Belief in Students.
- We value Learning.
- We value People.

26-27 Academic Drivers

Feedback



Weekly Data Meetings



Data Driven Facilitation of Learning

Small Groups

Instructional Accountability and Ownership

25-26 Goals

Grade Level Proficiency 51%

Career College Ready 35%

Title I Budget: \$244,080 (75% of Total Allocation)

Staffing

\$104,659

0.5 Teacher & 1 Behavior
Management Technician (BMT)

Leadership

\$97,070

7 Teacher Leader Pathway
Differentials

Curriculum

\$22,684

Summer Curriculum Planning
(Math, ELA, Master Schedule)

Engagement

\$6,441

Parent Engagement Supplies &
Food

Spent to date: \$400

Supplies

\$6,000

Supplies and Materials for Staff
and Students

Software

\$4,000

Whole School Peardeck
Subscription

Title I Budget: \$77,000 (additional 25% of Total Allocation)

\$45,150

0.5 Teacher - to support Tier 3 Reading Intervention and reduce class size in 7th grade ELA.

\$14,000

Supplies and Materials for Staff and Students

\$10,850

Professional Development for teacher leaders focused on implementing weekly data meetings

\$7,000

Summer Curriculum Planning (Math, ELA, Master Schedule)



CMS Title IX Overview for School Leadership Teams

No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX of the Education Amendments of 1972

Education Amendments of 1972

Title IX is a federal law that was passed in 1972 to ensure that male and female students and employees in educational settings are treated equally and fairly.

Title IX prohibits any educational institution that receives federal financial assistance from **discriminating on the basis of sex** including gender and gender identity.

Title IX currently operates on the 2020 Final Rule

CMS Prohibited Sex-based Harassment

Sexual harassment is any unwanted or unwelcome behavior (of a sexual nature) that makes you feel uncomfortable, fearful or powerless, and interferes with your school work. It can include unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Gender-based harassment includes verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity.

“Conduct of a sexual nature is unwelcome when the student being harassed did not request or invite the conduct and regarded it as offensive or undesirable.”

U.S. Department of Education

Title IX Sexual Harassment Definition

Title IX 2020 Final Rule defines sexual harassment as:

- **Quid Pro Quo:** an employee of the recipient conditioning the provision of aid, benefit, or service of the recipient on an individual's participation in the unwelcome sexual conduct.
- **Hostile Environment:** unwelcome sexual based conduct, based on the totality of the circumstances, is objectively offensive, and is so severe and pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's educational program or activity.
- **Violence:** sexual assault, dating violence, domestic violence, and stalking

Title IX Hostile Environment Conditions

Sexual harassment is so severe and pervasive and objectively offensive that it effectively denies a person's ability to participate in or benefit from the school's educational program or activity.

- must be sex-based or sexual in nature
- must have a complainant (voluntary or involuntary)

Just because it relates to a private body part or a bodily function does not mean it falls under Title IX.

School's Jurisdiction

2020 Title IX Final Rule applies to reports of sexual harassment in education programs and activities, including

- buildings or other locations that are part of the school's operations, including remote learning platforms (applications, devices, etc)
- off-campus settings if the school exercised substantial control over the respondent and the context in which the alleged sexual harassment occurred (field trips)

Title IX Vocabulary

Complainant: individual who is alleged to be the victim

Respondent: individual reported to be the perpetrator of conduct that could constitute sexual harassment

Formal Complaint: verbal or written complaint submitted by the complainant, parent/guardian, the administrator on their behalf, or signed by the district Title IX Coordinator, alleging sexual harassment against a respondent and requesting an investigation of the alleged sexual harassment.

Title IX Vocabulary

Grievance Procedures: process prescribed by the 2020 Final Rule for a consistent, transparent grievance process for resolving formal complaints of sexual harassment.

Supportive Measures: individualized services reasonably available that are non-punitive, non-disciplinary, and not unduly burdensome to the other party while designed to ensure equal educational access, protect safety or deter sexual harassment.

Equitable & Unbiased

The 2020 Final Rule prescribes a consistent, transparent grievance process for resolving formal complaints of sexual harassment including

- assume complainant is telling the truth
- assume respondent is not responsible for the alleged behavior
- supportive measures must be **non-punitive** and **non-disciplinary**

Sanctions/consequences cannot be given until the investigation has concluded.

Schools have a responsibility to respond to sex-based harassment and

- **stop the behavior,**
- **prevent the recurrence, and**
- **remedy the effects.**

Grievance Process

Title IX requirements begins with a notice alleging sexual harassment, NOT a determination that the report is true. The school will

- discuss and offer supportive measures to the complainant
- explain the grievance process and right to file a formal complaint
- notify the complainant of the right to an advisor of his/her choice

If the respondent will be involved in the complainant's supportive measures (example: no contact agreement) or investigated, he/she will also be provided with supportive measures.

Harassment is determined by the “victim” not the person accused of making the statement, action or writing.

It is important to understand everyone’s boundaries are different and we need to respect those differences.

Supportive Measures

Supportive Measures are provided to ensure equal educational access, protect safety or deter sexual harassment **and** are non-punitive, non-disciplinary, and not unduly burdensome to the other party.

Examples include but are not limited to

- counseling
- restorative conferences
- schedule changes during the investigation
- academic supports
- no contact agreement
- seating assignment changes
- referral to outside agency including law enforcement

Grievance Process

Grievance Options include:

- **supportive measures only** (school handles through CMS Code of Student Conduct violation, no Title IX investigation)
- **informal resolution** (must be agreed upon by both parties)
 - formal complaint required and Title IX Coordinator approval
 - not always appropriate (i.e-allegations of staff to student, sexual assault)
 - if no agreed upon resolution, moves to a formal investigation
- **formal investigation**
 - formal complaint required and Title IX Coordinator approval
 - All Title IX formal complaints are forwarded to the **CMS District Title IX Coordinator** for review and determination if the complaint meets the 2020 Final Rule requirements for a Title IX formal investigation.
 - Full version of CMS Title IX Grievance Procedures can be found

Grievance Process

A **formal complaint** of sexual harassment **must be dismissed** for purposes of Title IX if

- the alleged conduct would not constitute sexual harassment as defined in the 2020 Title IX Regulations, even if proven
- OR**
- did not occur in the school's educational program or activity

However, schools can then address the allegations under the CMS Code of Student Conduct or CMS Employee Policy.

Grievance Process

Formal investigations have specified **due process rights** and **notification requirements** for both parties with an equitable, unbiased, and transparent process outlined by the 2020 Final Rule. The Title IX formal investigation takes on *average 75 days* because it

- is a formalized process with written notifications at every step
- requires two 10-day evidence review period for both parties
 - to inspect, review, and respond to all related evidence
 - respond to investigation report
- will have a separate investigator and decision maker

No sanctions/consequences can be given until the investigation is concluded.

Standard of Evidence

CMS uses the **preponderance of evidence** standard (more likely than not) when investigating and resolving a complaint. The evidence provided will be weighed against the facts that it is more likely than not that the formal complaint occurred as alleged.



**KNOW THE
CODE**

INTEGRITY • RESPECT • RESPONSIBILITY

Consequences

CMS Code of Student Conduct

Sexual Behavior is a violation of **CMS Code of Student Conduct**. This includes both consensual and non-consensual acts.

Rule 27: Sexual Behavior: A student shall not engage in any sexual behavior on school property or at a school-sponsored activity.

Violations of Rule 27A-E for secondary school students (grades 6-12) result in a minimum of a Level II Response to a maximum of a long-term suspension or expulsion.

CMS Code of Student Conduct

A. Mutual Sexual Activity: A student shall not engage in consensual sexual contact and/or sexual acts.

B. Offensive Touching: A student shall not engage in unwanted touching of an offensive or sexual nature. In some cases this may be a violation of 27E.

C. Sexual Harassment: A student shall not engage in unwanted verbal or physical (e.g. gesturing) conduct of a sexual nature which may reasonably be regarded as intimidating, hostile or offensive. This includes communication of (by digital or other means) or the intentional display of sexually explicit material.

CMS Code of Student Conduct

D. Indecent Exposure: A student shall not intentionally expose private body parts, including but not limited to the intentional display of the buttocks (moonng).

E. Sexual Battery: A student shall not intentionally engage in sexual contact (the touching of a sexual organ without penetration) for the purpose of sexual arousal, gratification, or sexual abuse by force or against the will of another person. Sexual organ includes breast, anus, buttocks and genitals.

RESPONSES:

Minimum: Level I Response for Elementary

Level II Responses for Secondary (1-10 days short-term suspension)

Maximum: Long Term Suspension or Expulsion

CMS Code of Student Conduct

F. Rape or Sexual Offense: A student shall not attempt or engage in nonconsensual sexual penetration with another person.

RESPONSES:

Minimum: Level III Responses (11 to 30 days long-term suspension)

Maximum: Long Term Suspension or Expulsion

Other Potential Consequences for Sexual Offenses

- community service
- assignment to alternative school
- school expulsion
- criminal charges
- arrest
- time in prison
- classification as a sex offender
- punitive fines
- civil damages



Criminal Sexual Offenses Allegations

All reports of criminal sex offenses will be reported to law enforcement including

- **Rule 27E. Sexual Battery:** intentionally engaging in sexual contact (the touching of a sexual organ without penetration) for the purpose of sexual arousal, gratification, or sexual abuse by force or against the will of another person-sexual organ includes breast, anus, buttocks and genitals
- **Rule 27F. Rape or Sexual Offense:** the attempt of or engagement in nonconsensual sexual penetration with another person
- **Indecent Liberties with a Minor:** sexual activity or behavior with a student by a person serving in a “school personnel” capacity
- **Child Pornography:** sexual images or video of a person under 18 years of age



Reporting & Student Rights

Student Rights

- Students have the right to report the incident to law enforcement.
- Students have the right to submit a complaint to their school's administration.
- Students have the right to have their complaint investigated and resolved in a manner that is PROMPT and EQUITABLE.
- Students have the right to be accompanied by an advisor through the investigation and resolution process.
- Students have the right to access outside medical authorities, crisis counselors or domestic shelters.

Reporting at Our School

Every school has a designated Title IX Liaison that oversees Title IX allegations. The school Title IX Liaison is posted on each school's website and is one of the school administrators (principal, assistant principal, dean of students).

Reports of sex-based harassment can be reported to any school staff member including teachers, student support staff, school administrator, and campus security.

District Level Title IX Reporting

Michele Jean-Jumeau

District Title IX Coordinator

email: titleixcoordinator@cms.k12.nc.us

phone: (980)343-9900

CMS Title IX Grievance Procedures

The full CMS Title IX Grievance Procedures can be found on the Charlotte Mecklenburg Schools website at

<https://www.cmsk12.org/Page/891>



Quarter 1 Topics:

From Sounds to Stories:

Monitoring Early Literacy Growth
with DIBELS (*Elementary School*)

Cracking the Code:

Helping your Middle Schooler Thrive
in ELA & Math 1 (*Middle School*)

Navigating High School:

Tools, Tips, and Strategies for Success
(*High School*)

Family Academy

Your central hub for all Family Academy
events and resources.

Access high-quality programs including On
Demand, On the Go, Lunch & Learns, and the
Family Portal.

Explore learning opportunities, tools, and
resources designed to support students,
families, and the entire CMS community.

Explore CMS Family Academy

HOMECOMING

Dance

BOOTS & FLANNEL

Same School. Brighter Nights.

*Good Music
Good Friends
Great Memories*

*Dress Cute
Stay Respectful
Have Fun*

**THURSDAY
OCTOBER 8, 2026**

JUEVES, 8 DE OCTUBRE DE 2026
THỨ NĂM, NGÀY 8 THÁNG 10 NĂM 2026
ЧЕТВЕРГ, 8 ОКТЯБРЯ 2026 ГОДА
2026年10月8日 (星期四)

6:00 PM – 8:00 PM
6:00 PM – 8:00 PM
6:00 CHIỀU – 8:00 TỐI
18:00 – 20:00
晚上 6:00 – 8:00

WHITEWATER CAFETERIA
CAFETERÍA DE WHITEWATER
KHU VỰC ĂN UỐNG WHITEWATER
СТОЛОВАЯ WHITEWATER
Whitewater 学校食堂

**ALL ELIGIBLE STUDENTS
WITH NO OSS / ISS!**

¡TODOS LOS ESTUDIANTES ELEGIBLES SIN OSS / ISS!
TẤT CẢ HỌC SINH ĐỦ ĐIỀU KIỆN, KHÔNG CÓ OSS / ISS!
ВСЕ ПРАВОМОЧНЫЕ УЧАЩИЕСЯ БЕЗ OSS / ISS!
所有符合条件的学生 (没有 OSS / ISS) !

*Good Choices
Lead to
Great Times!*

BAILE DE HOMECOMING
BOTAS Y FRANELA

JUEVES, 8 DE OCTUBRE DE 2026
6:00 PM – 8:00 PM
CAFETERÍA DE WHITEWATER

¡TODOS LOS ESTUDIANTES ELEGIBLES SIN OSS / ISS!

VŨ HỘI HOMECOMING
GIÀY ĐÓT VÀ ÁO SƠ MI FLANNEL

THỨ NĂM, NGÀY 8 THÁNG 10 NĂM 2026
6:00 CHIỀU – 8:00 TỐI
KHU VỰC ĂN UỐNG WHITEWATER

TẤT CẢ HỌC SINH ĐỦ ĐIỀU KIỆN, KHÔNG CÓ OSS / ISS!

ТАНЦЫ HOMECOMING
САПОГИ И ФЛАНЕЛЬ

ЧЕТВЕРГ, 8 ОКТЯБРЯ 2026 ГОДА
18:00 – 20:00
СТОЛОВАЯ WHITEWATER

ВСЕ ПРАВОМОЧНЫЕ УЧАЩИЕСЯ БЕЗ OSS / ISS!

WHITEWATER MIDDLE SCHOOL

GRIND MODE

ACTIVATED

LEVEL UP EVERY DAY

TITLE I, CURRICULUM, FAMILY & COMMUNITY ENGAGEMENT NIGHT

October 1, 2026 | 6:00 PM - 7:30 PM
Pizza & Drinks Will be Served!

ENGLISH

- Learn about curriculum and expectations
- Receive syllabi and resources
- Learn about Title I services
- Connect with teachers and support staff
- Strengthen home-school partnerships

ESPAÑOL

- Conozca el currículo y expectativas
- Reciba programas y recursos
- Aprenda sobre Título I
- Conéctese con maestros y personal
- Fortalezca la alianza hogar-escuela

CONTACT INFORMATION

Phone: 980-344-3400 Website: <https://whitewaterms.cmsk12.org/>

Together We Level Up Student Achievement!
¡Juntos Elevamos el Logro Estudiantil!

WHITEWATER MIDDLE SCHOOL

HISPANIC HERITAGE MONTH

Spirit Week

OCT 5 - OCT 9

**MONDAY
OCT 5**

REPRESENT YOUR ROOTS

Wear the colors of a Hispanic/Latino country you love, represent, or connect with.

**TUESDAY
OCT 6**

TRADITIONAL WEAR TUESDAY

Celebrate Hispanic cultures by wearing traditional clothing, accessories, or colors from a country or culture.

**WEDNESDAY
OCT 7**

LATIN MUSIC DAY

Dress as your favorite Hispanic/Latino artist or wear a music-inspired outfit!

**THURSDAY
OCT 8**

TÍA/TÍO DAY

Think tia/tío vibes — comfy clothes, big personality, sunglasses, fanny packs, fun accessories, and more!

**FRIDAY
OCT 9**

JERSEY DAY

Rep your favorite Hispanic/Latino athlete, soccer team, or sports jersey!

Nuestra cultura nos hace más fuertes

WHITEWATER MIDDLE SCHOOL